

## Campus Improvement Plan



2015-2016

The mission of Danny Jones Middle School is to prepare students for the future by providing a challenging, relevant education in a safe, culturally conscious environment offering support for all students where successes are celebrated resulting in a recognized campus.

The vision of DJMS is to be a high performing school where students are continuously engaged in relevant, rigorous activities that promote learning, citizenship and a sense of community for all students

Motto: “Rapport, Respect, Responsibility!”

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on  
10/30/15.**

Participants Involved in Process (by Title)	Data Sources Examined (click box for X)
Principal	<p><u>Demographic (Who are we)?</u>  <input checked="" type="checkbox"/> District or Campus Demographics  <input checked="" type="checkbox"/> District PEIMS reports  <input checked="" type="checkbox"/> Dropout and School Leaver data—disaggregated  <input type="checkbox"/> District/Campus retention data  <input type="checkbox"/> District/Campus discipline referral data  <input checked="" type="checkbox"/> Student attendance/truancy data  <input type="checkbox"/> Referral percentages for students in SPED  <input type="checkbox"/> Homeless population analysis</p> <p><u>Student Performance (How are we doing)?</u>  <input checked="" type="checkbox"/> TAPR Report  <input checked="" type="checkbox"/> STAAR/EOC Index Reports—disaggregated  <input checked="" type="checkbox"/> System Safeguard Reports  <input checked="" type="checkbox"/> School/NCLB Report Cards  <input type="checkbox"/> ISIP Early Childhood Reading Assessments  <input checked="" type="checkbox"/> Campus-based assessment data  <input type="checkbox"/> SAT/ACT/AP data  <input type="checkbox"/> Grades/Failure Reports</p> <p><u>Perceptions (How do we feel about it)?</u>  <input checked="" type="checkbox"/> Professional Development Needs Surveys  <input checked="" type="checkbox"/> Campus Parent Involvement Data  <input type="checkbox"/> Technology Needs/Star Chart  <input checked="" type="checkbox"/> Parent, Community, Teacher, and /or Student survey</p> <p><u>School Processes (What are we doing about it)?</u>  <input checked="" type="checkbox"/> Tutoring schedules  <input checked="" type="checkbox"/> RTI Process  <input checked="" type="checkbox"/> Program Evaluations  <input checked="" type="checkbox"/> Communication systems  <input checked="" type="checkbox"/> Master Schedule</p> <p>Other: Recent MISD District Improvement Plan, 2014-15 DJMS Campus Action Plan and presentation from MISD Assessment and Accountability</p>
8 <sup>th</sup> Grade Assistant Principal	
7 <sup>th</sup> Grade Math Teacher	
8 <sup>th</sup> Grade Social Studies Teacher	
Assessment and Accountability Coordinator (presentation)	
Paraprofessional/Parent	
Special Education Department Chair	
English Teacher (DEIC Representative)	
Science Teacher	
Paraprofessional	
Librarian/ Parent	
8 <sup>th</sup> Grade Math Teacher	

## Identified Areas of Strength and Concern

### Areas of Strength

97.3% Attendance Rate; increased from the previous year	100% Staff trained in all 18 Modules
Distinction for Participation in Algebra 1	0% Drop Out Rate
Distinction for Top 25% in Student Progress	7 <sup>th</sup> Grade Math STAAR scores showed “Double digit” increases in almost every subpopulation of students
7% increase in overall Social Studies STAAR passing	100% Staff PTA Membership for 2014-15

### Opportunities for Improvement

Social Media opportunities need to be increased	WATCHDOG program should be revamped and stressed
Special Education STAAR scores need to increase on every test at both grade levels	Close the achievement gap on the science STAAR as it relates to Economically Disadvantage students
Low level III STAAR scores in Algebra 1(32%)	Passing rate on the 8 <sup>th</sup> grade math scores decreased from last year (w/o 2 <sup>nd</sup> administration)
7 <sup>th</sup> Grade Writing STAAR scores need to increase in all subpopulations; only 21% Level III	Students are passing the STAAR (Index 1); Though, Level III performance should increase in all subjects
	AVID sections and numbers need to increase for next school year; AVID needs to more of a “presence” in the school

**In this plan, the term “student groups” refers to students who are  
H, W, AA, ECD, ELL/LEP, CTE, G/T, At Risk, and Special Education (SPED)**

