

Fort Worth Independent School District
050 McLean Middle School
2023-2024 Improvement Plan



Mission Statement

You Matter @McLean

Vision

McLean is a caring community that strives for excellence where every student will be supported academically, emotionally, and socially, to become a lifelong learner

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

McLean Middle School has a storied history within Fort Worth ISD. Many important "Fort Worthians" have walked the halls of the school, including astronaut Alan Bean. The current location of the school opened in 1954 in what was, at the time, the outskirts of the city. Before moving to its current location, McLean was known as Forest Park Junior High and located at the corner of Forest Park BLVD and Berry Street where Paschal High School is currently located. McLean is located very close to TCU and benefits from this locations in many ways including the close partnership with the school of education and the opportunity to attract many good potential teaching candidates. McLean has a large attendance zone that reaches from I-30 in the north to I-20 in the south. This large attendance zone means the school is home to a very diverse population of students both economically and ethnically. Currently, McLean Middle school contains 7th and 8th grade students only. The sixth grade center is located down the block and has been a separate school since 2001. Although McLean has had about 1000 students for many years, the boundary change that has gone into effect for the 23-24 school year means the school has grown smaller by about 250 students, with the current enrollment being approximately 800 students. This is because McLean will now exclusively flow into Paschal High School, making it a true part of the Paschal pyramid for the first time since the opening of South Hills High School in 1998.

Of the approximately 750 students currently enrolled, 32 percent qualify for Gifted and Talented services, 28 percent are considered English Language learners, and 11 percent are eligible for Special Education services. Approximately 423 students are of Hispanic origin while 248 are white and 36 are African American. 59% of the school's population qualifies for free or reduced lunch. Our attendance rate is slowly creeping back up from a low in the high 80 % to it's current 93 percent after much emphasis on the importance of attendance.

McLean Middle school is fortunate to have many high quality, veteran teachers who form the backbone of the core departments. As we have hired new teachers, the demographic representation of the teaching and administrative pool has begun to be more diverse. The turn-over rate at McLean Middle school has changed from about 35% four years ago to 12% currently. The smaller number of students attending school due to boundary changes have resulted McLean losing staff.

Demographics Strengths

The diversity found at McLean is a huge strength. With many languages and religions, McLean truly feels like a microcosm of Texas and the United States. Relatively speaking, McLean students of all ethnicities and socioeconomic backgrounds outperform their peers from other FWISD schools. Whether at UIL academic events, on the athletic field, in the performing or the visual arts, McLean students shine. Growing diversity in our teaching staff means that students can find role models in the people that surround them on a daily basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In January of 2023, NWEA reading proficiency data projected 40% of EB students would not meet standard in reading on the 2023 STAAR test.

Root Cause: ELL Students need targeted instructional support in reading skills practice.

Problem Statement 2 (Prioritized): 8% of McLean students have less than 90% attendance. **Root Cause:** Continue to educate community on the impact of attendance on student

success in academics and how it supports a sense of belonging for students.

Student Learning

Student Learning Summary

After a rough few years, the 2022-2023 school year feels like we are slowly getting back to school as normal. The 2022 STAAR test results indicate an overall rating of 82, a school progress rating of 85, a student achievement score of 78 and a closing the gaps score of 75. This low closing the gap score makes it the focus of our academic initiatives because addressing that will help us increase student achievement. Current NWEA MAP data indicates that students are growing academically, although they did so more slowly in the fall of 2022, due to the high social and emotional needs of students as they re-entered into the learning and social environment of school. Our most at risk students have had the most difficult time re-adjusting to the school routine. A most critical learning problem is stamina. Students' attention span at school, and beyond school, has deteriorated greatly to the point where spending 15 minutes at a time on school work is difficult. We know this as the "covid hangover-" and work hard on reminding students that learning only comes with engagement and stamina. Examples of this "hangover" include: Staying engaged in long tests with 40-60 problems has been challenging for all students, but especially for our most at-risk students. Semester grades indicate that our most at-risk students are also the students who are not achieving in the classroom. There are currently about 150 students slated to attend summer school due to lagging attendance, failing grades, or both.

Disciplinary referrals continued to be high at the beginning of the 22-23 school year. Referrals went down between January and March, but will trend back up as the year closes. We predict that as students will continue to build their capacity to engage socially and academically, and hope that the 23-24 school year begins with less needs than did the previous two years.

Students who tested one or two standard deviations below grade level were double-blocked into their 7th grade math class and in their 7th grade reading class. This double blocking allows them to get more time in critical core subjects. Data in Lexia shows that students who are double-blocked in literacy are making gains in their reading ability.

Math and reading teachers are cohorted into grade-level Professional Learning Communities to work on looking at student work and student progress from dependent learning to independent learning. Faculty meetings in November, December, and January focused on looking at student work, implementing a school-wide writing strategy, and student voice. This work seeks to focus on individual student learning and to address the learning gaps identified in the low "closing the gaps" score.

Student Learning Strengths

All tests- approaches and higher.

| 2022 | State | District | Campus | AA | Hisp | White | Asian | Two or more | Econ Dis |
|----------------|-------|----------|--------|----|------|-------|-------|-------------|----------|
| all subjects | 74 | 60 | 71 | 56 | 62 | 92 | 91 | 82 | 61 |
| ELAR | 75 | 62 | 78 | 66 | 71 | 95 | 90 | 85 | 71 |
| Math | 72 | 56 | 67 | 45 | 58 | 91 | 90 | 77 | 56 |
| Science | 76 | 60 | 82 | 78 | 73 | 95 | 100 | 89 | 73 |
| Social Studies | 75 | 64 | 52 | 31 | 40 | 82 | | | 39 |

As seen from the chart above, Science and ELAR scores are above district and state numbers. These scores rebounded well after the pandemic. Math and Social Studies scores continue to be lower than the state average and need to be increased significantly.

