

**Denton Independent School District**  
**McMath Middle School**  
**2023-2024 Campus Improvement Plan**



**Board Approval Date:** October 10, 2023  
**Public Presentation Date:** October 10, 2023

# Mission Statement

Our community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

## Vision

All students will be lifelong learners, confident risk-takers, and problem solvers who appreciate the diverse cultures of others, so that they can positively impact their local and global communities.

## Core Beliefs

Building Relationships  
Learning for all using best practices

Self Directed  
Life-Long Learning  
Solution Based Problem Solving

Working together  
Keep all Tigers accountable with High Expectations  
Be intentional with what we do AND with a purpose  
Sustainability  
Transparency  
We are One

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| Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community   | 38 |
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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Summary of Priority Needs

Demographics ~

- Our teacher population is not as diverse as our students. [District FTEs]
- The Emergent Bilinguals (EB) ,SPED, and Econ Dis student population has risen and there is a need for focus on specific interventions and supports. There is a need for another Emergent Bilinguals (EB) and SPED teacher. [Campus / SCE funds]

Student Achievement ~

- Students decreased in Social Studies from the previous year [Campus / AK funds]
  - Our AA, BE, and SPED students are still targeted areas due to poor performance on the 21-22 STAAR results
  - Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED students) [Campus / AK / ESSR funds]
- Increase the percentage of Emergent Bilinguals (EB), Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / AK funds]
- Continue focusing on closing the gap in SpEd and Emergent Bilinguals (EB) accountability groups. [Campus / AK funds]

School Culture and Climate ~

- Fostering an environment where staff know they can have an influence on decisions [Campus / AK funds]
- There is a need to increase the sense of belonging for the students [Campus / AK funds]
- There is a need to increase positive student behavior [Campus / AK funds]

Staff Quality, Recruitment and Retention ~

- Increased Emergent Bilinguals (EB) support in all core classes to match increased Emergent Bilinguals (EB) student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year

## Curriculum, Instruction, and Assessment ~

- With the DHS learning community focus on literacy, our non-ELAR staff need training in ways to incorporate and support literacy instruction within their contents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Systematic approach to vocabulary, both academic and non-academic. [Campus / SCE funds]
- Include necessary vocabulary lists per grade level within curriculum documents. [Campus / SCE funds]
- McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development [Campus / SCE /ESSR funds]
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds]
  - Year 2 of our 3 year PLC journey
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, goal setting, and effective questioning across the campus [Campus / SCE funds]

## Family and Community Involvement ~

- Our campus would benefit from more community involvement with our students. [Campus / SCE funds]
- Possible community event hosted by MMS. [Campus / SCE funds]
- Continue events at MMS that support parent participation. [Campus / SCE funds]
- More parent involvement in the PTA [Campus / SCE funds]

## School Context and Organization ~

- Communication with the Emergent Bilinguals (EB) population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that Emergent Bilinguals (EB) parents are connected and plugged into our school is vital for student-success. [Campus / SCE funds]
- McMath needs additional support in translation when sending out TAC emails to parents. Teachers also struggle communicating with various parents due to inaccurate email, phone numbers, and addresses. [Campus / SCE funds]
- Need to add additional SpEd and Emergent Bilinguals (EB) staff members [Campus / SCE funds]

## Technology ~

- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged or forgotten Chromebooks. [Campus / SCE funds]
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area. [Campus / SCE funds]
- Teachers would also like additional training on available software, especially those involving multimedia skills. [Campus / SCE funds]

# Demographics

## Demographics Summary

Demographics ~ Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

McMath Middle School was established in 1998 and is named after Carroll McMath, a former band director at Denton High School who promoted music education throughout the state. Mr. McMath was also active in the community and was inducted into the Texas Band Directors Hall of Fame in 1992.

McMath is proud to say it falls in the Denton High School Zone. McMath is known for its commitment to education and students and staff that are committed to making things better in and out of the classroom. From a gardening club that helps beautify the school grounds to a student-run, non-profit organization (Team Jump Start) that has raised funds for student scholarships, McMath students enjoy getting involved.

McMath students, family and staff believe they are “known by the tracks they leave” so it’s a mission to leave an imprint in academics, social clubs and extra-curricular activities. Students at McMath can enroll in gifted and talented courses, career and technology courses, and study a foreign language or career in engineering.

The school also offers band, choir, orchestra, art, cheerleading and a variety of athletics options: football, volleyball, tennis, boys and girls basketball and boys and girls track. In addition, McMath has nationally-recognized programs like National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

McMath was the third middle school built in the district and is centrally located in Denton. The school received its most recent renovation in 2021.

