

McKinney Independent School District

Dowell Middle School

2023-2024 Improvement Plan



Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

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Core Beliefs

We believe:

- In our students
 - Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
 - Learning is an active process involving students and parents to ensure that every student has an excellent education
 - Every student needs an avenue to be engaged with their campus activities
 - In recruiting and retaining the best staff for our students
 - Staff is our greatest resource
 - All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Dowell Middle School consists of 102 staff members that serve over 1,070 students in grades 6-8. Over one-half of our professional staff has six to twenty years of experience. Almost twenty-six percent of our students are economically disadvantaged and approximately eleven percent of our students are English language learners. Our mobility rate is approximately nine percent; meaning students have withdrawn or are new to our campus during a school year.

Demographics Strengths

DMS is fortunate to serve a diverse community in which the student body is reflective of the City of McKinney. Our staff retention rate is high and the majority of our staff have taught for more than five years. New teachers that join the Dowell community have many veteran teachers to learn from, while they themselves bring a wealth of current research in the areas of pedagogy and content knowledge.

Student Achievement

Student Achievement Summary

We are pleased with our overall scores and passing rates, but we want to focus on improving student performance growth. Dowell used our MAP scores to look at growth and as a prediction for STAAR performance. Our MAP results projected that 88% of our 6th graders, 90% of 7th graders and 91% of our 8th graders would have success on the spring STAAR test in math. While it projected that 90% of our 6th graders, 87% of our 7th graders and 95% of our 8th graders would have success on the spring STAAR test in reading.

When we received our STAAR 2023 results, our MAP projections were fairly consistent with our STAAR results. We underperformed in 7th Math, however, we surpassed our 8th grade Reading projections. For TELPAS, 19% of our 6th grade ELLs, 18% of our 7th grade ELLs, and 12% of our 8th grade ELLs had one year of proficiency growth. Almost nine percent of our ELL students were able to reclassify based on their TELPAS and STAAR results, representing ten percent of the district reclassifications.

Student Achievement Strengths

School Culture and Climate

School Culture and Climate Summary

Dowell Middle School is committed to cultivating a community of learners who are effective communicators, who are social responsible citizens, and who are quality contributors in the classroom and the larger community (MISD graduate profile). Our motto for Dowell Middle School students is "PAWS" (Personal Accountability with Sincerity).

School Culture and Climate Strengths

Dowell Middle School's cultural strengths include the PALS program, Partners PE and Art, AVID, NJHS, and other student organizations that believe in providing involvement in our DMS community. These students show strong leadership skills and compassion for their fellow students. These opportunities build a great sense of community and caring. Dowell Middle School is fortunate for the large group of community volunteers who give countless hours assisting students in fine arts, supporting athletics, supporting teachers and serving as mentors. The staff has a strong commitment to academic excellence, and demonstrate this by offering multiple opportunities for tutoring and supporting a wide range of academic and other after-school clubs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dowell Middle School consists of 102 staff members that serve over 1,000 students in grades 6-8. Over one-half of our professional staff has six to twenty years of experience. Professional staff is dedicated to meeting weekly with their teams utilizing the PLC (Professional Learning Communities) process, and building a strong community of learners. For this school year, DMS hired two new to the profession teachers and ten experienced teachers.

Staff Quality, Recruitment, and Retention Strengths

Our staff retention rate is high and the majority of our staff have taught for more than five years. New teachers to our building have many experienced professionals to learn from and new teachers bring a wealth of current research in the areas of pedagogy and content knowledge to the campus. Each new teacher to Dowell is assigned a mentor for their two years in MISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DMS professional staff meet twice a week in Professional Learning Communities to design engaging lessons for our students. Team leads prepare and keep record of meetings by providing a weekly agenda. Teams utilize Forethought through the team planner and posting of weekly plans. District provided curriculum and resources are used as a guide to drive instructional decisions. DMS created a design center for teachers to come together and to use during data conversations to design lessons for the "who" in their classes. After assessments are given, professional staff analyze the results and share strengths and weaknesses within in their standards with instructional leaders and administrators. The PLC will then collaboratively determine how they will reteach or enrich students within in the small group setting. In preparation of the 2023-24 school year, the DMS Leadership team did a book study regarding data driven instruction focusing on four key principles: Assessment, Analysis, Action and Culture.

Curriculum, Instruction, and Assessment Strengths

Many of the professional staff from DMS, participate as curriculum writers for the district. The instruction developed aligns with state standards and is evaluated through formative and summative assessments in all content areas. Teacher made assessments are developed prior to lesson design, and include rigor that mirrors STAAR. Staff utilize formative assessments throughout their unit instruction to gauge not only student understanding, but effectiveness of instruction. Teachers participate in design time with the instructional coaches, media resource specialist and principal and assistant principals to design engaging lessons for their who. Teams must visit the six PLC questions when designing their lessons.