STAAR performance rate at Masters Grade Level

| 2022 | state | District | Campus | AA | Hisp | White | Asian | Two or more | Econ Disadv |
|----------------|-------|----------|--------|----|------|-------|-------|-------------|-------------|
| All subjects | 23 | 12 | 24 | 11 | 13 | 49 | 45 | 50 | 12 |
| ELAR | 25 | 14 | 31 | 16 | 20 | 56 | 60 | 54 | 20 |
| Math | 20 | 10 | 19 | 6 | 8 | 45 | 40 | 46 | 6 |
| Science | 21 | 9 | 28 | 17 | 14 | 48 | 44 | 44 | 14 |
| Social Studies | 30 | 18 | 18 | 6 | 7 | 44 | | | 6 |

McLean's Master's performance is above the state and district levels in reading and science, and close to the state percentage in math.

In order to address the achievement gaps evidenced in the two charts above, McLean has instituted Cardinal time where all students spend 15 minutes of their time during 4th period working on reading and writing. We have also double-blocked 7th grade students who did not meet standards on the 2022 STAAR test in the hopes that we can close the gap in achievement.

Currently, our 8th graders seem to be the ones truly behind in learning and in stamina. Our current 7th graders, perhaps because they were younger during the pandemic, seem to have bounced back faster.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 58% of Hispanic students met standard or above in math. **Root Cause:** Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss.

Problem Statement 2 (Prioritized): Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups. **Root Cause:** At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class.

Problem Statement 3 (Prioritized): social studies STAAR scores indicate that 8th grade African American and Hispanic students are not performing at grade level **Root Cause:** 60% of instruction should be spend on hands-on learning and document interpretation.

School Processes & Programs

School Processes & Programs Summary

McLean Middle School services students in grades 7 and 8 and has met all standards as set by the Texas Education Agency receiving a B rating on the Accountability School Report Card.

The administrative team is composed of the principal and two assistant principals- down from three in previous years. Our leadership team adds our instructional coach as well as data analyst, department chairs, grade level leads and counselors. Our math and ELAR teachers are arranged into professional learning communities that allow them to plan and adjust accordingly to meet the needs of our diverse learners in academics. The campus utilizes Site Based Decision Making as a means of involving all stakeholders in the decision making process. All members of the staff and leadership teams are long-time professionals who have had time to get to know the community.

McLean has many longtime teachers who are strongly invested in the community. We have at least 10 teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community.

McLean has used Professional Learning Communities to help core teachers-English, Math, Science, and Social studies- spend time analyzing various aspects of student work. This focus on student, rather than teacher actions, is critical to working on closing that achievement gap. This initiative is led by McLean's instructional coach. Other initiatives that are being worked on in PLCs are differentiation and individual student feedback. Although science and social studies teachers do not have a dedicated PLC period, setting up common planning periods allows them to spend one day every other week looking at student work.

All departments work on common formative and summative student assessments. We will continue to work on TELPAS listening, speaking, reading, and writing skills across all content areas. Further, in order to foster a culture of reading, students are encouraged to carry a book with them at all times. This is fostered by the ELAR teachers and the school librarian, who work together bi-weekly to ensure students have time to go to the library and check out books.

In order to give students a sense of belonging, which research has shown is critical to student success in the middle years, McLean has implemented a special interest program which meets weekly on Wednesdays. Students are connected with teachers through an interest inventory. up to 30 students and two teachers spend 20 minutes weekly on their passion. The hope is that not only will students connect with teachers they like, but also find friends amongst peers that have like interests.

Additionally, there are many extra-curricular activities that students can participate in. These include academic UIL and math competitions, Whiz Quiz, various sports such as track, cross country, basketball, volleyball, football, and soccer. McLean also has strong fine arts programs with musical groups earning sweepstakes in their competitions. Theater has grown over the years and is known as a power house. Visual arts regularly enters students into the VASE competition where they earn high marks.

School Processes & Programs Strengths

There are many strengths to McLean's processes and programs. The most important one is that we focus strongly on the whole child. This means we take a student's academic, athletic, social and emotional well-being into consideration and work tirelessly to push each student to be his or her best self. It is for this reason that "you matter at McLean" is our motto.

Additionally, we have a rather low staff and faculty turn over. This is so important to maintaining the top-flight culture of excellence that McLean stands for. McLean has many longtime teachers who are strongly invested in the community. We have at least 10 teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community.

Most importantly, the administration, faculty, and staff of McLean believe in innovation and action research. This means that we try new things in a beta testing format with a small number of students or classes. If the innovation seems promising, we then move it to scale. Examples of such initiatives begun in the 22-23 school year include Cardinal Time where we pushed whole group TELPAS instruction, new STAAR question practice, etc. We also started our interest advisory period on Wednesdays. We implemented Drop Everything

and Read Mondays and have systematically promoted a culture of reading. We also implemented the systematic prioritization of disciplinary literacy with the use of language objectives in all classes so that teachers began to consider deliberate opportunities for students to speak, read, and write about different subjects. These innovations, combined with the school wide use of the ACE (answer the prompt, cite evidence, explain your answer) writing strategy implemented during the 21-22 school year, students and teachers have had numerous opportunities to work on critical literacy skills. During the 23-24 school year, we will begin working on ways to incorporate numeracy across the curriculum.

In conclusion, we believe in high academic and behavioral standards for our students, but provide numerous opportunities for students to practice their skills and to grow intellectually, behaviorally, socially and emotionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although McLean's scores are higher than the district average, PSAT shows that only 19% of Hispanic students are on track to be college ready.

Root Cause: Many of our students struggle to become independent readers and to analyze and synthesize texts as they are reading. In order to change this, targeted opportunities for students to read independently during Cardinal Time. Additionally, we need teacher PD to help with small group instruction and differentiation.

Problem Statement 2 (Prioritized): McLean faculty and staff need to work incorporate numeracy across the curriculum in addition to continuing to emphasize disciplinary literacy.

Root Cause: Teachers need PD to help them incorporate numeracy into the Cardinal Time Curriculum.