**Established:** 1998

**Mascot:** Tigers

**Colors:** Navy Blue and Gold

**Motto:** We Are Known By The Tracks We Leave

The overall campus demographics are:

| Group                                    | Count | Percent |
|--|-------|---------|
| All                                      | 761   | 100%    |
| 6 <sup>th</sup>                          | 242   | 31.80%  |
| 7 <sup>th</sup>                          | 272   | 35.74%  |
| 8 <sup>th</sup>                          | 247   | 32.46%  |
| African American                         | 93    | 12.22%  |
| Hispanic                                 | 295   | 38.76%  |
| White                                    | 316   | 41.52%  |
| Other (Asian, American Indian, 2+ Races) | 57    | 7.5%    |
| 504                                      | 117   | 15.37%  |

| Group             | Count | Percent |
|-------------------|-------|---------|
| Special Education | 133   | 17.48%  |
| LEP               | 179   | 23.52%  |
| Gifted/Talented   | 106   | 13.93%  |
| Econ. Status      | 420   | 55.19%  |

The staff demographics are:

| Group                                    | Size  |
|--|-------|
| African American                         | 6.3%  |
| Hispanic                                 | 6.3%  |
| White                                    | 84.2% |
| Other (Asian, American Indian, 2+ Races) | 3.2%  |

Our students' attendance rate was 94.6% for the 2022-2023 school year. Our teachers work closely with the attendance liaison and administrative team to share concerns with students who have been out so we can work on root causes for the absences.

We monitor the behavior of our students closely. The administrator and counselor work together when discipline occurs so that if needed additional support can be provided. We have implemented restorative practices on our campus which have positively impacted our teachers building relationships with students. We create reentry plans for any student who has been placed in an alternative campus so they can be successful here.

### Demographics Strengths

Demographics ~

- McMath attendance zone and school numbers means that we have room to grow in amount of students
- Most of McMath's population does not fluctuate
- While our numbers are slowly growing, our numbers in economically disadvantaged are also growing
- Our mobility numbers have held steady over the past 5 years
- The diversity of the student body has steadily grown over the past 3-4 years
- Our geographical zone has expanded to include a few new neighborhoods
- These neighborhoods have helped our ethnic diversity to grow and change
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment (have not seen this as of 9.19.22)

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ~Teacher population is not as diverse as our students ~While our school enrollment is declining, our numbers in mobility and economically disadvantaged are also growing. ~While our school enrollment is declining, our numbers in SPED, 504, BE are growing.



# Student Learning

## Student Learning Summary

Student Achievement ~ Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Data points include review of STAAR, MAP, Common Assessments, IPRs, and Report card grades to address our students learning gaps from previous years.

See below for Specifics to the 22-23 STAAR results that we are using to address strengths, challenges, and gaps.

## Student Learning Strengths

Student Achievement ~ **McMath Middle School STAAR TESTING DATA 2021 - 2023**

| McMath                        | 2022<br>DNM / A / M / MAS | 2023<br>DNM / A / M / MAS                      |
|-------------------------------|---------------------------|--|
| <b>6<sup>th</sup> READING</b> | 32% / 68% / 40% / 23%     | 25% / 75% / 54% / 24%<br>-7% / 7% / 7% / 1%    |
| <b>6<sup>th</sup> MATH</b>    | 30% / 70% / 29% / 11%     | 28% / 72% / 31% / 12%<br>-2% / 2% / 2% / 1%    |
| <b>7<sup>th</sup> READING</b> | 25% / 75% / 47% / 33%     | 28% / 72% / 40% / 17%<br>3% / -3% / -7% / -16% |
| <b>7<sup>th</sup> MATH</b>    | 47% / 53% / 22% / 6%      | 42% / 58% / 30% / 6%<br>-5% / 5% / 8% / 0%     |
| <b>8<sup>th</sup> READING</b> | 24% / 76% / 53% / 28%     | 20% / 80% / 49% / 26%<br>-4% / 4% / -4% / -2%  |

| McMath                        | 2022              |     | 2023              |     |     |     |     |     |     |     |      |      |
|-------------------------------|-------------------|-----|-------------------|-----|-----|-----|-----|-----|-----|-----|------|------|
|                               | DNM / A / M / MAS |     | DNM / A / M / MAS |     |     |     |     |     |     |     |      |      |
| <b>8<sup>th</sup> MATH</b>    | 47%               | 53% | 17%               | 5%  | 39% | 61% | 28% | 5%  | -8% | 8%  | 11%  | 0%   |
| <b>8<sup>th</sup> Alg</b>     | 4%                | 96% | 78%               | 46% | 2%  | 98% | 70% | 30% | -2% | 2%  | -8%  | -16% |
| <b>8<sup>th</sup> SCIENCE</b> | 27%               | 73% | 42%               | 19% | 30% | 70% | 32% | 8%  | 3%  | -3% | -10% | -11% |
| <b>8<sup>th</sup> SS</b>      | 46%               | 54% | 20%               | 11% | 47% | 53% | 20% | 9%  | +1% | -1% | 0%   | -2%  |