Parent and Community Engagement

Parent and Community Engagement Summary

Goals

Goal 1: FOU" y km" g puwtg" v j g" ue j qqn" ku" uchg" cp f" u gewtg()

Performance Objective 1:

Goal 1: FOU"y knn"gpuwtg"vjg"uejqqn"ku"uchg"cpf"ugewtg0

Performance Objective 2: Engct"eq o o wpkecvkqp"ykvj"uvwfgpvu."uvchh"cpf"eq o o wpkv{"tgi ct fkp i"uchgv{"rtqvceqnu0

Evaluation Data Sources: Lion's Roar (Staff Newsletter), Mighty Roar (Parent Newsletter), Social Media, PAWS Lessons

Goal 1: FOU" y knn" gpuwtg" vjg" uejqqn" ku" uchg" cpf" ugewtg0

Performance Objective 3: Uvwf gpvu." rctgpvu." cpf" vjg" eqo o wpkv{" y knn" rgtgkxg" vjg" uejqqn" gpxktqp o gpv" cu" uchg" cpf" qtfgtñ{0

Evaluation Data Sources: Regular qualitative and quantitative data will be reviewed to access the safe and orderly environment at Dowell Middle School.

Goal 1: FOU" y knn"gpwtg"vjg"uejqn"ku"uchg"cpf"ugewtg0

Performance Objective 4:

Goal 2: FOU" yknn" wug" fcv" fgekukqpu" vq" gpicig" uvwfgpvu" kp" ngctpkpi" gzrgtkgpegu" vjcv" gpuwtg" itqyv" j" cpf" yknn" rtgrctg" vjgo" hqt" itcfwcvkqp" cpf" rquv/ugeqpfct{
uweeguu0

Performance Objective 1: Fqy gmn" yknn" kpetgcug" vjg" itqyv" j" o gcuwtg" hqt" cnn" uvwfgpvu0

- Evaluation Data Sources:**
1. Provide targeted and measurable intervention for all students appropriate based on their individual needs.
 2. Use formative and summative assessments to monitor the number of students who show mastery.
 3. Implement intervention curriculum such as MyPath, English 3D and Read180 for Reading and Imagine Math and Region 4 resource materials for Math.
 4. Individualized plans for Special Education, 504, EB and MTSS students to meet them where they are to begin to show growth.

Goal 2: FOU"y knn"wug"fcvc"fgekukqpu"vq"gpici g"uvwfgpvu"kp"ngctpkpi"gzrgtkgpegu"vjcv"gpuwtg"itqyv j"cpf"y knn"rtgrctg"vjgo"hqt"itcfwckqp"cpf"rquv/ugeqpfct{uweeguul)

Performance Objective 2: Fqy gnn"NGR"uvwfgpvu"y knn"fg o qpuvtcvg"Gp i nkuj"ncpiwci g"rtqhkekgpe{ "itqyv j"qh"qpg"{gct"qt"o qtg()

- Evaluation Data Sources:** 1. TELPAS Results
 2. TELL data reports
 3. MAP reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Intentional instruction with targeted interventions for all language learners.</p> <p>Strategy's Expected Result/Impact: The student achievement data of EB students will continue to increase as measured by STAAR/TELPAS and all district assessments. Sheltered Instruction strategies will be utilized by our Cohort teachers as they serve our EB students.</p> <p>Staff Responsible for Monitoring: Dowell Leadership Team and EB support</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Intentional vocabulary instruction</p> <p>Strategy's Expected Result/Impact: Increase Tier 2 and Tier 3 academic vocabulary</p> <p>Staff Responsible for Monitoring: D</p>			

Goal 2: FOU" y knn" wug" fvc" fgekukqpu" vq" gpicig" uvw fgpvu" kp" ngctpkpi" gzrgtkgpegu" vjcv" gpuwtg" itqyvj" cpf" y knn" rtgrctg" vjgo "hqt" itcfwcvkqp" cpf" rquv/ugeqpfct{ uweeguul

Performance Objective 3: Fqy gnn" y knn" fgxgnqr" eqpvkpwg" vq" k o r ng o gpv" c" tki qtqw u" ewttkewnw o " vjcv" cmqy u" uvw fgpvu" vq" fg o qp uvtcvg" o cuvgt {0

- Evaluation Data Sources:**
1. Formative and summative assessments will reflect the elements of Schlechty's Design Qualities.
 2. Dowell will work with teachers to create a variety of assessment tools to monitor and track student mastery.
 3. Rigorous assessments will be created to mirror the STAAR exams.