Perceptions

Perceptions Summary

The culture at McLean Middle School is best summed up by our vision: You Matter At McLean. All students are looked at as individuals with their own unique strengths and needs. In order to ensure students feel connected to the school, we have implemented an advisory program during the school day that allows students to get connected with adults and peers that share their interests. Because school doesn't begin until 9:00, many students spend up to an hour at school before the doors open at 8:30. To combat the perception that students are just "hanging out," and to increase their safety and sense of belonging, we will be implementing a before school program in the 23-24 school year focused on a chance to play games, work in the maker's space in the library, work on spirit posters in the cafeteria, etc. The goal is to give students various opportunities to come to school early in the morning and get involved in the school in ways other than just athletics, fine arts, or tutoring. a program such as a spirit committee or a trend setters group is the vision for this new before-school program. We will, of course, continue before school High Impact Tutoring as well as opportunities for attendance recovery. Band and athletics also have early morning practices that give students opportunities to be involved in an organized activity before school.

Families who have chosen McLean for their student have a positive feeling of McLean. There are many opportunities for parents and community members to volunteer in the school, including PTA, booster organizations, SBDM, Friday Fun days, school dances, and the color blast fundraiser. Each six weeks, students who made the A and B honor rolls are recognized, another event for which parent volunteers are needed. We have business mentors and community speakers who donate their time to our students.

McLean has a vibrant athletics, performing arts, and visual arts programs who regularly place first in the district. Many students- as many as 450 in total- participate in these programs. Additionally, academic UIL, math competitions, and whiz quiz connects another 50 students. Advisory on Wednesdays allows all students to be connected, through their interests, to the school.

Parent programs are facilitated by our parent engagement specialist, Leticia Rodriguez Sheppard. She holds monthly attendance meetings where she explains the importance of regular attendance to students and parents. She also engages our dads through the All Pro Dads group that meets monthly on the second Tuesday. Ms. Sheppard has a relationship with the North Texas food bank that brings food on a monthly basis for families and helps fill the snack closet for students. All of McLean's meetings are completely bilingual, with headphones and a live translator allowing for real-time translation into Spanish.

PTA publishes a weekly newsletter, the Cardinal Call, that goes out to all families, in English and Spanish, on a weekly basis via an e-mail distribution list. Our school website and marquee are kept up to date with upcoming events as well as contact information for front office staff as well as teachers. Blackboard parent link as well as Focus allow for easy two-way communication with parents in both English and Spanish.

Perceptions Strengths

Families who have chosen McLean for their student have a positive feeling of McLean. There are many opportunities for parents and community members to volunteer in the school, including PTA, booster organizations, SBDM, Friday Fun days, school dances, and the color blast fundraiser. Each six weeks, students who made the A and B honor rolls are recognized, another event for which parent volunteers are needed. We have business mentors and community speakers who donate their time to our students.

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There are many fun activities for students throughout the year including Friday fun days, pep rallies, spring and fall dances, field trips, academic and athletic competitions.

There are strong parent-school partnerships such as PTA, boosters, all-pro dads, that promote positive communications between parents and McLean Middle School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not. **Root Cause:** All students need a variety of inclusive opportunities to connect with the school and each other, before school as well as during the school day.

Problem Statement 2: 8% of McLean students are chronically absent. **Root Cause:** The late middle school start time means many students have to get to school on their own.

Priority Problem Statements

Problem Statement 1: In January of 2023, NWEA reading proficiency data projected 40% of EB students would not meet standard in reading on the 2023 STAAR test.

Root Cause 1: ELL Students need targeted instructional support in reading skills practice.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 8% of McLean students have less than 90% attendance.

Root Cause 2: Continue to educate community on the impact of attendance on student success in academics and how it supports a sense of belonging for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 58% of Hispanic students met standard or above in math.

Root Cause 3: Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: social studies STAAR scores indicate that 8th grade African American and Hispanic students are not performing at grade level

Root Cause 4: 60% of instruction should be spend on hands-on learning and document interpretation.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not.

Root Cause 5: All students need a variety of inclusive opportunities to connect with the school and each other, before school as well as during the school day.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Although McLean's scores are higher than the district average, PSAT shows that only 19% of Hispanic students are on track to be college ready.

Root Cause 6: Many of our students struggle to become independent readers and to analyze and synthesize texts as they are reading. In order to change this, targeted opportunities for students to read independently during Cardinal Time. Additionally, we need teacher PD to help with small group instruction and differentiation.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: McLean faculty and staff need to work incorporate numeracy across the curriculum in addition to continuing to emphasize disciplinary literacy.

Root Cause 7: Teachers need PD to help them incorporate numeracy into the Cardinal Time Curriculum.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups.

Root Cause 8: At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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

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
- 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

Revised/Approved: September 12, 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 50% to 55% by May 2024.

Increase the percentage of EB students from 39% to 45% or above by May 2024.

Evaluation Data Sources: MAP NWEA

Strategy 1: Continue to improve the quality and alignment of Tier 1 instruction for all students, with a specific EB focus, through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Continued attempt to reach our most struggling students so that they will meet or exceed MAP growth projections.

Staff Responsible for Monitoring: Instructional Coach and Data Analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 1, 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Systematically gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs through the use of ongoing, TEKS-based common assessments Intended Audience: ELAR Teachers Provider / Presenter / Person Responsible: Instructional Coach/Data Analyst/Administrators Date(s) / Timeframe: PLC Collaborating Departments: Math Delivery Method: Collaborative Decision Making to create and analyze Common Formative assessments Funding Sources: Technology that allows students to practice reading, writing, and speaking online such as headphones, earbuds, microphones, chargers,laptop adapters,extension cords, mice,keyboards, - Title I (211) - 211-11-6399-04N-050-30-510-000000-24F10 - \$3,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Uses discreet and explicit checks for understanding and adjusts instruction as needed through strategies such as word walls, sentence stems, anchor charts, and choice boards. Intended Audience: ELAR Teachers Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, and Administrators Date(s) / Timeframe: PLC Collaborating Departments: Math Delivery Method: Collaboration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Strategy 2: Make explicit relationships with our EB students through programs such as extra-curricular activities, Advisory, and All Pro Dads to help them feel valued and connected to our campus.

