

# **Fort Worth Independent School District**

## **048 William James Middle School**

### **2023-2024 Improvement Plan**



# Mission Statement

One School with One Voice with a Singleness of Purpose, Focusing on Teaching and Learning.

## Vision

Our vision is to develop a GREAT (Growth, Relationships, Excellence, Action and Teamwork) mentality among all students and staff, as we prepare our students for success in college and career readiness and all future endeavors.

## Core Beliefs

We at William James Middle School maintain the following core beliefs:

### 1. Faith

We will stand-by our students no matter what

### 2. Education

Our students deserve learning experiences that strengthen literacy and develops both critical thinking and problem solving skills.

### 3. Patience

We give second chances, are slow to anger and quick to forgive both students and colleagues.

### 4. Dependability

We are present and focused on the work at hand.

### 5. Communication

We send email and phone calls to stay connected and we will have a clear understanding of staff and families

### 6. Relationships

We develop relationships with our students that are real, transparent and based on a growth mindset.

### 7. Hardwork

We continue to work until the project is finished

### **8. Loyalty**

We go above and beyond to help our students

### **9. Dedication**

Everything we do is done in the best interest of the students we serve

### **11. Family**

We are nurturing and caring, always giving unconditional love

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# Comprehensive Needs Assessment

Revised/Approved: September 21, 2023

## Demographics

### Demographics Summary

William James Middle School is an urban middle school in the Polytechnic Heights neighborhood of Fort Worth, Texas. William James Middle School serves approximately 810 students, grades 6, 7 and 8 .

We provide regular programming, service a language center, emergent bilinguals, gifted and talented, two RISE units, a SEAS special education and inclusion special education classe.

William James has an enrollment breakdown as such:

- Hispanic: 83.2 percent
- African American: 13. 2 percent
- White: 2.7 percent
- Asian: .02 percent
- American Indian: .01 percent
- Emergent Bilingual: 64.4
- SpEd:10 percent
- Economically disadvantaged: 97.6 percent

Our school services 62 language center students, hailing from 11 different countries and speaking a combined 23 different languages.

Our staff is diverse in terms of years of experience and race/ethnicity. Below is a breakdown of our teaching and professional staff in terms of demographics:

- Hispanic: 7.2
- African American: 40

- Asian: 3.4
- White: 47.2

#### Student Attendance:

2019-20 (Pre-COVID): 94.21%

2020-21 (Post-COVID): 92.71%

2021-22 (Post-COVID): 88.4 %

2022-23 - 90.1 %

### Demographics Strengths

#### Summary of Strengths:

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, chromebooks for all students, clothes closet, school supplies, school uniforms, winter coats, haircuts every two weeks for our students and those in need.
- We have a strong Fort Worth After School Program designed to meet the after school social skills and connection needs of our students, with an enrollment of 91 students.
- In the past two years, we have added elective offerings based on student choice, including mariachi, advanced orchestra, choir, show choir, art III, AP Spanish, and
- We have several SEL supports in place to assist students including: two interventionists, an MHMR Navigator, and three school counselors.
- We have implemented systems of support and accountability for our Emergent Bilingual, SPED and teacher growth systems.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Emergent bilinguals make up 67 percent of the school population, and their growth lags behind the district and state averages in each area.

**Root Cause:** Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.

**Problem Statement 2:** While most of our students are experiencing growth in all subject areas, our African American students are growing at a slower rate than their Hispanic peers

in math, lagging 7 points behind. **Root Cause:** Teachers need development in culturally responsive pedagogy in relation to standards-alignment and formative assessment.

# Student Learning

## Student Learning Summary

For the 21-22 school year, our school had the following breakdown in STAAR performance. After reading the data, you will see that we have made progressive gains over time for the positive impact for our students' learning.

### ELA

Approaches 58 percent (+5 over 2021 year)

Meets - 30 percent (+4 over 2021 year)

Masters- 13 percent (+3 over 2021 year)

### Math

Approaches- 37 (+12 over 2021)

Meets- 10 (+5 over 2021)

Masters- 1 (+1 over 2021)

### Science

Approaches - 45 (+20 over 2021)

Meets - 14 (+4 over 2021)

Masters - 4 (+1 over 2021)

### Social Studies

Approaches - 37 (+12 over 2021)

Meets - 13 (+8 over 2021)

Masters - 5 (+4 over 2021)

## Student Learning Strengths

- Our students have closed 10 out of 20 achievement gaps in 2022 as compared to 1 out of 20 in 2019. The upward trend means that more students are succeeding.



- Our students are showing growth in all subjects on state mandated tests, consistently growing from 2019 prepandemic performance.
- Our students thrive with hands-on learning and real-world application, as demonstrated by our Dia De Los Muertos and Black History Month student performances, projects and personal narratives created.
- Our students are culturally diverse due to the neighborhood and Language Center within the campus. Currently, there are 27 different languages spoken on campus.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. **Root Cause:** Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

**Problem Statement 2 (Prioritized):** Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. **Root Cause:** Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.

# School Processes & Programs

## School Processes & Programs Summary

When preparing to hire staff, candidates are contacted and provided information about the position, campus values, and campus beliefs. We have a personalized recruitment video sent to all candidates to ensure we are attracting candidates who align with our core values. These values and beliefs were collaboratively identified by the faculty.

The candidates are then given the opportunity to "opt in" to a first round interview at the campus. The first round is a screener with questions which have been collaboratively created by the campus instructional leaders including teacher leaders for each grade level. If the candidate is selected for the next round of interviews, a member of the team/grade level will be present during the interview to provide their feedback to and about the candidate. During the second interview, in addition to traditional questions, teachers are asked to complete a performance task related to planning a lesson using student performance data. If possible, we observe the teacher delivering a model lesson. Once selected, the high-quality teacher is placed based on student need and teacher strength.

The campus utilizes a collaborative structure for instructional leadership. The principal, assistant principal, data analyst, instructional coaches, grade level leads, and other staff assist with identifying and improving instructional needs at the campus.