Feb		Formative Reviews		
Strategy 1 Details		Formative		Summative
		Nov	Feb	June
<p>Strategy 1: Rigor</p> <p>Strategy's Expected Result/Impact: Dowell staff will continue to participate in district curriculum writing to ensure rigorous curriculum is created for all students. DMS teachers will give out an end of the 9 week report card for students.</p> <p>Staff Responsible for Monitoring: Dowell Leadership and teachers, Curriculum Writers</p> <p>TEA Priorities: Build a foundation of reading and math</p>				
Strategy 2 Details		Reviews		
<p>Strategy 2: DMS will utilize data to drive instruction. DMS leadership participated in a summer book study to help facilitate our</p>				

Goal 2: FOU" y knn" wug" fvc" fgekukqpu" vq" gpicig" uvwfgpvu" kp" ngctkpi" gzrgtkgpegu" vjcv" gpuwtg" itqyv" j" cpf" y knn" rtgrctg" vjgo" hqt" itcfwcvkqp" cpf" rquv/ugeqpfct{ uweegu0

Performance Objective 4: Fqy gmn" y knn" rtqo qvg" rquv" ugeqpfct{ "tgcfkpguu" hqt" cnn" uvwfgpvu0

Evaluation Data Sources:

Goal 3: FOU"y km"eqpvkpwg"vq"tgetwkv."tgeq i pk |g."fgxgnqr."cpf"tgvc kp"jki j /swcnkv {"cpf"ghhgev kxg"uvchh0

Performance Objective 1: FOU"y km"tgeq i pk |g"cmn"vjg" i tgc v"y qtm"qh"qwt"uvchh" o g o dgtu0

Evaluation Data Sources: Leading Lion Awards, Staff Shout Outs in the weekly Newsletter

Goal 3:

Goal 3: FOU" yknn"eqpvkpwg"vq"tgetwkv."tgeq i pk |g."fgxgnqr."cpf"tgvc kp"jki j /swcnkv {"cpf"ghhgev kxg"uvchh0

Performance Objective 3: Vgcejgtu" yknn"dg"gpeqwtc igf"vq"i tqy"rtqhguukqpcnn {"vj tqw i j" c"xctkgv {"qh"rtqhguukqpcn" fgxgnqr o gpv"q r rqtvwpkvkgu0

Evaluation Data Sources: N2 Teacher Institute, MISD Leadership Academy and Curriculum Writing
Content specific conferences

Goal 4: FOU" yknn"kpvgpvkqpcnn{ "hqewu"qp" o ckpvckpkpi "c"ewnvwtg"vjcv"ku"kpenwukxg"qh"uvwfgpvu."uvchh"cpf"eq o o wpkv {0

Performance Objective 1: Fqy gmn" yknn"etgcvg"c"uvwfgpv"cfxkuqt{ "eq o o kvvgg0

Evaluation Data Sources: Students will have dialogue with admin quarterly about perceptions of the equity and diversity issues they see on campus

Goal 4:

Goal 4: FOU" yknn"kpvgpvkqpcnn{ "hqewu"qp" o ckpvckpki "c"ewnwvtg"vjcv"ku"lpenwukxg"qh"uvwfgpvu."uvchh"cpf"eq o o wpkv{0

Performance Objective 3: Fqy gnn" yknn"rtqxfkfg"uvwfgpvu"vjg"qrrqtvpkvkgu"vq"dg"rctv"qh"fkxgtug"enwdu"uwej"cu"CXKF."UVWEQ."PLJU."cpf"RCNU0

Goal 5: FOU" y km" g puwtg" v j cv" eq o o wpkecvkqp" k p vgtpcnn{ " cp f" g z vgtpcnn{ " ku" eqpukuvgpv." ceewtcvg" cp f" vk o gn{ 0

Performance Objective 1: FOU" y km" o ckpvckp" c" tqwvkpg" r tqeguu" qh" eq o o wpkecvkqp" y kv j" Uvchh0

Evaluation Data Sources: Lion's Roar weekly

Social Media

Remind

Video Announcements

Goal 5: FOU" y knn" gpuwtg" vj cv" eq o o wpkecvkqp" kpvgtpcnn { "cpf" gzvgtpcnn { "ku" eqpukuvgpv. "ceewtcvg" cpf" vk o gn {0

Performance Objective 2: FOU" y knn" o ckpvckp" c" tqwvkpg" r tqeguu" qh" eq o o wpkecvkqp" y kvj "Rctgpvu" cpf" Eq o o wpkv {

Evaluation Data Sources: Mighty Roar weekly

Social Media

PTO Meetings

Goal 5: FOU" y knn" gpuwtg" vj cv" eq o o wpkecvkqp" kpvgtpcnn { "cpf" gzvgtpcnn { "ku" eqpukuvgpv. "ceewtcvg" cpf" vk o gn {0

Performance Objective 3: FOU" y knn" o ckpvckp" c" tqwvkpg" r tqeguu" qh" eq o o wpkecvkqp" y kvj "Uvwfgpvu0

Evaluation Data Sources: Video Announcements

CANVAS courses

PAWS lessons

Social Media

Goal 6: FOU" y km" eqpvkpwg"vq"dg"hkuecm{"tгурqpukdng"cpf"ghhkekgp" y kvj"fkvtkev"tguqwtegu0

Goal 6:

Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00