

Decatur Independent School District
McCarroll Middle School
2019-2020 Campus Improvement Plan



Mission Statement

McCarroll Middle School Mission is to educate all of our students at a high level of learning, and to make a difference in their lives.

Vision

It is McCarroll Middle School's vision is to create educational opportunities for every student so that their dreams can be achieved.

Value Statement

A campus where all children succeed, feel safe and their curiosity is cultivated.

McCarroll MS is a campus that fosters a sense of belonging, community, and collaboration.

McCarroll MS is a campus that believes in learning standards that challenge, and intentionally designed experiences that delight students, develop their confidence and competence, and helps every child to value tasks that result in learning.

McCarroll MS is a campus that prepares all children for many choices and that gives them the tools and attitudes to contribute to our democratic way of life and live successfully in a rapidly changing world.

Core Values: Community, Relationships, Traditions, Team Work, Learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCarroll Middle School is a growing school and has increased its enrollment by 42 students in a year's time to reach 526. Our population consists of:

2% African American Students

2% Asian Students

36% Hispanic Students

13% American Indian Students

47% White Students

45% Economically Disadvantaged Students

11% English Language Learners

14% Special Education Students

Demographics Strengths

Student Achievement

Student Achievement Summary

When compared to STAAR scores from a year ago, math scores dropped 2 percentage points in the approaches category and social studies dropped 10 percentage points.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
All Subjects								
Percent of Tests								
% at Approaches GL Standard or Above	76%	63%	71%	79%	91%	93%	-	71%
% at Meets GL Standard or Above	46%	25%	37%	50%	45%	79%	-	38%
% at Masters GL Standard	22%	13%	15%	26%	9%	43%	-	24%
Number of Tests								
# at Approaches GL Standard or Above	1,251	5	403	796	10	13	-	24
# at Meets GL Standard or Above	747	2	211	505	5	11	-	13
# at Masters GL Standard	360	1	83	261	1	6	-	8
Total Tests	1,640	8	565	1,008	11	14	-	34
ELA/Reading								
Percent of Tests								
% at Approaches GL Standard or Above	79%	*	74%	83%	*	*	-	60%
% at Meets GL Standard or Above	49%	*	37%	56%	*	*	-	30%
% at Masters GL Standard	26%	*	18%	30%	*	*	-	20%
Number of Tests								
# at Approaches GL Standard or Above	376	*	120	242	*	*	-	6
# at Meets GL Standard or Above	231	*	61	162	*	*	-	3
# at Masters GL Standard	121	*	29	87	*	*	-	2
Total Tests	473	*	163	291	*	*	-	10
Mathematics								

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Percent of Tests								
% at Approaches GL Standard or Above	84%	*	83%	85%	*	*	-	80%
% at Meets GL Standard or Above	55%	*	49%	58%	*	*	-	60%
% at Masters GL Standard	26%	*	20%	29%	*	*	-	40%
Number of Tests								
# at Approaches GL Standard or Above	397	*	135	246	*	*	-	8
# at Meets GL Standard or Above	261	*	80	169	*	*	-	6
# at Masters GL Standard	124	*	32	85	*	*	-	4
Total Tests	472	*	163	290	*	*	-	10
Writing								
Percent of Tests								
% at Approaches GL Standard or Above	71%	-	62%	75%	*	*	-	80%
% at Meets GL Standard or Above	42%	-	32%	47%	*	*	-	20%
% at Masters GL Standard	20%	-	8%	26%	*	*	-	20%
Number of Tests								
# at Approaches GL Standard or Above	175	-	54	115	*	*	-	4
# at Meets GL Standard or Above	103	-	28	72	*	*	-	1
# at Masters GL Standard	50	-	7	40	*	*	-	1
Total Tests	248	-	87	153	*	*	-	5
Science								
Percent of Tests								
% at Approaches GL Standard or Above	81%	*	72%	84%	*	*	-	*
% at Meets GL Standard or Above	48%	*	37%	54%	*	*	-	*
% at Masters GL Standard	22%	*	11%	29%	*	*	-	*
Number of Tests								
# at Approaches GL Standard or Above	180	*	55	115	*	*	-	*
# at Meets GL Standard or Above	108	*	28	74	*	*	-	*
# at Masters GL Standard	49	*	8	40	*	*	-	*
Total Tests	223	*	76	137	*	*	-	*
Social Studies								