Strategy's Expected Result/Impact: Personal connections to help perspective of wanting to be at school and achieve.

Staff Responsible for Monitoring: Administrators, Instructional Coach, and Parent Engagement Specialist

Title I:

2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Perceptions 1

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: Focus Advisory groups on making explicit connections and building relationships with our EB population. Intended Audience: Faculty Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Advisory Collaborating Departments: All Delivery Method: Face to Face Funding Sources: instructional materials,paper,poster paper,toner,pencils,pens, including books - Gifted & Talented (199 PIC 21) - - \$1,978, Instructional materials, including books - Gifted & Talented (199 PIC 21) - - \$2,000 | 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: Use the "extra" 15 minutes during 4th period as "Cardinal Time", where all students will explicitly work on reading, writing, and speaking skills.

Strategy's Expected Result/Impact: All students will gain proficiency and confidence with disciplinary literacy transfer from reading to writing to speaking as an iterative process.

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1, 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Use released TELPAS and STAAR writing and speaking prompts and Drop Everything and Read (DEAR) weekly during "Cardinal Time". Intended Audience: All students, with a specific focus on our EB students. Provider / Presenter / Person Responsible: All Faculty; Instructional Coach Date(s) / Timeframe: Cardinal Time Collaborating Departments: All Delivery Method: Face to Face/Digitally through Canvas Funding Sources: Instructional materials and supplies - CTE (199 PIC 22) - - \$3,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: In January of 2023, NWEA reading proficiency data projected 40% of EB students would not meet standard in reading on the 2023 STAAR test. Root Cause: ELL Students need targeted instructional support in reading skills practice. Problem Statement 2: 8% of McLean students have less than 90% attendance. Root Cause: Continue to educate community on the impact of attendance on student success in academics and how it supports a sense of belonging for students. |
| Student Learning |
| Problem Statement 1: 58% of Hispanic students met standard or above in math. Root Cause: Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss. Problem Statement 2: Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups. Root Cause: At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class. |
| School Processes & Programs |
| Problem Statement 1: Although McLean's scores are higher than the district average, PSAT shows that only 19% of Hispanic students are on track to be college ready. Root Cause: Many of our students struggle to become independent readers and to analyze and synthesize texts as they are reading. In order to change this, targeted opportunities for students to read independently during Cardinal Time. Additionally, we need teacher PD to help with small group instruction and differentiation. Problem Statement 2: McLean faculty and staff need to work incorporate numeracy across the curriculum in addition to continuing to emphasize disciplinary literacy. Root Cause: Teachers need PD to help them incorporate numeracy into the Cardinal Time Curriculum. |
| Perceptions |
| Problem Statement 1: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not. Root Cause: All students need a variety of inclusive opportunities to connect with the school and each other, before school as well as during the school day. |

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 2: Increase the percentage of students who score at meets or above in English 1 from 97% to 98% by May 2024, including all sub-populations.

Evaluation Data Sources: STAAR EOC

Strategy 1: Develop the quality of Tier 1 instruction through PLCs in ELAR to include culturally responsive and linguistically accommodating instruction as noted in the FWISD instructional framework with standards aligned/delivery and performance data.

Strategy's Expected Result/Impact: Increase in our STAAR growth measures

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - Student Learning 3

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 1: Systematically gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs through the use of ongoing, TEKS-based common assessments and instructional strategies such as creating arguments (CERCA), choice boards, and anchor charts. Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, and Administrators. Date(s) / Timeframe: PLC Collaborating Departments: Math Delivery Method: Collaboration Funding Sources: Data Analyst to hold regular meetings with teachers to interpret assessment data - Title I (211) - 211-13-6119-04N-050-30-510-000000-24F10 - \$66,500 | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

School Performance Objective 2 Problem Statements:

| |
|---|
| Demographics |
| Problem Statement 1: In January of 2023, NWEA reading proficiency data projected 40% of EB students would not meet standard in reading on the 2023 STAAR test. Root Cause: ELL Students need targeted instructional support in reading skills practice. |
| Student Learning |
| Problem Statement 3: social studies STAAR scores indicate that 8th grade African American and Hispanic students are not performing at grade level Root Cause: 60% of instruction should be spend on hands-on learning and document interpretation. |

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 8 students who meet or exceed projected growth on MAP Growth Mathematics from 39% to 45% by May 2024.

Increase the percentage of EB students from 37% to 43% by May 2024.

Evaluation Data Sources: NWEA MAP growth

Strategy 1: Continue to improve the quality and alignment of Tier 1 instruction for all students, with a specific EB focus, through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase in MAP Growth percentages.

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1, 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Action Step 1: Systematically gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs through the use of ongoing, TEKS-based common assessments Intended Audience: Math teachers Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, and Administrators Date(s) / Timeframe: PLC Collaborating Departments: ELAR Delivery Method: Collaboration Funding Sources: Educational supplies such as white boards, markers, erasers, paper,toner pencils, notebooks. - Title I (211) - 211-11-6399-04N-050-30-510-000000-24F10 - \$5,400, TI calculators,atlas,dictionaries,basic calculators, supplies,paper,software for student use. - SCE (199 PIC 24) - 199-11-6399-001-050-24-273-000000- - \$5,520, Headphones, mice, charging cords, charging blocks, extension cords for computers - CTE (199 PIC 22) - - \$3,836 | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 2: Uses discreet and explicit checks for understanding and adjusts instruction as needed through strategies such as word walls, sentence stems, anchor charts, boards and choice boards. Intended Audience: Math teachers Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, and Administrators Date(s) / Timeframe: PLC Collaborating Departments: ELAR Delivery Method: Collaboration Funding Sources: checks for understanding, sorting cards, supplies specifically for SPED students - SPED (199 PIC 23) - - \$7,019 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: 58% of Hispanic students met standard or above in math. Root Cause: Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss. |
| Problem Statement 2: Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups. Root Cause: At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class. |

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 82% to 90% by May 2024.
Increase the percentage of Hispanic students from 75 % to 85% by May 2024.