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.1:**

The district will integrate technology into daily instruction.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Dates	Evaluation Target (SMART)
All new teachers will be trained in modules 1 to 18.	Sept. 2015	Instructional Technologist & DJMS administration	I pads, classroom for training, projector, screen	May 2015	100% of DJMS teachers will be training in modules 13 to 18.
All teachers shall receive the new Ipad III	Oct. 2015	Instructional Technologist & DJMS administration	I pads	May 2015	100% of DJMS teachers will be receive the new Ipad III
All teachers at DJMS will integrate Edmodo or Canvas into their weekly lessons	Oct. 2015	Teachers, Administration	Teacher Staff Dev. During PLT	Oct. 2015 to May 2016	100% of core teachers will integrate Edmodo or Canvas into instruction on a weekly basis as evidenced by the teacher lesson plans and observations

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.2:**

The Campus will increase student achievement in Reading and Writing (ELA) to meet State (70%) and Federal (83%) performance targets in the following student groups (**FEDERAL SAFEGUARD READING**): SPED Reading (47%), ELL Reading (71%), ECD Reading (80%), ELL Writing (45%), SPED Writing (37%), ECD Writing (69%), AA Writing (82%)

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Facilitate ELA STAAR “Boot Camps” and Saturday Schools	December 2015	ELA Teacher and Administration	DMAC & Budgeted Funds, Comp Ed funds	May 2016	Writing scores will increase from Quartile 2 to Quartile 1 in Index 2; A distinction will be earned in writing for 2016
RTI students in Tier 2 and Tier 3 will increase their knowledge of ELA concepts	August 2015	Reading Specialist and administration	Universal Screener, DMAC, I station; Master Schedule	May 2016	Tier 2 and Tier 3 students will reach their targeted goal over a 9 week period of progress monitoring

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.3:**

The Campus will increase student achievement in Mathematics to meet Federal (83%) performance targets in the following student groups:

SPED (31%), ELL (68%), ECD (71%), AA (75%) **(FEDERAL SAFEGUARD)**

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Facilitate Math STAAR “Boot Camps” and Saturday Schools	November 2015	Math Teachers & Administration	DMAC, CBA, Compensatory & Budgeted Funds	May 2016	70% of students will pass the posttest after each camp
RTI students in Tier 2 and Tier 3 will increase their knowledge of math concepts	August 2015	Math Specialist and administration	Universal Screener, DMAC, Mobymax, Master Schedule	May 2016	Tier 2 and Tier 3 students will reach their targeted goal over a 9 week period of progress monitoring

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.4:**

85% of all DJMS students will pass the Science STAAR test. The Campus will increase student achievement in Science to meet State performance targets (65%) in the following student groups:

ECD Science (62%) (STATE SAFEGUARD)

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Strategic Science “Boot Camp” will include a Co-teach/Inclusion component	April 2016	Science Teachers Special Education Teachers	DMAC data and Sub Money	April 2015	65% of Economically Disadvantaged students will pass the Science STAAR exam; 85% of all students will pass the Science STAAR test.
Give rewards/recognition to competing science classes as it pertains to grades and homework	April 2016	Science Teachers	\$1800 for Spring reward field trip	May 2015	65% of Economically Disadvantaged students will pass the Science STAAR test; 85% of all students will pass the Science STAAR test
Science teacher will use a tutoring day to tutor Special Education and other low performing students during the school day	February 2016	Science Teacher	Science Teacher(s); Budgeted sub funds	May 2015	65% of Economically Disadvantaged students will pass the Science STAAR test; 85% of all students will pass the Science STAAR test

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.5:**

83% of all DJMS students will pass the Social Studies STAAR test. The Campus will increase student achievement in Social Studies to meet State performance targets (65%) in the following student groups:

SPED Social Studies (45%) (STATE SAFEGUARD)

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Provide Social Studies “Boot Camp” each 6 weeks for students who do not pass the CBA.	November 2015	Social Studies teacher & Administration	Compensatory Funding	November 2014 to April 2014	70% of students will increase scores on the posttest at the conclusion of each “Boot Camp”
Use CBA data to identify Student Expectation to use for Classroom Warm Up activities	October 2015	Social Studies Teachers	CBA Data from DMAC	Each 6 weeks starting 3 <sup>rd</sup> six weeks	Low Students Expectations will be featured as a warm up activity for a minimum of two times per week
Host Social Studies Pull Out Day(s) and/or Saturday School(s) to address educational gaps using AVID critical reading strategies	February 2016	Social Studies Teachers, Special Education Teachers and Administration	CBA Data and Budgeted Funds	Benchmark in February 2016 & Spring CBA Data	Low performing students will receive remediation on areas of weakness from the social studies benchmark; 70% of students will make a minimum of 70% on the posttest



<b>District Goal 1:</b>
We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods. (Please see the District Improvement Plan)
<b>Objective(s) 1.6, 1.7, 1.8:</b>
1.6 – The District will improve student achievement and program performance in the Special Education student group to meet State Safeguards in all content areas and Performance-Based Monitoring Analysis System (PBMAS) performance targets. 1.7 – The District will improve student achievement and program performance in the English Language Learner (ELL) student group to meet State Safeguards in all content areas and PBMAS performance targets. 1.8 – The District will ensure that all MISD students will graduate academically ready for college and/or a career.