## School Processes & Programs Strengths

- The school utilizes a data-driven model to support their student support services.
- The school implemented an SST in 2022-23, which has resulted in additional support services and unified communication among support staff, teacher teams and referral services.
- The master schedule includes daily SST meetings daily for the English and Math departments.
- The school budget includes the employment of a Data Analyst. Included also is a Technology Aid to assist teachers and students with the new MacBook devices.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The school struggles with a unified system for documenting and providing interventions for MTSS support. **Root Cause:** Teacher, support staff and administrator capacity need additional PD on system and proper implementation.

**Problem Statement 2:** While the school uses distributive leadership processes for teacher feedback and coaching, there is variance among effectiveness in PLCs and lesson delivery systems at the campus level. **Root Cause:** There is a need to further develop the ILT's coaching capacity of teachers and PLC processes.

# Perceptions

## Perceptions Summary

A program evaluation of our student advisory program from Spring of 2022 found that our morning meeting structure and advisory program had a direct impact on student discipline referrals and school connectedness. Students were receiving a morning transition period full of information, announcements, academic activities, and school culture building.

The school functions on a 7-period day schedule, with the first period of the day being longer than other periods to be able to provide school community and connectedness lessons each day. The principal leads a morning meeting each Friday via zoom, projected into student classrooms.

This year, the school implemented year one of a house system, which was created in house based on attending training at Ron Clark Academy.

The district has selected 1-to-1 MacBooks for every student. With the updated technology and community free WIFI, our students are provided opportunities for connectedness to match the more affluent areas of the city.

## Perceptions Strengths

- Student discipline referrals reduced by 30 percent from previous year.
- Year to year attendance has increased 2 percentage points.
- The school has reduced RDA referrals and out of class placements by more than 50 percent over previous year.
- Our student population diversity has grown due to an expanded Language Center.
- The morning advisory period is broken down into segments that include Principal's Monday Morning Message, tutoring, calculations for grades, reviewing attendance, and celebrations for students who meet benchmark goals.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our African American students receive disproportionate discipline referrals when compared to the overall population of the school. **Root Cause:** Training needed on deescalation strategies and culturally responsive teaching training to regulate students so they can get back into the classroom to learn.

**Problem Statement 2 (Prioritized):** While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. **Root Cause:** Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

# Priority Problem Statements

**Problem Statement 1:** Emergent bilinguals make up 67 percent of the school population, and their growth lags behind the district and state averages in each area.

**Root Cause 1:** Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The school struggles with a unified system for documenting and providing interventions for MTSS support.

**Root Cause 2:** Teacher, support staff and administrator capacity need additional PD on system and proper implementation.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers.

**Root Cause 3:** Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based.

**Root Cause 4:** Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

**Problem Statement 4 Areas:** Student Learning - Perceptions

# 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

# District Goals

Revised/Approved: September 21, 2023

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from %51 to 58% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 58% by May 2023.

## High Priority

**Evaluation Data Sources:** BOY Map, MOY Map, EOY map, lesson plans, formative assessments.

**Strategy 1:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** If Tier 1 Instruction is consistently monitored, adjusted and checked throughout the instructional process, student outcomes will improve.

**Staff Responsible for Monitoring:** Principal and ILT

## Title I:

2.4, 2.6





### - TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

### - ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> ILT provides weekly lesson plan feedback to contents, rotating on a schedule to ensure each content receives targeted, standards aligned feedback 2x per six weeks. <b>Intended Audience:</b> Teachers and ILT <b>Provider / Presenter / Person Responsible:</b> Internal <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> Face to Face Online feedback tracker Scripts	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Develop walkthrough tracker that identifies trends across areas to ensure professional development and PLC is aligned to data trends across the campus. <b>Intended Audience:</b> Teachers and ILT <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> Face to face, online tracker	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Strategy 2:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy's Expected Result/Impact:** PLCs will ensure data analysis and lesson alignment directly impacts student outcomes.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 4.2

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire data analyst to ensure data takeaways, meetings, and assessments are readily available and accessible to teachers for analysis, and entire school community has internalized and can speak to performance data. <b>Intended Audience:</b> All stakeholders <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> Summer  <b>Funding Sources:</b> - Title I (211) - 211-13-6119-04N-048-30-510-000000-24F10 - \$78,995	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Engage in weekly data meetings using See It, Name It, Do It scripts to analyze student work in alignment to standard and plan reteach structures. <b>Intended Audience:</b> Math and ELA PLC <b>Date(s) / Timeframe:</b> Weekly <b>Delivery Method:</b> Face to face, tracking trends.	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Hire tutor to provide SPED students in math inclusion classes targeted support to standard and feedback to inclusion and teacher of record. <b>Intended Audience:</b> SPED <b>Provider / Presenter / Person Responsible:</b> Assistant Principal Rotimi <b>Date(s) / Timeframe:</b> August 2023 <b>Delivery Method:</b> Face to face, 10 hours per week for 24 weeks.  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-13-6117-001-048-24-273-000000- - \$8,400	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 3:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring Fundamental Four is implemented daily using District approved resources (StudySync/Savvas/Lexia/ThinkCerca).

**Strategy's Expected Result/Impact:** Increased text based critical thinking and student performance.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments  
 - Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Use ESF Funds to pay for summer planning time for teachers, with artifacts including IPCs, lesson plans, and assessments to be created for the first six weeks. <b>Intended Audience:</b> ELA Teachers <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> Summer <b>Delivery Method:</b> Face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Review lessons in PLC to ensure alignment to the literacy framework, providing feedback to teachers weekly on their lessons prior to taking them live to students. <b>Intended Audience:</b> ELA department/teachers <b>Provider / Presenter / Person Responsible:</b> Administrator <b>Date(s) / Timeframe:</b> Weekly through PLC <b>Collaborating Departments:</b> ILT <b>Delivery Method:</b> Face to face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Hire ELA Title Resource teacher to ensure all students who need structured literacy can the course and ensure class sizes remain low for ideal best practice literacy instruction <b>Intended Audience:</b> Students and ELA department <b>Provider / Presenter / Person Responsible:</b> Principal <b>Date(s) / Timeframe:</b> August-May  <b>Funding Sources:</b> - Title I (211) - 211-11-6119-04N-048-30-510-000000-24F10 - \$61,516.92	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**Strategy's Expected Result/Impact:** Increased literacy across all content