Those in Green are gains from the previous year. Those in Red are losses from the previous year

| McMath          | READING<br>6th/7th/8th | MATH<br>6th/7th/8th | SCIENCE<br>8th | SS<br>8th |
|-----------------|------------------------|---------------------|----------------|-----------|
| <b>ALL</b>      | <b>75 / 72 / 80</b>    | <b>72 / 58 / 61</b> | <b>70</b>      | <b>53</b> |
| <b>AA</b>       | <b>58 / 56 / 70</b>    | <b>54 / 47 / 55</b> | <b>51</b>      | <b>35</b> |
| <b>HISPANIC</b> | <b>66 / 63 / 72</b>    | <b>63 / 49 / 56</b> | <b>61</b>      | <b>45</b> |

| McMath     | READING<br>6th/7th/8th | MATH<br>6th/7th/8th | SCIENCE<br>8th | SS<br>8th |
|------------|------------------------|---------------------|----------------|-----------|
| WHITE      | 86 / 84 / 91           | 84 / 69 / 68        | 83             | 64        |
| SPED       | 30 / 42 / 37           | 28 / 23 / 17        | 29             | 23        |
| LOW SOS EC | 61 / 58 / 75           | 56 / 46 / 56        | 52             | 38        |
| LEP        | 55 / 48 / 63           | 55 / 41 / 60        | 51             | 35        |

% approaches listed. Those in red are under 50%

### CIP Goal 1: Teaching & Learning from the 22-23 CIP

- Performance Objective 2:
  - McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 reading STAAR test:
    - All students will score at least 73% - 78% at the approaches level (21-22 was 73%)
    - All students will score at least 47% - 52% at the meets level (21-22 was 47%)
    - All students will score at least 21% - 26% at the masters level (21-22 was 21%)

- In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Reading STAAR test.
- 22-23 Reading STAAR results
  - All grades: 76% approaches / 48% met / 22% masters
  - 6<sup>th</sup> grade: 75% approaches / 54% met / 24% masters
  - 7<sup>th</sup> grade: 72% approaches / 40% met / 17% masters
  - 8<sup>th</sup> grade: 80% approaches / 49% met / 26% masters

### CIP Goal 1: Teaching & Learning from the 22-23 CIP

- Performance Objective 3:
  - McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 22-23 math STAAR test:
    - All students will score at least 59% - 64% at the approaches level (21-22 was 59%)
    - All students will score at least 23% - 28% at the meets level (21-22 was 23%)
    - All students will score at least 7% - 12% at the masters level (21-22 was 7%)
- In addition, we are striving for at least 5% gains (from 21-22) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 22-23 Math STAAR test.
- 22-23 Math STAAR results
  - All grades: 64% approaches / 30% met / 8% masters
  - 6<sup>th</sup> grade: 72% approaches / 31% met / 12% masters
  - 7<sup>th</sup> grade: 58% approaches / 30% met / 6% masters
  - 8<sup>th</sup> grade: 61% approaches / 28% met / 5% masters

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students decreased in 7th grade Reading and 8th grade Science from the previous year Our AA, BE, and SPED students are still targeted areas due to poor performance on the 22-23 STAAR results Need to implement Tier 3 Target Tutoring for struggling students (Especially our AA, BE, and SPED students)

# School Processes & Programs

## School Processes & Programs Summary

Curriculum, Instruction and Assessment ~ The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Technology ~ Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

School Context and Organization ~ School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Staff Quality, Recruitment and Retention ~ Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Weekly information is shared with our families about important events on campus and provided by the district.

- The information is shared using: [The Tiger Times](#), [McMath Website](#), and the [McMath Facebook Page](#)

## School Processes & Programs Strengths

Curriculum, Instruction and Assessment ~

- Master Schedule allows all core teachers to have the same period off to collaborate and have PLCs during the school day
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
  - PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)
  - Creation of POC Coalition team led by admin, counselors, and teachers
- Creation of the STOIC/CHAMPS Cadre to roll out and provide PD in school wide behavior management procedures
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology ~

- 80% of teachers believe technology enhances learning and their daily life
- 76% of teachers report high quality internet speed
- 76% of students report that they use computers in their classroom at least weekly
- 73% of teachers feel confident in their foundational technology skills
- 69% of teachers get devices for their students when needed more than half the time
- All staff trained in Canvas to allow student access to material
- An increased use of intervention programs (Mathia, Achieve3000, etc.)
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- McMath is a 1:1 Chromebook campus
- 100% of students at McMath passed IC3 certification exam in the PIT class

#### School Context and Organization ~

- McMath has a large number of Teacher Leaders on campus.
- Effective communication between staff and parents through TAC emails
- Organized duty stations
- Supervision inside and outside the campus is actively monitored by staff
- Core content teams are effective
- Organized and effective staff meetings, PLC, and collaboration in staff

#### Staff Quality, Recruitment and Retention ~

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience
- Above district and state averages in teachers with 20+ years of experience
- FYTA and mentor supports

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The Need for more PLC PD opportunities (Solution Tree Conference in July was attended by the ALT in July of 2022) The PLC Cadre will continue to provide campus wide PLC trainings Creation of the STOIC/CHAMPS Cadre to roll out and provide PD in school wide behavior management procedures

# Perceptions

## Perceptions Summary

Family and Community Involvement ~ Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

School Culture and Climate ~ School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