Evaluation Data Sources: STAAR EOC score

Strategy 1: Develop the quality of Tier 1 instruction through PLCs in Math to include culturally responsive and linguistically accommodating instructional strategies such as word walls, sentence stems, and anchor charts to increase student discourse and disciplinary literacy.

Strategy's Expected Result/Impact: Increase in STAAR Growth measures

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

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

School Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: 58% of Hispanic students met standard or above in math. Root Cause: Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss. |
| Problem Statement 2: Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups. Root Cause: At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class. |
| School Processes & Programs |
| Problem Statement 2: McLean faculty and staff need to work incorporate numeracy across the curriculum in addition to continuing to emphasize disciplinary literacy. Root Cause: Teachers need PD to help them incorporate numeracy into the Cardinal Time Curriculum. |

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 8th grade students scoring at meets or above on STAAR Reading from 23% to 30% by May 2024.

Increase the percentage of SpEd students at approaches or above from 27% to 35% by May 2024.

Evaluation Data Sources: STAAR Reading 8

Strategy 1: Continue to improve daily instruction provided at the depth and complexity of the grade level and above including student performance tasks, classroom activities, assignments, and assessments from district and campus resources in all courses for all students.

Strategy's Expected Result/Impact: Increase STAAR growth measures

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

- Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1 - School Processes & Programs 1

| Action Step 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Action Step 1: Continue to improve differentiation strategies through strategies such as independent novels, choice boards, individual reading goals, and flexible small groups. Intended Audience: ELAR teachers Provider / Presenter / Person Responsible: Instructional Coach, Data Analyst, and Administrators Date(s) / Timeframe: PLC Collaborating Departments: Math Delivery Method: Collaboration Funding Sources: Flexible furniture for small group instruction - Title I (211) - 211-11-6399-04N-050-30-510-000000-24F10 - \$1,500, Subs for pull-out PD and small group instruction - Title I (211) - 211-11-6112-04N-050-30-510-000000-24F10 - \$15,000, Extra duty pay for teachers for before/after school targeted tutoring - Title I (211) - 211-11-6116-04N-050-30-510-000000-24F10 - \$12,200 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| <div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div> | | | | | |

School Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: In January of 2023, NWEA reading proficiency data projected 40% of EB students would not meet standard in reading on the 2023 STAAR test. Root Cause: ELL Students need targeted instructional support in reading skills practice. |
| School Processes & Programs |
| Problem Statement 1: Although McLean's scores are higher than the district average, PSAT shows that only 19% of Hispanic students are on track to be college ready. Root Cause: Many of our students struggle to become independent readers and to analyze and synthesize texts as they are reading. In order to change this, targeted opportunities for students to read independently during Cardinal Time. Additionally, we need teacher PD to help with small group instruction and differentiation. |

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 8th grade STAAR Math from 45% to 51% by May 2024.

Increase the percentage of EB students scoring at meets or above from 26% to 32% by May 2024.

Evaluation Data Sources: STAAR Math

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

Strategy's Expected Result/Impact: Increase in STAAR achievement and growth measures

Staff Responsible for Monitoring: Instructional Coach, Data Analyst, and Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Results Driven Accountability**

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

| Action Step 1 Details | Reviews | | | |
|-----------------------|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

School Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: 58% of Hispanic students met standard or above in math. Root Cause: Quality PD has not been systematically provided in order to support Hispanic students in the accelerated learning they need to catch up from pandemic learning loss. |

| |
|--|
| Student Learning |
| Problem Statement 2: Math proficiency continues to be low in our Hispanic, African American, and Special Education student groups. Root Cause: At risk students need personalized learning, differentiation, small group instruction to maximize their learning, including additional teachers to reduce the number of students per class. |
| School Processes & Programs |
| Problem Statement 2: McLean faculty and staff need to work incorporate numeracy across the curriculum in addition to continuing to emphasize disciplinary literacy. Root Cause: Teachers need PD to help them incorporate numeracy into the Cardinal Time Curriculum. |

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 9% to 5% by May 2024.

Evaluation Data Sources: Attendance Records

Strategy 1: Continue to improve on practices of our Student Support Team including opportunities for students to attend before/after school tutoring and attendance recovery, live translation for parents at all meetings, and parental contacts.

Strategy's Expected Result/Impact: Reduce the amount of chronically absent students

Staff Responsible for Monitoring: Administrators, Counselors, Parent Engagement Specialist, and Attendance Clerk

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:





Lever 3: Positive School Culture

- Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2

| Action Step 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Action Step 1: Provide students with before/after/Saturday school tutoring and attendance recovery options, live translation during all parent meetings, and regular parent contacts, such as letters in regards to grades and missing work and "warm" calls. Intended Audience: At risk students and their parents/guardians Provider / Presenter / Person Responsible: Administrators, Instructional Coach, Counselors, Parent Engagement Specialist, and Attendance Clerk Date(s) / Timeframe: SST weekly meetings Collaborating Departments: All Delivery Method: Face to Face, Collaboration, and parent contacts Funding Sources: Stamps for parent letters and supplies for meetings - Parent Engagement - 211-61-6399-04L-050-30-510-000000-24F10 - \$1,000, Translation headsets, laptop for parent communication. - Parent Engagement - 211-61-6396-04L-050-30-510-000000-24F10 - \$1,200, Before/After/Saturday school tutoring and attendance recovery - Title I (211) - 211-11-6116-04N-050-30-510-000000-24F10 - \$2,795.65, snacks for all pro dads and parent meetings - Parent Engagement - 211-61-6499-04L-050-30-510-000000-24F10 - \$892 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Action Step 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 2: Open the Library before/after school for culture and community building to give a safe space where students feel that they belong that includes opportunities such as maker spaces, reading, collaborating, and working on assignments. Intended Audience: At risk students and their parents/guardians Provider / Presenter / Person Responsible: Librarian and Administrators Date(s) / Timeframe: Daily Collaborating Departments: All Delivery Method: Face to Face Funding Sources: Extra duty pay for Librarian - Title I (211) - 211-12-6116-04N-050-30-510-000000-24F10 - \$0 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: 8% of McLean students have less than 90% attendance. Root Cause: Continue to educate community on the impact of attendance on student success in academics and how it supports a sense of belonging for students. |

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 students with discipline referrals from 321 to 237 by May 2024, with a particular focus on our African American and SpEd students.