**Staff Responsible for Monitoring:** ILT

**Title I:**  
2.4, 2.5  
- **TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire computer lab TA to ensure all students understand and have access to computer based programming intended to ensure disciplinary literacy increases across all contents <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> July 2023  <b>Funding Sources:</b> - Title I (211) - 211-11-6129-04U-048-30-510-000000-24F10 - \$36,945	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure all teachers are asking text dependent questions in daily lessons, utilizing grade level texts related to content. <b>Intended Audience:</b> Faculty <b>Date(s) / Timeframe:</b> ongoing throughout year <b>Collaborating Departments:</b> all departments <b>Delivery Method:</b> face to face training through faculty meeting and feedback on lesson plans and walkthroughs	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**School Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Emergent bilinguals make up 67 percent of the school population, and their growth lags behind the district and state averages in each area. <b>Root Cause:</b> Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.
Student Learning
<b>Problem Statement 2:</b> Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. <b>Root Cause:</b> Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 40% to 60% by May 2023.  
Increase the percentage of ELL students from 38% to 58% by May 2023.

**High Priority**  
**Evaluation Data Sources:** MAP BOY, MOY and EOY

**Strategy 1:** Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increased student outcomes in math  
**Staff Responsible for Monitoring:** ILT

**Title I:**  
2.4  
**- TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments  
**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**  
**Problem Statements:** Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Engage in weekly data meetings using See It, Name It, Do It scripts to analyze student work in alignment to standard and plan reteach structures. <b>Intended Audience:</b> Math teachers <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Math Department <b>Delivery Method:</b> face to fae	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Review lessons in PLC to ensure alignment to the literacy framework, providing feedback to teachers weekly on their lessons prior to taking them live to students. <b>Intended Audience:</b> Math teachers <b>Provider / Presenter / Person Responsible:</b> TIL/ ILT <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> Math, ILT, data analyst <b>Delivery Method:</b> face to face, online tracker	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Emergent bilinguals make up 67 percent of the school population, and their growth lags behind the district and state averages in each area. <b>Root Cause:</b> Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.
Student Learning
<b>Problem Statement 2:</b> Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. <b>Root Cause:</b> Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





**School Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 36 % to 58% by May 2023.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 36% to 50% by May 2023.

**High Priority**  
**HB3 District Goal**  
**Evaluation Data Sources:** STAAR

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** Increased student outcomes  
**Staff Responsible for Monitoring:** ILT  
  
**Title I:**  
2.4, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 5: Effective Instruction  
  
**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Engage in weekly data meetings using See It, Name It, Do It scripts to analyze student work in alignment to standard and plan reteach structures. <b>Intended Audience:</b> Students teachers <b>Provider / Presenter / Person Responsible:</b> Data analyst/ILT <b>Date(s) / Timeframe:</b> WEekly <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> Face to face, online tracker  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6399-001-048-24-273-000000- - \$3,381		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Teachers utilize data trackers by standard to ensure all students are growing in standard mastery and maintaining interventions offered in Branching Minds in order to accurately track student progress over time. <b>Intended Audience:</b> Teachers and students <b>Provider / Presenter / Person Responsible:</b> Branching Minds <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> ILT/Branching Minds <b>Delivery Method:</b> Face to face/online	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Emergent bilinguals make up 67 percent of the school population, and their growth lags behind the district and state averages in each area. <b>Root Cause:</b> Teachers need development in best practices for emergent bilingual instruction, specifically in reading text structures, academic vocabulary development, and disciplinary literacy.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 59% to 65 % by May 2023.

Increase the percentage of 6th Grade students marginalized by instruction on our campus (gender, race, program, other) from 43% to 55% by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Lesson plan, walkthrough, Map data and star data

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** Improvement in STAAR scores with more achieving Meets and Masters

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Implement the See It, Name It, Do It style of teacher coaching to produce immediate, effective teacher actions to drive a change within instructional practices <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> Weekly <b>Collaborating Departments:</b> English and Math <b>Delivery Method:</b> face-to-face		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Align and leverage programs, resources, and systems of support for existing academic advising.



**Strategy's Expected Result/Impact:** aligned resources and systems of support

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Create a STEM lab for teachers to extend learning opportunities from conceptual and actual. <b>Intended Audience:</b> teachers and students <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> as needed to extend learning from conceptual to actual <b>Collaborating Departments:</b> all depts <b>Delivery Method:</b> face-to-face  <b>Funding Sources:</b> - CTE (199 PIC 22) - - \$12,633, - Gifted & Talented (199 PIC 21) - - \$1,475	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.
<b>Problem Statement 2:</b> Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. <b>Root Cause:</b> Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.
Perceptions
<b>Problem Statement 2:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 13% to 25% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 15 % by May 2023.

**High Priority**

**HB3 District Goal**

**Evaluation Data Sources:** Map MOY and STAAR

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Teachers and students make knowledgeable data driven decisions about instruction.

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.6





**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Monitor student success via assessment data and celebrate teachers who are impacting their students' success positively. <b>Intended Audience:</b> everyone <b>Provider / Presenter / Person Responsible:</b> ILT <b>Date(s) / Timeframe:</b> weekly <b>Collaborating Departments:</b> all <b>Delivery Method:</b> social media	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 2:** Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. **Root Cause:** Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 12% to 5% by May 2023.

**Evaluation Data Sources:** Attendance data

**Strategy 1:** Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys

**Staff Responsible for Monitoring:** ILT/Teachers

**Title I:**

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Hold 4 parent and community events a year, including fall and spring open house, math and literacy night, connecting community and all stakeholders to community resources, attendance questions, etc. <b>Intended Audience:</b> All stakeholders <b>Provider / Presenter / Person Responsible:</b> all partners. <b>Date(s) / Timeframe:</b> Quarterly throughout year <b>Delivery Method:</b> Face to face  <b>Funding Sources:</b> - Parent Engagement - 211-61-6499-04L-048-30-510-000000-24F10 - \$2,000, - Parent Engagement - 211-61-6399-04L-048-30-510-000000-24F10 - \$2,098		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Hold parent conferences each six weeks for students who fall below 90 percent attendance and/or fail 2 or more classes. <b>Intended Audience:</b> At risk students <b>Provider / Presenter / Person Responsible:</b> Counseling team, interventionists, admin team <b>Date(s) / Timeframe:</b> Each six weeks <b>Collaborating Departments:</b> Student support team <b>Delivery Method:</b> face to face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.
School Processes & Programs
<b>Problem Statement 1:</b> The school struggles with a unified system for documenting and providing interventions for MTSS support. <b>Root Cause:</b> Teacher, support staff and administrator capacity need additional PD on system and proper implementation.
Perceptions
<b>Problem Statement 2:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 1616 to 1000 by May 2023.