**District Goal 2:**

MISD will engage parents and community in a partnership committed to student success that is based on a value of our diversity and quality customer service.

**Objective 2.1:** The District will implement strategies to involve and inform parents to foster increased parental involvement.

**Objective 2.2:** The District will reach out to neighborhoods and communities to promote MISD.

**Objective 2.3:** The District will establish and define expectations for high quality standards of customer service and communication.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Continue 6th Annual International Night	February or March 2016	International Club Sponsor	PTA assistance, teacher assistance	March 2016	A minimum of 250 people will attend this event
Present Rachel's Challenge anti bullying clubs; The Rachel's Challenge anti bullying program will be presented to students of DJMS	August 2015	Counselor, PTA, Teachers and Administration	Fundraising events	June 2015	30% of students at DJMS will participate in a Rachel's Challenge club. Documented Bullying reports that will decrease to 5 or less for the school year
Create a DJMS Club Expo	October 2015	PTA, Administration, Counselor and Teacher	PTA Funds	October 2016	A minimum of 200 parents will attend this event
Continue "Monday Matters" Email communication	September 2015	Administration & Office Staff	Skyalert	June 2016	Communication emails will be sent to parents every Monday of the school year.
Create a DJMS Career Day	January 2016	Administration, Counselors and Community	Funding for snacks	January 2016	A minimum of 30 careers will be represented by community members
Continue our annual Veteran's Day Program	November 2015	Administration, PTA and Community	PTA Funds for Breakfast	November 2015	A minimum of 50 parent/veterans will be honored by DJMS at this event

<p><b>District Goal 3:</b> MISD will ensure that all students have access to the highest quality teachers and leaders.</p>
<p><b>Objective 3.1:</b> The District will recruit the highest quality employees. (Please see the District Improvement Plan)</p>
<p><b>Objective 3.2:</b> The District will provide strategies for teacher and staff retention. (Please see the District Improvement Plan)</p>

<p><b>District Goal 3:</b> <b>Objective 3.3:</b> The District will invest in all teachers and leaders through high quality professional development.</p>					
Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
8 <sup>th</sup> Grade Science Teachers will attend CAST	November 2015	Science Teachers	Budgeted Funds, Sub money	November 2015	All 8 <sup>th</sup> Grade science teachers will use strategies learned at CAST as evidence in Walk Through Data and Evaluations
New teachers to our site team will attend AVID Summer Institute	June 2016	Teachers and Administrators	High School Allotment & campus funds	June 2016	50% of teachers and 100% of counselors and administration at DJMS will be trained in AVID strategies
7 <sup>th</sup> grade ELA teachers will attend ELA Writing Training(s) at Region 11 and the district	November & December 2015	7 <sup>th</sup> Grade ELA Teachers	Budgeted Funds	December 2015	100% of 7 <sup>th</sup> grade students will utilize ELA writing strategies
DJMS department chairs will attend the TX Middle School Association Conference in Arlington, TX	March 2016	Administration and Department Chairs	Budgeted Funds	March 2016	Department Chairpersons will use strategies learned at the TMSA conference as evidence in Walk Through Data and Evaluations

**District Goal 3:****Objective 3.3:**

The District will invest in all teachers and leaders through high quality professional development.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
We will review <u>The Fundamental Five</u> as a campus	October 2015	Administrators	45 minutes of PLT during the day	October 2015	100% of teachers will utilize <u>The Fundamental Five</u> strategies as evidenced in the changes to their written daily learning goals
Increase the number of staff who will attend the MISD Summer Conference in 2016	June 2016	Teachers, Paras and Administration	Campus Funds	June 2016	A minimum of 25 DJMS staff members will attend MISD Summer Conference 2016 with at least 5 teachers presenting staff development