## Perceptions Strengths

Family and Community Involvement ~

- Weekly/monthly communication from staff with parents and guardians
- Social Media communication has increased
- Positive and negative communication home
- Parents are responsive to needs of teachers and staff
- Lots of opportunity for parents to be involved within the classroom, sporting events, academic events and more
- High levels of social media and email and phone blast are keeping parents in the loop

School Culture and Climate ~

- Relationships built by staff with students
- McMath is family
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- Committed staff
- Staff is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved
- Students living out our inclusive culture by helping peers and teachers
- Staff feels that administration is creating a positive culture
- Employee Survey reveals: Principal trust staff to make good decisions
- Staff works in an atmosphere where there is mutual respect
- Principal encourages collaboration
- Principal implements policies fairly
- Staff trust the principal to make good decisions
- Principal is an effective leader
- Student Survey showed many gains from last year

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need to increase positive student behavior. There is a need to continue to work on student's sense of belonging There always room to increase family engagement



# 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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Guiding Outcomes

## **Guiding Outcome 1:** Teaching & Learning

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 1:** 100% of eligible HB4545 students will be served by May 2024.

**Evaluation Data Sources:** Campus based HB4545 intervention logs  
STAAR

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Utilization (and monitoring progress) of an hour long 9th period after school tutoring opportunity held Mondays - Thursdays.<br/> ~Focus on providing targeted HB4545 failures intervention, DMTSS intervention, and review, for students in reading and math.<br/> ~Focus on various targeted Tier 1, 2, and 3 supports</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well on Selected Saturdays through the year (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Students required to be monitored under HB4545 will show more than one year's growth in Reading and/or Math for based on Observation Reports, 2024 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Students required to be monitored under HB4545 will pass the 2024 Reading and/or Math STAAR Test.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/> Counselors<br/> Teachers<br/> A+ tutors</p> <p><b>Title I:</b><br/> 2.4, 2.5, 2.6<br/> - <b>TEA Priorities:</b><br/> Build a foundation of reading and math<br/> - <b>ESF Levers:</b><br/> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Workshop, Curriculum, and Training - Title I, Part A</p> | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Tutoring will be conducted for students under HB4545 during school, after school, and on Saturdays.<br/> Tier 3 Targeted Tutoring for selected students will be conducted by math and reading specialists as well (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in Reading, Math, and/or writing for all students based on</p>   | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |

Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.

**Staff Responsible for Monitoring:** Admin

Counselors

Teachers

A+ tutors

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Workshop, Curriculum, and Training - Title I, Part A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### **Guiding Outcome 1: Teaching & Learning**

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 2:** McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 23-24 reading STAAR test:

All students will score at least 76% - 81% at the approaches level (22-23 was 76%)

All students will score at least 48% - 53% at the meets level (22-23 was 48%)

All students will score at least 22% - 27% at the masters level (22-23 was 22%)

In addition, we are striving for at least 5% gains (from 22-23) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 23-24 Reading STAAR test.

**Evaluation Data Sources:** STAAR



| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Lucy Calkin's Readers &amp; Writers Workshop</li> <li>~HomeGrown Institute</li> <li>~Teacher's College Wksp</li> <li>~Summer Seminar</li> <li>~IXL</li> <li>~PearDeck</li> <li>~TIA</li> <li>~District lead PD</li> <li>~McMath Lead PD</li> <li>~North Texas Teen Book Fair</li> <li>~Assessment for Learning (AFL)</li> <li>~Professional Learning Communities (PLC)</li> <li>~MAP</li> <li>~DMTSS</li> <li>~Emergent Bilinguals (EB) strategies</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Local, State, and National Conferences</li> <li>~504 Conference</li> <li>~TASA or TASSP Conferences</li> <li>~SEL Counseling Conferences</li> <li>~Middle School Symposium Conference</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech<br/> Campus Admin<br/> Teacher<br/> AFL Cadre<br/> Teachers<br/> C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional materials / PD - Title I, Part A - \$5,000</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |





| Strategy 2 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 2:</b> Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do we expect our students to learn? (Goals/Expectations)</li> <li>2. How will we know they are learning? (Assessment)</li> <li>3. How will we respond when they don't learn? (Intervention)</li> <li>4. How will we respond if they already know it? (Enrichment)</li> </ol> <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes:</p> <ul style="list-style-type: none"> <li>~ Creation of a the McMath PLC Coalition team to include, Admin, Counselors, and teachers</li> <li>~ Campus based training by the McMath PLC Cadre</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Leading edge training conducted by Dr. Luis Cruz</li> <li>~Book study of 'Time to Change'</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Teachers<br/>C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PD and Instructional Resources - Title I, Part A - \$2,500</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |

| Strategy 3 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 3:</b> 6th - 8th grade ELAR/EXPO teachers will continue the workshop model with support from Secondary ELAR C&amp;I Department.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in literacy for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher<br/>C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Workshop Curriculum and Training. - Title I, Part A</p>  | <b>Formative</b>  |            |            |
|  | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Provide targeted intervention for the students below grade level in reading. Including, but not limited to, the use of Lucy Calkin's Units of Study, GrammarFlip, IXL, Quill, School Pace, and Common Lit curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, Flex Schedules, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher<br/>Intervention Teacher<br/>A+ Tutors</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p> | <b>Formative</b>  |            |            |
|  | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 5 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 5:</b> Math, Science, Social Studies, and Electives will support literacy (reading &amp; writing) through delivery of cross curricular reading &amp; writing lessons at least one time per week</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in literacy for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p>  | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 6 Details  | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Build middle school literacy library (school library &amp; classroom) to support and strengthen reading at all levels in all classrooms in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech<br/>Campus Admin<br/>Librarian<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Books and eBooks and other various literacy resources - Title I, Part A - \$20,000</p> | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |

| Strategy 7 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 7:</b> Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building reading and academic language to close the gaps.<br/>Including but not limited to:<br/>~Homework Hotline for EB students<br/>~Tier 1,2,3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>A+ Tutors</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |
| Strategy 8 Details  | Formative Reviews |     |     |
| <p><b>Strategy 8:</b> Integrate technology to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>DLS and Campus Tech<br/>CTE</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology (ie CB, Panels, Tech Ed Apps, etc) - Title I, Part A - \$10,000</p>  | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 9 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 9:</b> Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Teach Denton</li> <li>~ ATC</li> <li>~ UNT</li> <li>~TWU</li> <li>~Other colleges/universities</li> <li>~Other Denton ISD schools</li> <li>~Museums</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech<br/> Campus Admin<br/> Teachers<br/> Partners<br/> C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b><br/> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources / Travel - Title I, Part A</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 10 Details  | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 10:</b> Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <p>~Various academic nights<br/>~Volunteer opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>DLS and Campus Tech<br/>PTA</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |                   |     |     |

### **Guiding Outcome 1: Teaching & Learning**

In pursuit of excellence, we will:

- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- \* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- \* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- \* Incorporate best practices into teaching, learning, technology and leadership
- \* Foster and support an advanced digital learning environment
- \* Establish goals for individual campuses that incorporate both measurable and intangible factors

**Performance Objective 3:** McMath will increase the amount of opportunities for the academic advancement of our students in the areas of math through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students (grades 6-8) score the following on the 23-24 math STAAR test:

All students will score at least 64% - 69% at the approaches level (22-23 was 64%)

All students will score at least 30% - 35% at the meets level (22-23 was 30%)

All students will score at least 8% - 13% at the masters level (22-23 was 8%)

In addition, we are striving for at least 5% gains (from 22-23) for our African American (AA), Bilingual Emergent (BE), and Special Education Students in all grade levels on the 23-24 Math STAAR test.







| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Summer Seminar</li> <li>~TIA</li> <li>~District lead PD</li> <li>~McMath Lead PD</li> <li>~Mathia Training</li> <li>~Reflex/Frax Training</li> <li>~IXL Webinar</li> <li>~Peardeck</li> <li>~Assessment for Learning (AFL)</li> <li>~Professional Learning Communities (PLC)</li> <li>~MAP</li> <li>~DMTSS</li> <li>~Emergent Bilinguals (EB) strategies</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Local, State, and National Conferences</li> <li>~504 Conference</li> <li>~TASA or TASSP Conferences</li> <li>~SEL Counseling Conferences</li> <li>~Middle School Symposium Conference</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance according to Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech<br/> Campus Admin<br/> Teacher<br/> AFL Cadre<br/> Teachers<br/> C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/> 2.4, 2.5, 2.6<br/> - <b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional materials / PD - Title I, Part A - \$5,000</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 2 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 2:</b> Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do we expect our students to learn? (Goals/Expectations)</li> <li>2. How will we know they are learning? (Assessment)</li> <li>3. How will we respond when they don't learn? (Intervention)</li> <li>4. How will we respond if they already know it? (Enrichment)</li> </ol> <p>Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p>PD includes:</p> <ul style="list-style-type: none"> <li>~ Creation of a the McMath PLC Coalition team to include, Admin, Counselors, and teachers</li> <li>~ Campus based training by the McMath PLC Cadre</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Leading edge training conducted by Dr. Luis Cruz</li> <li>~Book study of 'Time to Change'</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Teachers<br/>C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PD and Instructional Resources - Title I, Part A - \$2,500</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |

| Strategy 3 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 3:</b> 6th - 8th grade math teachers will use best practices to provide instruction, assessment, and feedback to our students</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in math for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher<br/>C&amp;I Staff (For added support when needed)</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Curriculum and Training. - Title I, Part A</p>   | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |
| Strategy 4 Details  | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> Provide targeted intervention for the students below grade level in math. Including, but not limited to, the use of IXL, Reflex/ Frax, Springboard, Mathea, Carnegie Learning, common math curriculum and resources.</p> <p>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher<br/>Intervention Teacher<br/>A+ Tutors</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 5 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 5:</b> Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building math skills to close the gaps.<br/>Tier 3 Targeted Tutoring for selected students will be conducted by reading specialists before school, after school, during Family Time, and some Saturdays as well (ESSR and AK Funds will be used)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>A+ Tutors</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p> | <b>Formative</b>  |            |            |
|  | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Integrate technology to enhance instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>DLS and Campus Tech<br/>CTE</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Technology (ie CB, Panels, etc) - Title I, Part A - \$10,000</p>  | <b>Formative</b>  |            |            |
|  | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|  |                   |            |            |