Decrease the number of discipline referrals by school personnel for Hispanic students or the student group that is most marginalized on our campus (gender, race, program, other) from 1200 to 600 by May 2023

**High Priority**

**Evaluation Data Sources:** FOCUS discipline data

**Strategy 1:** Cultivate safe, supportive and equitable learning environments grounded in the learner and culture descriptors as defined by the FWISD Instructional Framework.

**Strategy's Expected Result/Impact:** Increased connection to school and community

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.5

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire additional TA to ensure students struggling with referrals receive additional support <b>Date(s) / Timeframe:</b> Weekly  <b>Funding Sources:</b> - Title I (211) - 211-11-6129-04N-048-30-510-000000-24F10 - \$24,192	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> For students assigned to OCI and ISS, engage in data driven discussion with student to review student academic strengths and weaknesses, target growth area, and align personalized OCI/ISS plan to academic needs. <b>Provider / Presenter / Person Responsible:</b> ISS/OCI/Reading interventionist	Formative			Summative
	Nov	Jan	Mar	June

<b>Date(s) / Timeframe:</b> daily <b>Collaborating Departments:</b> ILT <b>Delivery Method:</b> face to face, mathia, powerup					
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.
Perceptions
<b>Problem Statement 2:</b> While the morning meeting and advisory period has been linked to reduced discipline and increased connectedness to school, teacher support and buy-in to the program is compliance based. <b>Root Cause:</b> Teacher perceive the morning meeting time as another thing for teachers to do, rather than a community building aid for all stakeholders.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 400 to 200 by May 2023.

**High Priority**

**Evaluation Data Sources:** Focus discipline data

**Strategy 1:** Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

**Strategy's Expected Result/Impact:** Increased solutions that improve student outcomes

**Staff Responsible for Monitoring:** ILT

**Title I:**

2.4

- **TEA Priorities:**





Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

- **Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Build maker space, learning lab, and student centered extension activities in partnership with district GT department, SPED, and CTE department <b>Date(s) / Timeframe:</b> Semester 1  <b>Funding Sources:</b> - SPED (199 PIC 23) - - \$7,929	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Despite growth from 2019 to 2022, our student performance still lags behind state and district averages, especially for our African American students who are growing at an average rate of 7 points behind their peers. <b>Root Cause:</b> Teachers need intentional planning time and professional development in tight standards-aligned lesson development and formative assessment.



# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04N-048-30-510-000000-24F10	\$78,995.00
1	1	3	3		Title I Teacher	211-11-6119-04N-048-30-510-000000-24F10	\$61,516.92
1	1	4	1		Computer Lab Assistant	211-11-6129-04U-048-30-510-000000-24F10	\$36,945.00
4	2	1	1		Teacher Assistant	211-11-6129-04N-048-30-510-000000-24F10	\$24,192.00
<b>Sub-Total</b>							\$201,648.92
<b>Budgeted Fund Source Amount</b>							\$201,648.92
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	3		Tutors with degree or certified	199-13-6117-001-048-24-273-000000-	\$8,400.00
2	2	1	1		Supplies and materials for instructional use	199-11-6399-001-048-24-273-000000-	\$3,381.00
<b>Sub-Total</b>							\$11,781.00
<b>Budgeted Fund Source Amount</b>							\$11,781.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-048-30-510-000000-24F10	\$2,098.00
4	1	1	1		Snacks for Parents to promote participation	211-61-6499-04L-048-30-510-000000-24F10	\$2,000.00
<b>Sub-Total</b>							\$4,098.00
<b>Budgeted Fund Source Amount</b>							\$4,098.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		FURN&EQUIP < \$5000		\$1,475.00
Sub-Total							\$1,475.00
Budgeted Fund Source Amount							\$1,475.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1		INSTRUCTIONAL MATERIALS		\$12,633.00
Sub-Total							\$12,633.00
Budgeted Fund Source Amount							\$12,633.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1		FURN&EQUIP < \$5000		\$7,929.00
Sub-Total							\$7,929.00
Budgeted Fund Source Amount							\$7,929.00
+/- Difference							\$0.00
Grand Total Budgeted							\$239,564.92
Grand Total Spent							\$239,564.92
+/- Difference							\$0.00

# Addendums

# William James Middle School

## Open House 2023-2024 Sign-In Sheet

Date	Student Name	Grade	Parent Name	Phone #
09/16/23	Axel Ventura	7	Marleni	8178763817
09/16/23	Jessica Barbosa	8	Luis Barbosa	467592-3051
09/16/23	Omar Mota	8	Maria Nolasco	817-378-7493
09/16/23	Nyleta De Jesus	4e	Lenny Guillen	482-438-4255
09/16/23	Dani Nah Brown	6	Sharrith Brown	817-225-8894
09-06/23	Adan Gonzalez	6	Zaida Mateo	214-221-4425
09-06-23	Axel Morales	6	Berenice Morales	969-445-9189
09-06-23	Mariana Mateo	7	Rafaela Ana Mateo	(817)808-4721
09/16/23	Brandon Angel	6	Francisco Angel	817 965 6803
9-6-23	Johan Mendola	8	Norma Cuevas	682556-0180
9/16/23	Aden Lozano	6 <sup>th</sup>	Aljancin Lozano	817-378-6352
9/16/23	Aden Lozano	6 <sup>th</sup>	Armando Loza	817-615-2457
9/16/23	Gianna Salcedo	7th	Sindy Salcedo	817-210-5380
9/16/23	Marian Garcia	6	Maria Rivera	817 965 8525
9/16/23	Leonardo Gonzalez	6	Paulita Sustaita	(972)607-0816
9/16/23	Destiny Valadez	8	Lizbeth Rivas	682-206-4316
9/16/23	Kasmine Valadez	7	Lizbeth Rivas	682-206-4316
9/16/23	Emiliano Garcia	6	Ana Bertha Garcia	817-298-8907