Evaluation Data Sources: Campus Referrals

Strategy 1: Continue to develop the capacity in all campus personnel to connect with kids, provide them authentic and challenging experiences academically and through robust extra-curricular experiences, and use restorative practices to keep students in class instead of OCI or out of school suspensions.

Strategy's Expected Result/Impact: Reduction in amount of referrals

Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, and Parent Engagement Specialist

Title I:





2.6, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: Continue to develop a robust weekly Advisory program where staff and students build positive relationships while engaging in a shared interest. Intended Audience: All Staff and Students Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Weekly Advisory Collaborating Departments: All Delivery Method: Face to Face | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| Action Step 2: Provide CHAMPS training to all staff with a focus on accountability measures such as referrals and grades. Intended Audience: All Staff Provider / Presenter / Person Responsible: District and Campus Administrators and Counselors Date(s) / Timeframe: Faculty Meetings and targeted support as needed Collaborating Departments: All Delivery Method: Face to Face and Canvas Funding Sources: Extra Duty Pay for training - Title I (211) - 211-11-6116-0PD-050-30-510-000000-24F10 - \$1,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Action Step 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 3: Develop systematic policies, including lunch/before/after school detention and student conferences to address tardies and negative hallway behavior in an effort to increase time in class engaged in learning. Intended Audience: All Staff and Students Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: Daily Collaborating Departments: All Delivery Method: Face to Face and Digital Funding Sources: Digital tardy and hall pass system - SCE (199 PIC 24) - 199-11-6396-001-050-24-273-000000- - \$4,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not. Root Cause: All students need a variety of inclusive opportunities to connect with the school and each other, before school as well as during the school day. |

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

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 10 to 15 by May 2024.

Evaluation Data Sources: Student and Parent Engagement Events

Strategy 1: Continue to create multiple events to students and parents that will allow more interaction between the school and families.

Strategy's Expected Result/Impact: Increased connection between families and school personnel

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.1, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Action Step 1: Continue to provide resources to students and families that will help with middle school and high school transitions, presentations such as bullying, digital resource usage, making good choices, celebrating diversity, dangers of social media, mental health, and planning for the future.</p> <p>Intended Audience: All Staff</p> <p>Provider / Presenter / Person Responsible: Parent Engagement Specialist, Counselors, Intervention Specialist, Librarian, and Administrators</p> <p>Date(s) / Timeframe: SST weekly meetings</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Face to Face and Digital/Paper resources</p> <p>Funding Sources: Speaker series on bullying, digital resources, and culture building - Title I (211) - 211-13-6299-04N-050-30-510-000000-24F10 - \$1,000, Support staff help for parent events - Title I (211) - 211-61-6116-04L-050-30-510-000000-24F10 - \$1,000, substitutes for front office personnel - Title I (211) - 211-11-6112-04N-050-30-510-000000-24F10, Snacks for parents to promote participation - Title I (211) - 211-61-6499-04L-050-30-510-000000-24F10 - \$500</p> | | | | |

| Action Step 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 2: Continue use of "All Pro Dads" monthly meetings to encourage parent involvement in school. Intended Audience: Parents/Guardians Provider / Presenter / Person Responsible: Parent Engagement Specialist Date(s) / Timeframe: monthly meetings Collaborating Departments: All Delivery Method: 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 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 2: 8% of McLean students have less than 90% attendance. Root Cause: Continue to educate community on the impact of attendance on student success in academics and how it supports a sense of belonging for students. |
| Perceptions |
| Problem Statement 1: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not. Root Cause: All students need a variety of inclusive opportunities to connect with the school and each other, before school as well as during the school day. |

Campus Funding Summary

| Title I (211) | | | | | | | |
|---------------|------------------------------|----------|-------------|--|---|---|-------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | Technology that allows students to practice reading, writing, and speaking online such as headphones, earbuds, microphones, chargers, laptop adapters,extension cords, mice,keyboards, | Supplies and materials for instructional use | 211-11-6399-04N-050-30-510-000000-24F10 | \$3,000.00 |
| 1 | 2 | 1 | 1 | Data Analyst to hold regular meetings with teachers to interpret assessment data | Data Analyst | 211-13-6119-04N-050-30-510-000000-24F10 | \$66,500.00 |
| 2 | 1 | 1 | 1 | Educational supplies such as white boards, markers, erasers, paper,toner pencils, notebooks. | Supplies and materials for instructional use | 211-11-6399-04N-050-30-510-000000-24F10 | \$5,400.00 |
| 3 | 1 | 1 | 1 | Subs for pull-out PD and small group instruction | Subs for supplemental instruction | 211-11-6112-04N-050-30-510-000000-24F10 | \$15,000.00 |
| 3 | 1 | 1 | 1 | Flexible furniture for small group instruction | Supplies and materials for instructional use | 211-11-6399-04N-050-30-510-000000-24F10 | \$1,500.00 |
| 3 | 1 | 1 | 1 | Extra duty pay for teachers for before/after school targeted tutoring | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-050-30-510-000000-24F10 | \$12,200.00 |
| 4 | 1 | 1 | 1 | Before/After/Saturday school tutoring and attendance recovery | Extra duty pay for tutoring after hours (Teacher) | 211-11-6116-04N-050-30-510-000000-24F10 | \$2,795.65 |
| 4 | 1 | 1 | 2 | Extra duty pay for Librarian | Extra duty for library access after hours | 211-12-6116-04N-050-30-510-000000-24F10 | \$0.00 |
| 4 | 2 | 1 | 2 | Extra Duty Pay for training | Extra duty pay for PD after hours | 211-11-6116-0PD-050-30-510-000000-24F10 | \$1,000.00 |
| 4 | 3 | 1 | 1 | Snacks for parents to promote participation | Snacks for parents to promote participation | 211-61-6499-04L-050-30-510-000000-24F10 | \$500.00 |
| 4 | 3 | 1 | 1 | Support staff help for parent events | Extra duty for family engagement activities after hours | 211-61-6116-04L-050-30-510-000000-24F10 | \$1,000.00 |
| 4 | 3 | 1 | 1 | substitutes for front office personnel | Subs for supplemental instruction | 211-11-6112-04N-050-30-510-000000-24F10 | \$0.00 |
| 4 | 3 | 1 | 1 | Speaker series on bullying, digital resources, and culture building | Contracted professional development | 211-13-6299-04N-050-30-510-000000-24F10 | \$1,000.00 |