Appendix A

**Payroll Summary – Special Revenue Funded Positions**

<b>FEDERAL FUNDS</b>			
<b>Position / Grade Level</b>	<b>Fund Source</b>	<b>FTE</b>	<b>Budget Amt.</b>
ISLE Teacher	IDEA-B	1.0	\$53,300.00
ISLE Teacher	IDEA-B	1.0	\$56,015.00
ISLE Teacher	IDEA-B	1.0	\$54,731.00
ISLE Aide	IDEA-B	1.0	\$16,823.86
ISLE Aide	IDEA-B	1.0	\$17,348.92
ISLE Aide	IDEA-B	1.0	\$16,351.26
ISLE Aide	IDEA-B	1.0	\$16,604.22
ISLE Aide	IDEA-B	1.0	\$14,774.59

<b>STATE GRANT FUNDS</b>			
<b>Position / Grade Level</b>	<b>Fund Source</b>	<b>FTE</b>	<b>Budget Amt.</b>
Reading Specialist	Compensatory Education	1.0	\$57,587.04
Math Specialist	Compensatory Education	1.0	\$53,300.04

Appendix B

**Purpose and Beneficiaries of Federal Funds**

The district receives federal monies from the following grant programs: Title I, Part A; Title II, Part A; Title III; IDEA B; Carl Perkins Career and Technology. In addition to supporting the goals of the District and its campuses, Mansfield ISD, as a recipient of federal funding, agrees to adopt the goals of the No Child Left Behind Act as follows:

1. All students will achieve high academic standards by attaining proficiency or better in reading and math by the 2013-14 school year.
2. All students will be taught by highly effective staff. (Mansfield ISD is a 100% highly qualified district).
3. All students will be educated in schools and classrooms that are safe, drug free, and conducive to learning.
4. All limited English proficient students will become proficient in English.
5. All students will graduate from high school.

All district monies related to these federal funding sources, whether spent directly by the district or allocated to an appropriate campus for expenditure, will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

Title I, Part A:

Amount Allocated: \$2,829,472 (only for schoolwide eligible campuses with 40% or greater free or reduced lunch)

Intended Purpose – to enable all children to meet the state student performance standards

Intended Beneficiaries – students on eligible campuses who experience difficulties mastering the state academic achievement standards

District-level Uses – Professional Development; Parent Involvement ; Homeless, program administration

Title II:

Amount Allocated: \$244,908

Intended Purpose – to increase student academic achievement through improving teacher and principal quality

Intended Beneficiaries – teachers, principals, assistant principals, and others as appropriate to program intent

District Level Uses – Staff development to implement district initiatives and curriculum evaluation/implementation; KEEPS new teacher mentor/retention program

Title III:

Amount Allocated: \$342,915

Intended Purpose – to provide supplemental resources to help Limited English Proficient (LEP) children attain English proficiency

Intended Beneficiaries – LEP students, including immigrant children and youth

District Level Uses – Personnel to support campuses in LEP program implementation, professional development of ELL staff, instructional materials for ELL students, parent education and involvement (including translation), program administration (2%)

IDEA B:

Amount Allocated: \$3,738,842 and SPED Preschool \$44,423

Intended Purpose – to provide special education and related services

Intended Beneficiaries – children with disabilities ages 3-21

District Level Uses – Personnel to provide services to students with disabilities

Carl Perkins:

Amount Allocated: \$247,359

Intended Purpose – develop more fully the academic and technical skills of secondary students

Intended Beneficiaries – secondary students who elect to enroll in career and technical (CTE) programs

No District Level Uses (all campus based)



*Mansfield ISD does not consolidate fund sources; however, Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.*

Appendix C

**Purpose and Beneficiaries of State Compensatory Education Funds**

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC [Section 29.081](#)).

SCE: Campus Amount Allocated: \$ \$5380.00 (exclusive of staffing in Appendix B)

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school

*Mansfield ISD uses State PEIMS criteria for the identification of At Risk students. No additional local criteria are assigned.*

***Briefly describe the comprehensive, intensive, accelerated instruction programs for At-Risk students at this campus including STAAR/EOC failures, core subject grade failures, and LEP students:***

**At Danny Jones Middle School, we pride ourselves on our commitment to provide a well-structured and targeted tutorial program after school and on Saturday mornings in all core areas of study. These “STAAR Camps” will be the basis for our instructional programs to improve. We use the 90/90/90 approach to tutorials in which every staff member helps regardless of what they teach. In mathematics, we have a very innovative structure in which At-Risk children as well as GT students are served by a RTI based master schedule. ESL students and GT students are clustered on to academic teams to ensure success. Targeted students are placed In “Skills for Success” math and reading classes. In these classes, we serve Tier 2 and Tier 3 students respectively. We offer math and science UIL as well as robotics for GT and many other advanced students.**