# William James Middle School

## Open House 2023-2024 Sign-In Sheet

Date	Student Name	Grade	Parent Name	Phone #
9/6/2023	Edith Morillo	6	Naveli Zaragoza	682-314-9861
9/6/2023	Oscar Puga	6	Beatriz Puga	817-239-8124
9/6/23	Nariah Mitchell	6	Saundria G	682-321-2221
9/6/23	Nakyiah Mitchell	7	Saundria G	682-321-2221
9/6/23	Bianca Guzman	6	Marcela H	817-812-4504
9/6/23	Izack Carballo	6	Reina Gonzalez	682-432-2053
9-6-23	Cassandra <sup>Miranda</sup>	7	Ma. Miranda	682-552-0502
9-6-23	Karen Calvillo	7	Cruzana Soto	817-298-4374
	Angel Calvillo	6	↓	↓
9-6-23	Alonzo Rojas	7	Victoria Rojas	817-532-8402
9-6-23	Leilani Barron	6	Lydia Barron	817-255-0241
9/6/23	Evelyn MTrigo	6	Norma Sanchez	817-779-1751
9/6/23	Sandra Flores	8	Maria Franco	817-903-1429
9-8-23	Mayrañe Maria	6	Maria Rodriguez	817-730-8615
9-6-23	Surrentha M	6	Jasmin H	817-902-7730
9-6-23	Khamphanh C	6	Patty O	817-902-7714
9-6-23	Phommakott C	6	Patty O	817-902-7714
9-6-23	Sergio Salazar	7	Esther Z	817-877-6032
9-6-23	Angel Veloz	7	Lucia Vela	817-363-6836
9-6-23	Roberto Ortuno	6	Justino no	817 404 8444



# Open House 2023-2024 Sign-In Sheet

[illegible]



# William James Middle School

## Open House 2023-2024 Sign-In Sheet

Date	Student Name	Grade	Parent Name	Phone #
09/06/2023	Jaime Perla	7 <sup>th</sup>	Wolkiria	817-230-7542
9/6/2023	Jelzier Perla	6 <sup>th</sup>	Wolkiria	817-230-7542
9.6.23	Yuri to Campos	6	Nancy R	817 443 1900
9.6.23	Kailey Campos	7	Nancy R	" " "
09.6.23	Excaly Munoz	8 <sup>th</sup>	ENRIQUE MUNOZ	682 554 7464
09/06/23	OSCAR Grimaldo	6 <sup>th</sup>	Dehanie Grimaldo	(817) 230-3026
9/6/23	Carlos Gonzalez	6 <sup>th</sup>	Myra Montalbo	817 655 5074
<del>9/6/23</del>	<del>Gerardo Flores</del>			
9/6/23	Samantha	6 <sup>th</sup>	Gerardo Hdz	682 556 9632
9/06/23	Katherine Garcia	6 <sup>th</sup>	Marcelina Carreca	817 353 4011
9/06/2023	Lucas P-Son	8 <sup>th</sup>	Lucas P-Son	469-406-6937
9/08/2023	Elvira Benitez	8	madre	817 353 8094
9/6/23	Pola Quinto	6 <sup>th</sup>	Yessy Mtx	817 891 6265
9/6/2023	Isabella Collier	7 <sup>th</sup>	Leticia Collier	817-806-8886
9/6/2023	Dalilah Ramo	6 <sup>th</sup>	Nina Menchaca	682-202-9515
9/6/23	Guiliana Saldini	7	Dotty Saldini	682 401 3980
9/6/23	Arriana Rodriguez	6	Rosa M Espinoza	817 550 460
9/6/27	Allen Matson	8 <sup>th</sup>	Allen Matson	682 310 5125
9/6/23	Gerardo Aguado	6	Barbara Rangel	817 345 1893
9/6/23	Steven Alvares	8	Mariano Vidler	817-802-1325
9/6/23	Andres C.	7	Patricia C	817 724-8980



# William James Middle School

## Open House 2023-2024 Sign-In Sheet

Date	Student Name	Grade	Parent Name	Phone #
9/6/23	Christian Rodriguez	7th	Jandie Rodriguez J. Guadalupe	882-816-2477
9/6/23	Daniel Dorado	7	Oralia Rodriguez	817-779-1321
9/6/23	Julio Dorado	8	Oralia Rodriguez	817-779-1321
9-6-23	Liberty Owens	7th	Nina Carbo	817 919 5111
9-6-23	Ana Juarez	6	Reina Mendez	404-915-2957
9-6-23	Yanick Miranda	6	Marley's Lopez	682-800-9371
09/06/2023	Braylon Conway	7th	Sheretta Bailey	682-217-0892
09/06/2023	Giselle Ruiz	7th	Maria Contreras	(817) 298-7626
9/6/23	Jazmine Meza	6th	Terese Renteria	817 986-3401
9/6/23	Maxin Ramirez	6th	Maxin O'Neil	(817) 846 7309
9-6-23	Abigail Solis	7th	Fabiola Garcia	917 1820-9654
9-6-23	Miguel Solis	8th	Adela Garcia	917 673-5490
9/6/23	Daphne Garcia	6	Yahira Mendoza	682 477 9892
9/6/23	MAT, A	1		817-614-0986
9-6-23	Guillermo Rizo	6	Monica Rizo	817-262-8504
9-6-23	Filiberto Moran	7th	Filiberto Moran	682-444-2750
9-6-23	Toni Crenshaw	7th	Quandra Crosby	817 248-3232
9-6-23	Kyra Holmes	7th	Dennysia Newsome	817-975-2788