| Title I (211) | | | | | | | |
|--------------------------------|------------------------------|----------|-------------|--|---|---|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| Sub-Total | | | | | | | \$109,895.65 |
| Budgeted Fund Source Amount | | | | | | | \$109,895.65 |
| +/- Difference | | | | | | | \$0.00 |
| SCE (199 PIC 24) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 2 | 1 | 1 | 1 | TI calculators,atlas,dictionaries,basic calculators, supplies, paper,software for student use. | Supplies and materials for instructional use | 199-11-6399-001-050-24-273-000000- | \$5,520.00 |
| 4 | 2 | 1 | 3 | Digital tardy and hall pass system | Technology for instructional use | 199-11-6396-001-050-24-273-000000- | \$4,000.00 |
| Sub-Total | | | | | | | \$9,520.00 |
| Budgeted Fund Source Amount | | | | | | | \$9,520.00 |
| +/- Difference | | | | | | | \$0.00 |
| Parent Engagement | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 4 | 1 | 1 | 1 | Translation headsets, laptop for parent communication. | Technology <\$5,000 for parental involvement | 211-61-6396-04L-050-30-510-000000-24F10 | \$1,200.00 |
| 4 | 1 | 1 | 1 | snacks for all pro dads and parent meetings | Snacks for Parents to promote participation | 211-61-6499-04L-050-30-510-000000-24F10 | \$892.00 |
| 4 | 1 | 1 | 1 | Stamps for parent letters and supplies for meetings | Supplies and materials for parental involvement | 211-61-6399-04L-050-30-510-000000-24F10 | \$1,000.00 |
| Sub-Total | | | | | | | \$3,092.00 |
| Budgeted Fund Source Amount | | | | | | | \$3,092.00 |
| +/- Difference | | | | | | | \$0.00 |
| Gifted & Talented (199 PIC 21) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 2 | 1 | instructional materials,paper,poster paper,toner,pencils,pens, including books | GENERAL SUPPLIES | | \$1,978.00 |

| Gifted & Talented (199 PIC 21) | | | | | | | |
|--------------------------------|------------------------------|----------|-------------|--|-------------------------|--------------|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 2 | 1 | Instructional materials, including books | OTHER READING MATERIALS | | \$2,000.00 |
| Sub-Total | | | | | | | \$3,978.00 |
| Budgeted Fund Source Amount | | | | | | | \$3,978.00 |
| +/- Difference | | | | | | | \$0.00 |
| CTE (199 PIC 22) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 3 | 1 | Instructional materials and supplies | INSTRUCTIONAL MATERIALS | | \$3,000.00 |
| 2 | 1 | 1 | 1 | Headphones, mice, charging cords, charging blocks, extension cords for computers | GENERAL SUPPLIES | | \$3,836.00 |
| Sub-Total | | | | | | | \$6,836.00 |
| Budgeted Fund Source Amount | | | | | | | \$6,836.00 |
| +/- Difference | | | | | | | \$0.00 |
| SPED (199 PIC 23) | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 2 | 1 | 1 | 2 | checks for understanding, sorting cards, supplies specifically for SPED students | INSTRUCTIONAL MATERIALS | | \$7,019.00 |
| Sub-Total | | | | | | | \$7,019.00 |
| Budgeted Fund Source Amount | | | | | | | \$7,019.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$140,340.65 |
| Grand Total Spent | | | | | | | \$140,340.65 |
| +/- Difference | | | | | | | \$0.00 |

Addendums

Title I Compact, McLean Middle School 2023-2024 school year**SCHOOL AGREEMENT:**

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences (parent or legal guardian may join the teacher conference)
- Send frequent reports to families on their child's progress.
- Provide opportunities for families to participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

School/Teacher Signature Kim Gordon Date: _____

PARENT/GUARDIAN AGREEMENT:

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual. Supports the school staff and respects cultural differences of others. Establishes a time and place for homework and checks it regularly. Monitor screen time.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature [Signature] Date: _____
August 21, 23

STUDENT AGREEMENT:

It is important that I do the best that I can; therefore, I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.

- Show respect for my teachers, school, myself, other students, and have consideration for cultural differences.

Student Signature _____

Emily Oropeza

Date: _____

School Parent Involvement Policy

Statement of Purpose

The purpose of **McLean Middle School's** parent involvement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental involvement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on the improvement of student achievement socially and academically. As a result, learning strategies will be shared with parents in order to improve student achievement and address the needs of all students.

Developing the Policy

The Parent Involvement Policy is developed and reviewed annually by a group of parents. This group will meet a minimum twice per academic school year to plan, implement, and review the policy. Meetings will be conducted on the school campus at a convenient time for parents.

Annual Meeting

In order to ensure parent participation during the annual meeting, information will be posted on the school's website two weeks prior to this meeting. Reminders will also be sent via Parent Link, Facebook, and Cardinal Call. During this meeting, school test data, parental involvement activities, school curriculum and school procedures will be shared. In addition, parents will be given an opportunity to make suggestions regarding improving parent participation in parental activities. Opportunities for electronic and/or paper meetings will also be made available.