| Strategy 7 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 7:</b> ELAR, Science, Social Studies, and Electives will support math through delivery of cross curricular math lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in math for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p>  | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 8 Details  | Formative Reviews |            |            |
| <p><b>Strategy 8:</b> Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Teach Denton</li> <li>~ ATC</li> <li>~ Communities in School (CIS)</li> <li>~ UNT</li> <li>~TWU</li> <li>~Other colleges/universities</li> <li>~Other Denton ISD schools</li> <li>~Museums</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in math according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech<br/>Campus Admin<br/>Teachers<br/>Partners<br/>C&amp;I Staff (For added support when needed)</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources / Travel - Title I, Part A</p> | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |

| Strategy 9 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 9:</b> Provide opportunities for parents to be involved in instructional best practices to include, but not limited to:</p> <p>~Various academic nights<br/>~Volunteer opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin<br/>Teachers<br/>DLS and Campus Tech<br/>PTA</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |                   |     |     |

## **Guiding Outcome 2: Culture & Climate**

In pursuit of excellence, we will:

- \* Honor the dedication and professionalism of all staff
- \* Celebrate, respect and promote the value of diversity in our Denton ISD Community
- \* Support a working environment ensuring open and transparent communication
- \* Establish high expectations for success
- \* Instill in students a love of lifelong learning
- \* Foster a positive, welcoming environment encouraging parent and community partnerships
- \* Promote health, wellness and emotional well-being
- \* Effectively communicate achievements and recognitions to the Denton ISD community

**Performance Objective 1:** Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

**Evaluation Data Sources:** Employee Engagement Survey  
Student Self-assessments  
Parent Survey  
Review of discipline reports, attendance, and grades  
CREST Award

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Professional Learning Communities (PLC)</li> <li>~MAP</li> <li>~DMTSS</li> <li>~Emergent Bilinguals (EB) strategies</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Safe and Civil Schools Conference - Focus on STOIC/CHAMPS</li> <li>~Local, State, and National Conferences</li> <li>~504 Conference</li> <li>~TASA or TASSP Conferences</li> <li>~SEL Counseling Conferences</li> <li>~Middle School Symposium Conference</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Behavior Coaches<br/>Special Education Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Registration, Travel, and resources - Title I, Part A - \$10,000</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |



| Strategy 2 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 2:</b> Implement and monitor Restorative Practices (RP) campus wide</p> <ul style="list-style-type: none"> <li>~TUMS</li> <li>~Relationship agreements (staff and students)</li> <li>~90 second spark</li> <li>~2-minute conversation</li> <li>~Mood Meters</li> <li>~Re-entry Circles</li> <li>~Circle protocols</li> <li>~Needs assessment</li> <li>~Why Try Curriculum in ISSC</li> <li>~HEaRd Club</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselor<br/>Teachers<br/>Paras<br/>CIS</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</li> <li>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</li> </ul> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |





| Strategy 3 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 3:</b> House Bill lessons to address:</p> <ul style="list-style-type: none"> <li>~Suicide awareness and prevention</li> <li>~Bullying awareness and prevention</li> <li>~Dating Violence awareness and prevention</li> <li>~Sexual Abuse awareness and prevention</li> <li>~Drug and Alcohol awareness and prevention</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>CIS</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Instructional Resources - Title I, Part A</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 4 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 4:</b> Appreciation &amp; Recognition for staff &amp; students, including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Students of the 9 weeks</li> <li>~Staff of the Month</li> <li>~Teacher of the Year</li> <li>~Sonic Stars</li> <li>~Fun Committee</li> <li>~Academic Team Awards</li> <li>~Academic Awards Assembly</li> <li>~Appreciation items</li> <li>~Appreciation cards</li> <li>~HOPE Basket and HOPE club</li> <li>~Provide opportunities for staff to influence decisions</li> <li>~Continue the Sunshine Fund</li> <li>~Appreciation Coins for members of McMath, those that support McMath and those that go above and beyond in our school</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award.</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Paras<br/>CIS</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Appreciation Items - Title I, Part A - \$1,000</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |

| Strategy 5 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 5:</b> Providing physical, social, and emotional supports and safety including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Counselor Resource Room</li> <li>~Updating and monitoring of the counselor Facebook page</li> <li>~Continuing the use of the STOPit app to anonymously report, monitor, investigate, and communicate bullying, cyberbully, and general inappropriate behavior</li> <li>~Day time CIS Program</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Paras<br/>CIS</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</li> <li>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</li> </ul> <p><b>Funding Sources:</b> Technology and various student need items - Title I, Part A</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 6 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 6:</b> Identify ways to build a positive culture at McMath:<br/> ~Book Study<br/> ~Feed the Staff<br/> ~Tiger Talks<br/> ~Sunshine Committee<br/> ~Mentor/Mentee Events<br/> ~Fun Committee</p> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/> Counselors<br/> Teachers<br/> PTA</p> <p><b>Title I:</b><br/> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |

| Strategy 7 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 7:</b> Implementation of Day time CIS program. Responsible for, but not limited to:</p> <ul style="list-style-type: none"> <li>~tutoring</li> <li>~mentoring</li> <li>~snacks/emergency food</li> <li>~clothes</li> <li>~vision vouchers</li> <li>~small groups for behavior/academic support</li> <li>~hygiene supplies</li> <li>~school supplies</li> <li>~college/career readiness</li> <li>~Transportation for those under McKinney-Vento</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>CIS</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> CIS Resources - Title I, Part A</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 8 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 8:</b> Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Update the landscaping around the building</li> <li>~Update the lobby to be more inviting and current</li> <li>~Visible banners that show the McMath Mission, Vision, and the values</li> <li>~Picking up trash around the building</li> <li>~Add more benches around the campus</li> <li>~Beautify the courtyards between the academic wings</li> <li>~Update the teacher lounges</li> <li>~Add positive banners/signs throughout the building</li> <li>~Taped floors for hallway traffic control and congestion</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors</p> <p><b>Title I:</b><br/>2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Community and district partnerships and various items - Title I, Part A</p> | Formative         |     |     |
|  | Dec               | Mar | May |
|  |                   |     |     |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |                   |     |     |

**Guiding Outcome 2: Culture & Climate**

In pursuit of excellence, we will:





- \* Honor the dedication and professionalism of all staff
- \* Celebrate, respect and promote the value of diversity in our Denton ISD Community
- \* Support a working environment ensuring open and transparent communication
- \* Establish high expectations for success
- \* Instill in students a love of lifelong learning
- \* Foster a positive, welcoming environment encouraging parent and community partnerships
- \* Promote health, wellness and emotional well-being
- \* Effectively communicate achievements and recognitions to the Denton ISD community

**Performance Objective 2:** Create systems and procedures that will provide opportunities to Increase Positive Student Behavior in the classroom and in the common areas, so that teaching and learning can take place.

**Evaluation Data Sources:** Student Discipline data, Teacher, Admin, and Counselor qualitative data, and Student & Parent Surveys



| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide professional development that supports best practice strategies and learning opportunities for teachers, admin and counselors, to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~Professional Learning Communities (PLC)</li> <li>~MAP</li> <li>~DMTSS</li> <li>~Restorative Practices</li> <li>~Emergent Bilinguals (EB) strategies</li> <li>~Solution Tree Conferences (concentrating on best practice and addressing the whole child and staff)</li> <li>~Safe and Civil Schools Conference - Focus on STOIC/CHAMPS</li> <li>~STOIC/CHAMPS Cadre leading Monthly PD to the staff</li> <li>~Local, State, and National Conferences</li> <li>~504 Conference</li> <li>~TASA or TASSP Conferences</li> <li>~SEL Counseling Conferences</li> <li>~Middle School Symposium Conference</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Behavior Coaches<br/>Special Education Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |     |
|   | Dec               | Mar | May |
|   |                   |     |     |

| Strategy 2 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 2:</b> Provide Teachers with tools to build positive student relationships and effective class management strategies. Monthly PD provided by STOIC/CHAMPS Cadre</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Teacher Referrals and reduction in kiddos serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Behavior Coaches<br/>Special Education Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Creating a student voice committee to create a sense of ownership to the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Teacher Referrals and reduction in students serving LD, ASD, ISSC, OSS, DAEP, etc</p> <p><b>Staff Responsible for Monitoring:</b> Admin<br/>Counselors<br/>Teachers<br/>Behavior Coaches<br/>Special Education Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>   | <b>Formative</b>  |            |            |
|   | <b>Dec</b>        | <b>Mar</b> | <b>May</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

# State Compensatory

## Budget for McMath Middle School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Mrs. Harden teaches our Reading intervention classes. She teaches all students that have been unsuccessful on the Reading STAAR test for the last three consecutive years. She also teaches some students that passed the 22-23 Reading STAAR but failed the 21-22 Reading STAAR. Those students were identified for support by admin, counselors, and teachers. We have seen positive gains in our struggling readers these pas few years due to this position.