# William James Middle School


## Open House 2023-2024 Sign-In Sheet

Date	Student Name	Grade	Parent Name	Phone #
9/6/23	Ximena Arriba	7th	Flora Arriba	6822255981
9/6/23	Luis Montoya	8th	Erika Alvarado	682449691
9/6/23	Oziel Leyva	6th	Gloria Leyva	817-420-0770
9/6/23	Brianna Romero	8th	Ydanda Romero	817-804231
9/6/23	Kevin Pireno	7th	Xochitl Del Rio	4133680003
9/6/23	Adilene Castro	6	Monica Castro	817-6924726
9/6/23	Timena Villaseca	6th	Nancy Dominguez	682700951
9-6/23	Diana Alcala	7	Norma Casas	817-8846355
9/6/23	Karina Rojas	8th	Laura Rojas	830-2738417
9/6/23	Valeryck Gil	7	Glenn Gil	6823758950
9/6/23	Micha Romero	6	Adriana Romero	817-489-0902
9/6/23	Omar Pesina	6	Maribel Pesina	817-6961670
9/6/23	Nancy Pesina	7	Maribel Pesina	817-6961670
9/6/23	Juliet Rostro	7	Francisco Ramirez	1972-370-6383
9/6/23	Angel Moreno	6	Maricela Ramirez	682-712-5849
9/06/23	Landon Flores	6	Artemia Garcia	817-2102430
9/6/23	Alexa Zenteno	7	Maria Lopez	817-361-2069
9/6/23	Santiago Hernandez	8th	Isabeline Lira	817-806-1029
9/6/23	Yolanda Rodriguez	6th	Ena Rojas	817-992-2465

# Open House 2023-2024 Sign-In Sheet

[illegible]





## William James Middle School 2023-24


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**Annual Title I Meeting and Benefits of Parent and Family Engagement**

TITLE I, PART A  
PARENT AND FAMILY ENGAGEMENT

We also send out a weekly S'more via email and update the marquee in front!

(Spanish) We also send out a weekly S'more via email and update the marquee in front!



Connect with us!

↓

Facebook:  
William James Middle School FWISD

↓

X (Twitter)  
@WJamesFWISD


### Annual Title I Parent Meeting

**The requirement:** All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting

- to inform parents and families of their school's participation
- to explain the requirements of the Title I, Part A program
- to explain the right of parents to be involved

**The concern:** Unfortunately some schools are not following that mandate.

Section 1116 (c) <https://tinyurl.com/yb7a6fdh>



### Title I, Part A Program

William James MS is participating in Title I, Part A schoolwide -- this program is intended to improve student academic achievement

We want to get parents involved in the school's programs through activities such as: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, or serve on SBDM.

### The Campus Plan includes:

The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP).

Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I, Part A parents have the right to be involved in the development of this plan

### Policy and Compact

You were given the Title I compact when you entered.

This is how we together support your student.

There is something for all of us to do in the plan.



## Curriculum

- Explain the school's curriculum
- Describe the forms of academic assessment used to measure student progress
- Provide information about the achievement levels of the State academic standards
- STAAR testing calendar (not required but suggested)

## Additional Meetings

Inform about the opportunity for additional parent meetings and flexible meeting times – meeting at morning or evening or other convenient times, and funds may be available to assist with transportation or childcare

If requested by parents, as appropriate, to meet in reference to decisions relating to the education of their children

Provide parents and families with parent and family engagement training session dates and times, if scheduled

Distribute materials for home learning activities, if available



## Reservation of Funds, 1% Set-Aside

Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.

- Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
- Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
- Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

## Teacher Qualifications

Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)

Parents must follow the school procedure to request this information

Check with your school office or district office to make this request



## PARENTS RIGHTS TO KNOW!!!

## Parents Right-to-Know

Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)

## Who to Contact

Michelle Guerra, Principal

Dr. Olawale Rotimi, Asst. Principal

A. Christina Rodriguez, Counselor (8<sup>th</sup> grade & 7<sup>th</sup> girls)

Jennifer Linebaugh, Counselor (6<sup>th</sup> grade & 7<sup>th</sup> boys)

Toni Laday, Cafeteria Manager

Main office: 817-814-0200



## **Evaluation,** *usually in the spring*

Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring). Identify...

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

Data and input might include...

- Parent questionnaires and surveys
- Focus groups or other face-to-face meetings
- Parent advisory committee input
- Provide electronic evaluation tools, if available

Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact

## **Benefits of Parent and Family Engagement**

TITLE I, PART A  
PARENT AND FAMILY ENGAGEMENT

Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

Lee and Marleen Cantor



When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp

## **What Are the Benefits?**

What are the benefits for...

- ❖ Students?
- ❖ Parents and families and the community?
- ❖ For teachers, administrators, and other school staff?



## **Student Benefits**

- ❖ Higher grades and test scores
- ❖ More likely to complete homework
- ❖ Better attendance
- ❖ Fewer placements in special education
- ❖ More positive attitudes and better behavior
- ❖ Higher graduation rates
- ❖ Greater enrollment in postsecondary education



### School Benefits

- ❖ Improved teacher morale
- ❖ Higher ratings of teachers by parents
- ❖ More support from families
- ❖ Higher student achievement
- ❖ Better reputations in the community



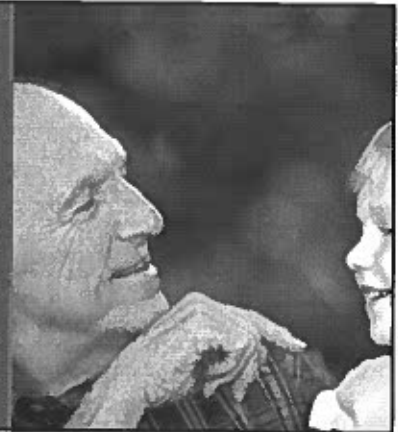
### Parent and Family Benefits

More confident in the school

Increased confidence in their parenting skills

Creates a home environment that encourages learning

Encourages parents to advance their own education and skills in the workplace



### Title I, Part A Parent and Family Engagement Statewide Initiative

*At Region 16 Education Serviced Center*

*Funded by Texas Education Agency*



For more information contact,  
[t1pfe@esc16.net](mailto:t1pfe@esc16.net)