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Percent of Tests								
% at Approaches GL Standard or Above	55%	*	51%	57%	*	*	-	40%
% at Meets GL Standard or Above	20%	*	18%	20%	*	*	-	40%
% at Masters GL Standard	7%	*	9%	7%	*	*	-	0%
Number of Tests								
# at Approaches GL Standard or Above	123	*	39	78	*	*	-	2
# at Meets GL Standard or Above	44	*	14	28	*	*	-	2
# at Masters GL Standard	16	*	7	9	*	*	-	0
Total Tests	224	*	76	137	*	*	-	5

Student Achievement Strengths

When compared to STAAR scores from a year ago, ELAR and writing scores improved in the approaches category and science made the biggest jump in the same category by 6 percentage points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR test scores in both math and social studies dropped when compared to the previous year. **Root Cause:** Teacher efficacy was affected by a lack of rigor in classroom activities and planning.

School Culture and Climate

School Culture and Climate Summary

McCarroll Middle School is a place where students feel welcome, parents feel strongly about their connection to teachers and staff, and our faculty feels supported. McCarroll has taken great strides in finding ways to communicate effectively and offer opportunities for our community to feel they are a part of their childrens' education.

School Culture and Climate Strengths

McCarroll Middle School provides many opportunities for students to feel involved. In addition to UIL opportunities in competitive events, sports and music, McCarroll offers clubs, student leadership and our ambassador program as ways students can feel a part of our campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parents feel they need more communication from the classroom teacher. **Root Cause:** There is no user friendly communication tool to streamline information available to teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCarroll Middle School has 42 professionals and paraprofessionals. 36 of the 42 are involved in leading clubs, 20 are involved with campus improvement teams, 15 are involved in UIL coaching and 8 are involved in coaching cadres from Region 11. We are fortunate to have a staff that is involved with our students in extracurricular activities and are striving to get better through coaching opportunities.

Staff Quality, Recruitment, and Retention Strengths

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McCarroll Middle School utilizes the Texas Resource System Curriculum Management to ensure quality instruction that covers the TEKS. iStation Reading and Math, district assessments, and STAAR assessments are analyzed to plan instruction and intervention. Students receive intervention using iStation, Mentoring Minds resources, and LLI as guiding tools.

Curriculum, Instruction, and Assessment Strengths

Parent and Community Engagement

Parent and Community Engagement Summary

McCarroll is committed to building trusting relationships with parents, families, business owners, and community members. McCarroll is also committed to continuing to find ways for parents to be involved in becoming real partners in the education of our students.

Parent and Community Engagement Strengths

McCarroll has a PTO that is dedicated to serving our students and teachers and a newly formed Parent Action Team that helps look at safety procedures and precautions for the campus.

Technology

Technology Summary

McCarroll Middle School is a one-to-one campus with Chromebooks. The remainder of the district uses a different operating system. We are also in the midst of a changeover from overhead projectors to Apple TV monitors.

Technology Strengths

Problem Statements Identifying Technology Needs

Problem Statement 1: Teacher technology is aging and in need of repair or replacement. **Root Cause:** Aging technology

Problem Statement 2: Student technology does not match the rest of the district's operating system or training offering. **Root Cause:** Match campus technology with remainder of the district.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local diagnostic math assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: November 08, 2019

Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.



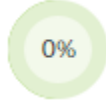

Performance Objective 1: By June 2020, McCarroll Middle School will increase the percentage of students meeting a year's growth academically from 72% to 100%.

Evaluation Data Source(s) 1: STAAR Test, Interim Assessments, iStation, Unit Tests, Common Formative Assessments,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) English Language Arts teachers will be trained in building an effective Readers/Writers Workshop instructional model.</p>	2.4, 2.5, 2.6	Assistant Superintendent of C & I K-12 Literacy Coach Campus Administrator	Increase in student performance Increase in teacher efficacy				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Design and implement an intervention period to meet the individual needs of struggling students.</p>	2.4, 2.5, 2.6	Campus principal Campus teachers	Increase in student performance in math and reading among identified students				
<p>TEA Priorities Build a foundation of reading and math 3) Utilize Mentoring Minds and Leveled Literacy Intervention Kits to design focused lessons on frequently low performing TEKS.</p>	2.4, 2.5, 2.6	Campus principal Campus teachers	Use of more focused lessons Increase in student performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Utilize Edgenuity MyPath for Reading and Math intervention.	2.4, 2.5, 2.6	Campus administrators Campus teachers	Access to quality lessons Increase in student performance				
TEA Priorities Recruit, support, retain teachers and principals 5) Hire an additional ELA Intervention teacher to support struggling students.	2.4, 2.5, 2.6	Campus principal	Smaller group sizes Increase student performance on the ELA STAAR exam				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 1: Decatur ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post-secondary opportunities.