## Personnel for McMath Middle School

| <u>Name</u> | <u>Position</u>              | <u>FTE</u> |
|-------------|------------------------------|------------|
| Dara Harden | Reading Intervention Teacher | 1          |

# Campus Leadership Team

| <b>Committee Role</b>       | <b>Name</b>            | <b>Position</b>                           |
|-----------------------------|------------------------|---|
| Administrator               | Buddy Dunworth         | Principal                                 |
| Classroom Teacher           | Justina Record         | Science teacher and Dept. Chair           |
| Classroom Teacher           | Virginia Ginn          | SS teacher and Dept Chair                 |
| Classroom Teacher           | Michelle Duesman       | SS teacher and Dept Chair                 |
| Classroom Teacher           | Jerry Oslin            | ELAR teacher and Dept Chair               |
| Classroom Teacher           | Julie Holland          | Math teacher and Dept Chair               |
| Classroom Teacher           | Denise Newbrand        | Spanish teacher and Dept Chair            |
| Classroom Teacher           | Jana Cantrell          | Emergent Bilinguals (EB) Lead and TCC Rep |
| Classroom Teacher           | Heather Warren         | Emergent Bilinguals (EB) Lead and TCC Rep |
| Classroom Teacher           | Robin Looney           | CTE teacher and Dept Chair                |
| Classroom Teacher           | Ruthie Linehan         | SPED teacher and Dept Chair               |
| Non-classroom Professional  | Anna Modrow            | Librarian                                 |
| Administrator               | Michelle Duck          | Assistant Principal                       |
| Administrator               | Franco Garcia          | Assistant Principal                       |
| Non-classroom Professional  | Amanda Wagemann        | Counselor                                 |
| Non-classroom Professional  | Brian Adams            | Counselor                                 |
| Non-classroom Professional  | Brittany Zielinski     | Counselor                                 |
| District-level Professional | Grace Anne McKay McKay | Curriculum and Instruction                |
| Parent                      | Maggie Dickens         | PTA President                             |
| Community Representative    | Landon Hale            | Business Owner                            |
| Classroom Teacher           | Megan Bennett          | Fine Arts Dept. Chair                     |
| Classroom Teacher           | Laura Threlfall        | Teacher and Sci Department Chair          |

# Campus Funding Summary

| At-Risk (SCE)    |           |          |  |              |               |
|------------------|-----------|----------|--|--------------|---------------|
| Guiding Outcome  | Objective | Strategy | Resources Needed   | Account Code | Amount        |
| 1                | 2         | 4        | A/K and/or Campus funds and Resources and Intervention Teacher |              | \$0.00        |
| 1                | 3         | 4        | A/K and/or Campus funds and Resources and Intervention Teacher |              | \$0.00        |
| <b>Sub-Total</b> |           |          |  |              | <b>\$0.00</b> |
| Title I, Part A  |           |          |  |              |               |
| Guiding Outcome  | Objective | Strategy | Resources Needed   | Account Code | Amount        |
| 1                | 1         | 1        | Workshop, Curriculum, and Training                             |              | \$0.00        |
| 1                | 1         | 2        | Workshop, Curriculum, and Training                             |              | \$0.00        |
| 1                | 2         | 1        | Instructional materials / PD                                   |              | \$5,000.00    |
| 1                | 2         | 2        | PD and Instructional Resources                                 |              | \$2,500.00    |
| 1                | 2         | 3        | Workshop Curriculum and Training.                              |              | \$0.00        |
| 1                | 2         | 5        | Instructional Resources  |              | \$0.00        |
| 1                | 2         | 6        | Books and eBooks and other various literacy resources          |              | \$20,000.00   |
| 1                | 2         | 7        | Instructional Resources  |              | \$0.00        |
| 1                | 2         | 8        | Technology (ie CB, Panels, Tech Ed Apps, etc)                  |              | \$10,000.00   |
| 1                | 2         | 9        | Instructional Resources / Travel                               |              | \$0.00        |
| 1                | 2         | 10       | Instructional Resources / Refreshments / Advertising           |              | \$500.00      |
| 1                | 3         | 1        | Instructional materials / PD                                   |              | \$5,000.00    |
| 1                | 3         | 2        | PD and Instructional Resources                                 |              | \$2,500.00    |
| 1                | 3         | 3        | Math Curriculum and Training.                                  |              | \$0.00        |
| 1                | 3         | 5        | Instructional Resources  |              | \$0.00        |
| 1                | 3         | 6        | Technology (ie CB, Panels, etc)                                |              | \$10,000.00   |
| 1                | 3         | 7        | Instructional Resources  |              | \$0.00        |
| 1                | 3         | 8        | Instructional Resources / Travel                               |              | \$0.00        |
| 1                | 3         | 9        | Instructional Resources / Refreshments / Advertising           |              | \$500.00      |
| 2                | 1         | 1        | Registration, Travel, and resources                            |              | \$10,000.00   |
| 2                | 1         | 2        | Instructional Resources  |              | \$0.00        |
| 2                | 1         | 3        | Instructional Resources  |              | \$0.00        |

| Title I, Part A |           |          |   |                  |             |
|-----------------|-----------|----------|---|------------------|-------------|
| Guiding Outcome | Objective | Strategy | Resources Needed                                      | Account Code     | Amount      |
| 2               | 1         | 4        | Appreciation Items                                    |                  | \$1,000.00  |
| 2               | 1         | 5        | Technology and various student need items             |                  | \$0.00      |
| 2               | 1         | 7        | CIS Resources   |                  | \$0.00      |
| 2               | 1         | 8        | Community and district partnerships and various items |                  | \$0.00      |
|                 |           |          |   | <b>Sub-Total</b> | \$67,000.00 |