# Title I, Part A Annual Meeting: Planning Checklist

	Title I, Part A Meeting Checklist		Responsible person	Date complete
Schedule	Begin with review of Title I, Part A Annual Meeting documents.			
	<p><i>The Title I, Part A Annual Meeting is required, and per TEA, it MUST be offered on more than one day and at more than one time, so that parents have more than one option to attend. The statutory requirement is to have various opportunities for parent engagement activities available on different days and times.</i></p> <p><b>ESSA Section 1116 (c)(1)</b></p> <p>Date/Time cleared by campus administrator</p> <ul style="list-style-type: none"> <li>Meeting #1 Date/Time: <u>9/16 5:30</u> Location: <u>Auditorium</u></li> <li>Meeting #2 Date/Time: _____ Location: _____</li> </ul> <p>* <i>The Title I, Part A Annual Meeting may be conducted before or after a school event, but not embedded within the event in which parents are not aware that the purpose of the annual meeting is to learn about the Title I, Part A program.</i></p>			
	<p>Scheduled with building maintenance/custodial</p> <ul style="list-style-type: none"> <li>Plan seating arrangements for best viewing to encourage and promote participation.</li> <li>Refer to local and state health guidelines and building safety/capacity guidelines when planning.</li> </ul>			
	Scheduled with technology for visual/auditory needs			
	Scheduled with after-school care programs or student organizations who may use common areas			
	<p>Parents notified in timely manner (i.e. one month prior and again one week prior)</p> <ul style="list-style-type: none"> <li>Date of 1<sup>st</sup> contact: <u>8/17</u></li> <li>Date of 2<sup>nd</sup> contact: <u>8/25</u></li> </ul>			
Schedule parent notifications & communication	<p>Parent notification and general communication made in multiple formats: (i.e. Newsletter, flyer, email, phone, website, social media)</p>			
	Communicated in English & Spanish (required), and other languages as needed and practicable.			

# Title I, Part A Annual Meeting: Planning Checklist

	Title I, Part A Meeting Checklist (pg. 2)	Responsible person	Date complete
Personal needs	Presenter(s): <u>M. Guerra</u> / <u>R. Mesta</u> <ul style="list-style-type: none"> <li>Example: Federal Programs Director, Superintendent, Principal, Counselor, PFE Liaison, etc.</li> </ul>	M. Guerra	8/28
	Greeter: <u>N. Gonzalez</u> / <u>R. Mesta</u> <ul style="list-style-type: none"> <li>Role: Maintain sign-in sheets, distribute materials/handouts, answer basic questions regarding time, seating, etc.</li> </ul>	N. Gonzalez	8/28
	Personnel to take meeting minutes: <u>N. Gonzalez</u> / _____	N. Gonzalez	9/6
	Interpreter/Translation Services (if needed): <u>R. Mesta</u> / _____ <ul style="list-style-type: none"> <li>Example: Spanish/Vietnamese/Sign Language as needed based on your campus/parent needs. Consider seating accommodations to best provide translation services.</li> </ul>	R. Mesta	9/6
Materials	Sign-in sheets: Name/Role/Student Name/Grade/Email/Phone (Retain for compliance)	N. Gonzalez	9/6
	Copies of or clear directions on where to find the following: <ul style="list-style-type: none"> <li>School-Parent Compact</li> <li>District &amp; school PFE policies</li> <li>Yearly district/campus calendar</li> <li>STAAR testing calendar</li> <li>PFE trainings/activity calendar</li> </ul>	M. Guerra	9/6
	Create a written agenda that meets all requirements for the Title I, Part A Annual Meeting.	M. Guerra	9/6
Other considerations	LEAs may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions. <b>ESSA Section 1116 (e)(8)</b>	M. Guerra	9/6
	Transportation options/needs: _____ <i>* To avoid liability issues, it is very important to check with your LEA's transportation department for insurance requirements and fleet capabilities prior to advertising or providing transportation via district vehicles.</i>	N/A	N/A
	Childcare options/needs: _____ <i>* Carefully select areas and ages of workers who will be providing care to children. It is advised that there is adequate ADULT supervision for young students, especially if using high school/college-age students for these programs. Check with your human resources department for guidance to avoid liability issues.</i>	N/A	N/A



## The Educator Hive

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# WJMS Weekly Update

8.18.2023

## First Week of School

Our Bears are back in school! We are so happy they are back and busy with learning.

We have received our new technology devices and will have them available as class sets to all students. If your student needs a Chromebook at home, we are setting up a process to check them out as needed.

Here are some updates for you:



### No vaping

It is now a mandatory punishment for students with vapes at school. Please talk to your student about the harmful effects of vaping and the mandatory discipline they will receive.



### Drawstring backpacks only!

Students do not need large backpacks for school. We are asking students to carry only a drawstring backpack. This will assist the campus with safety and also your student because homework won't get "lost" in there!



### Students learn better without distractions!

William James MS is a No Cell Phone Zone!

#BetheBear

## Edit newsletter

## Preview this newsletter

## Print or download PDF

## Visitors

1,015

## Likes

0

## Show Analytics

## Link

<https://www.smore.com/n2h8k>

## Newsletter Settings

23-24 Bell Schedule

**Breakfast** 8:30-8:55 (all meals free!)  
**Bear Essentials** 9:00-9:25 (School Begins @9am)  
**Period 1** 9:25-10:18 (53 minutes)  
**Period 2** 10:23-11:18 (52 minutes)  
 \*10:30 AM is Official Attendance Taking Time  
 Additional 7 minutes for announcements, etc.