Performance Objective 2: By June 2020, English Language Proficiency Status will raise from 36% to 46% as measured by TELPAS Progress Rate.


Evaluation Data Source(s) 2: TELPAS


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) English Language Arts teachers will be trained in building an effective Readers/Writers Workshop instructional model.	2.4, 2.5, 2.6	Assistant Superintendent of C & I K-12 Literacy Coach Campus principal	Increase in writing performance				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Targeted data analysis and intervention planning during collaborative team meetings.	2.4, 2.5, 2.6	Campus administrator PLC Lead	Improvement in writing skills				
TEA Priorities Improve low-performing schools 3) Evaluate the TELPAS process and Special Education coding for students.	2.4, 2.6	Campus Administrator, ESL Teacher	Students who are mistakenly double coded will be identified and or supported properly.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 1: Increase student and parent awareness of bullying behavior, a drug-free environment, and social-emotional learning.

Evaluation Data Source(s) 1: Student and parent surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Disseminate educational information about bullying, drug-free environments and social-emotional learning through presentations, videos, programs and teacher led discussions.	2.4, 2.5, 2.6	Campus counselor Campus administrator	Decrease in alcohol or drug related violations. Increase in social awareness of students				


Goal 2: Decatur ISD will cultivate a safe, secure, and supportive environment conducive to learning for all students and staff.

Performance Objective 2: In an end of the year survey 90% of students will feel a sense of belonging or connectivity to the school in 2019-2020 as measured by a student climate survey.


Evaluation Data Source(s) 2: Student feedback, parent feedback

Summative Evaluation 2:

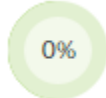
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 1) Students will have the opportunity to participate in student clubs during the school day.	2.6	Campus principal Campus counselor	Increase of student participation in school activities				
2) Teachers will draft a top 5 group of students who at risk or low-performing to intentionally develop ties with.	2.6	Administrators and teachers	Increase ties to the school community and to an adult who can be an outlet for them				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Decatur ISD will promote two-way communication among our staff, parents, and community to engage them in positive partnerships and maximize the success of all students.

Performance Objective 1: Parents will report a score of 3.3 or better in the area of communication regarding dissemination of information regarding school events, celebrations, and important information.

Evaluation Data Source(s) 1: End of the year climate survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will set up a communication structure and keep their classroom up to date with a schedule and reminders of upcoming big events to parents and students.		Campus administrator Campus teachers	Increase in parent participation Increase in communication				
2) In conjunction with our Parent Action Team and our Parent Teacher Organization our campus administration team will offer 4 opportunities for parents to be kept up to date with campus issues or with common problems students are facing and steps they can take to help their students.		Campus Parent Action Team PTO Campus principal Campus counselor	Increase awareness of important topics Increase in parent participation				
3) Newsletters will be sent out weekly to inform parents and teachers of upcoming events, meetings and dates.		Campus principal	Increased awareness of important events and campus direction for both parents and staff members				

State Compensatory

Personnel for McCarroll Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Nivens	Teacher	Comp Ed	1
Eleni Brisnahan	RTI Aide	Comp Ed	1
Lisa Heiens	Intervention Teacher	Comp Ed	1
Mollie Furch	ESL Teacher	Comp Ed	1
Rochelle Williams	RTI Teacher	Comp Ed	1

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)		The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)		
4. District's Decision-Making and Planning Policies	TEC 11.252(d)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Evaluation – every two years 			
5. Dropout Prevention	TEC 11.252		
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)		The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)		
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 			
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program 	TEC 11.252(4) TEC 11.252(3)(G)		

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA		
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)		The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831		Board Policies: FFB, FOC, FOCA, DMA and FFE
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)		Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001		