<u>6th Grade Lunch</u>	<u>7th Grade Lunch</u>	<u>8th Grade Lunch</u>
11:23-11:56 Lunch	11:23-12:13 Period 3	11:23-12:13 Period 3
11:59-12:49 Period 3	12:16-12:49 Lunch	12:16-1:06 Period 4
12:52-1:42 Period 4	12:52-1:42 Period 4	1:09-1:42 Lunch

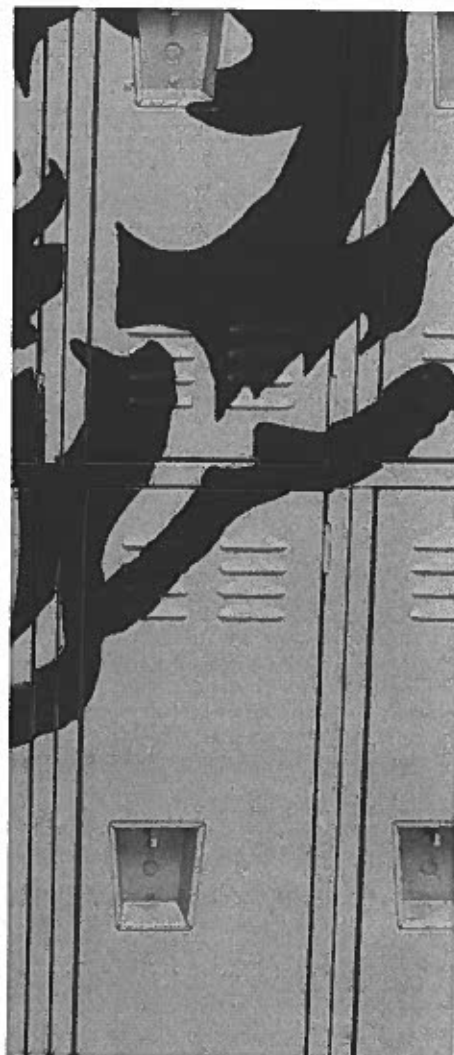
**Period 5** 1:45-2:35 (50 minutes)  
**Period 6** 2:40-3:30 (50 minutes)  
**Period 7** 3:35-4:25 (50 minutes)

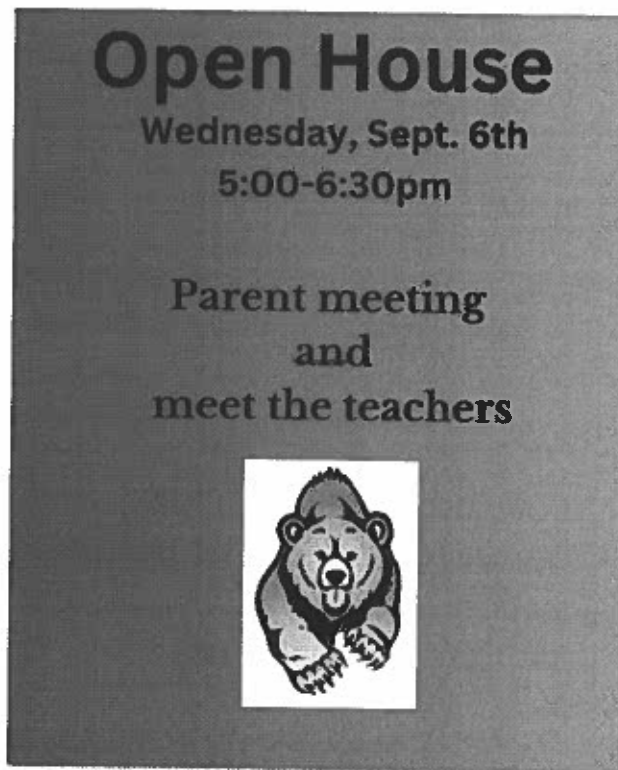
**Dress Code**

Same as it has been!

- white or blue collared shirts
- non-torn pants
- \*no tights/yoga pants
- \*no tummy showing
- \*no hoodies
- \*no tank tops
- \*no sagging

<https://www.fwisd.org/dresscode>





Come join the fun and support our student athletes!



### WILLIAM JAMES VOLLEYBALL 2023

THURSDAY	8/24	vs	JACQUET	@	JACQUET	6 pm/ 7
MONDAY	8/28	vs	LEONARD	@	WJMS	6 pm/ 7
THURSDAY	9/7	vs	FOREST OAK	@	FOREST OAK	6 pm/ 7
MONDAY	9/11	vs	RIVERSIDE	@	RIVERSIDE	6 pm/ 7
MONDAY	9/18	vs	MEADOWBROOK	@	MEADOWBROOK	6 pm/ 7
MONDAY	9/25	vs	MCCLUNG	@	MCCLUNG	6 pm/ 7
MONDAY	10/2	vs	WEDGEWOOD	@	WJMS	6 pm/ 7
THURSDAY	10/12	vs	DAGGETT	@	WJMS	6 pm/ 7
MONDAY	10/16	vs	MORNINGSIDE	@	POLY	6 pm/7

CITY CHAMPIONSHIPS THURSDAY OCTOBER 19 AND SATURDAY OCTOBER 21





## WILLIAM JAMES FOOTBALL 2023

TUE. AUG. 29	vs FOREST OAK	@ O.D. WYATT	7 <sup>TH</sup> BYE	8 <sup>TH</sup> 6 pm
TUE. SEPT. 5	vs McCLUNG	@ POLY	7 <sup>TH</sup> 6pm	8 <sup>th</sup> 7:15
TUE. SEPT. 12	vs ROSEMONT	@ SOUTH HILLS	7 <sup>TH</sup> 6pm	8 <sup>TH</sup> 7:15
TUE. SEPT. 19	vs MORNINGSIDE	@ POLY	7 <sup>TH</sup> 6pm	8 <sup>th</sup> 7:15
TUE. SEPT. 26	vs MEADOWBROOK	@ POLY	7 <sup>TH</sup> 6pm	8 <sup>th</sup> 7:15
TUE. OCT. 3	vs ELDER	@ TRIMBLE TECH	7 <sup>TH</sup> 6pm	8 <sup>TH</sup> 7:15
TUE. OCT. 10	vs WEDGWOOD	@ SOUTHWEST	7 <sup>TH</sup> 6pm	8 <sup>th</sup> 7:15
TUE. OCT. 17	vs McLEAN	@ POLY	7 <sup>TH</sup> 6pm	8 <sup>th</sup> 7:15

TUESDAY, OCTOBER 24 AND WEDNESDAY, OCTOBER 25 ARE PLAY-OFF GAMES

OCTOBER 17, 2023 HOMECOMING GAME AT POLY vs McLEAN

STUDENTS MEALS ARE  
**FREE**  
 FOR 2023-2024  
 SCHOOL YEAR!



Learn more at:  
[fwisd.org/childnutrition](https://fwisd.org/childnutrition)



William James Middle School

Facebook

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FWISD@FWISD.org

[fwisd.org/WilliamJames](https://fwisd.org/WilliamJames)