School-Parent Compact

A School-Parent Compact will be issued to each family during the Annual Meeting. Parents' and students' signature will be requested at that time. New students will receive the Compact as a part of the enrollment process. All compacts will be maintained in the office files during the school year. The Compact will also be available to parents on the campus website.

Programs and the School Community

During each parental involvement activity, surveys will be issued to the parents to determine the overall effectiveness of that particular activity. Parents will also be given an opportunity to place their suggestions in writing. The analysis of these surveys and written suggestions will assist the parent committee in planning future suggestions in activities.

Staff-Parent Communication

Parent communication will be documented via parental communication logs. Parents will be encouraged and trained to use Parent Portal. Parents will also be consistently notified regarding their child's progress at school. Students who display a lack of academic progress or behavior concerns will be notified more frequently. Information regarding special scheduled conferences or events will be delivered through the Cardinal Call, social media and automated call-outs. In addition, teachers will return parent phone calls or process parent information requests in a timely manner.

Evaluation

The Parent Involvement Program will be evaluated by a group of parents and school staff at one of the two required meetings.

Funding

The Title I instructional supplies budget, the Parental Involvement Budget and the Family Communications budget will be used to purchase supplies and materials to implement this program.



MMS OPEN HOUSE

TUESDAY
AUG 22ND
5:30-7:30PM



START IN THE AUDITORIUM

5:30pm- Principal Ozuna Opening Remarks/Title 1 Meeting

5:45pm- Students & Parents will follow 1st - 7th periods.

- Meet Teachers, Coaches, & Staff Members
- PTA and Boosters will be selling spirit items and grays

Please bring your schedule with you

McLean Middle School #050

3816 Stadium Drive

Fort Worth, Texas 76109

Office 817.814.5300 Fax 817.814.5300

www.fwisd.org

"You Matter at Mclean"



Open House Agenda and minutes 8/22/2023

5:15 PM Doors open. Parents mingle in T-shirt area. Bilingual parents pick up their headsets for translation.

5:30 PM Title one Program begins

Explanation of Title one

STAAR results

SBDM nominations for parents

5:45PM Class rotations begin- teachers give general overview of course and distribute syllabus

Period 1 5:50

Period 2 6:00

Period 3 6:10

Period 4 6:20

Period 5 6:30

Period 6 6:40

Period 7 6:50

7PM Parents gather in front foyer to continue to mingle and purchase merchandise.

7:30 Doors close

August 22, 2023

[illegible]

Torres 15th Per.

Open House – 2024 10/11/24 9:30-11:00 McLean Middle School

August 22, 2023

[illegible]

Please Sign In:

[illegible]

Torres 1st Per.

Open House – _____ McLean Middle School

August 22, 2023

[illegible]

Torres 15th Per.

Open House – McLean Middle School

August 22, 2023

[illegible]

[illegible]

Culpepper - August 2011

Period 1 Honors ELA - 7

| <u>Parent</u> | <u>Student</u> | <u>Parent Phone, email</u> |
|---|-------------------|---|
| Carl Schumacher | | 817-964-8144 |
| Lori Calder | Gracie Calder | Carl.Schwarzbuch@gmail.com |
| Liberty Bancy | Brooke Landry | 817-291-2480 |
| Elizabeth Hufford ²¹⁴ 240 7508 | Lillian Ryan | lori.Calder@gmail.com |
| Stephanie TOROOSA | Sophia Cesterp | 817-204-4410 |
| Faviola Djeda | Davian Djeda | LibertyLandry@gmail.com |
| Emily Youree | Anna Youree | Stephanie.torosa@fuhsd.org (214) 558-7653 |
| Claudia Estrada | Alexander Marquez | 817-917-7050 |
| | | editoremi@gmail.com |
| | | 682-400-7855 |
| | | claudiaest4886@gmail.com |

Quod! Honors 7 ELA

| <u>Parent</u> | <u>Student</u> | <u>Parent Phone, email</u> |
|-------------------|-----------------|-----------------------------------|
| Lisset Leija | Desten Leija | 817-602-4436 |
| Daphne Cretsinger | Liam Cretsinger | 817-471-5616 |
| Gloria Robles | Sophia Venzor | 817-946-8735 |
| Jennifer Moore | Blaine Aaron | 469-235-4759 |
| Charlene Louis | Ashlyn Louis | 214-538-3071 |
| Beth Jenkins | Mary Jenkins | 817-999-4611 bethandjudd@gmail |

OPEN HOUSE SIGN-IN

1st Period

Parent Contact

- Eloise Hagood Lauren Hagood 817-939-7017
- Liv Reyes Carmen Reyes 817-918-5249
- Johnre Morgan John Morgan 817-808-2466
- Liam Julian Wendy Williams 214-668-7432

Open House 2023-2024

Mrs. Fulce (1st Period) Room A204

Student Name

Parent Name

[illegible]

Open House 2023-2024

Mrs. Fulce (1st Period) Room A204

Student Name

Parent Name[illegible]

Open House 2023-2024

Mrs. Fulce (1st Period) Room A204

Student Name

Parent Name[illegible]

1st Period Sign in - opahouse Denham

| Parent Name | Student Name | Student ID # |
|--|-------------------|--------------|
| EDDIE Contreras | Alexa Contreras | 5227801 |
| Jolanda Sigala | Jonathan Macias | 5227835 |
| Allison Holcomb | Preston Holcomb | 5339172 |
| Veronica Quero | Bailey Tamayo | 5227846 |
| (305)764-4719 Jonathan Garcia jonathan@lefronterausa.com | Maria Jose Garcia | 5219658 |
| | | |
| | | |

Open House –

McLean Middle School

August 22, 2023

[illegible]

Open House – Moore McLean Middle School

August 22, 2023

[illegible]

Open House -

Paiz

McLean Middle School

August 22, 2023

| Student Name | Parent Name | Cell Phone # | Email |
|------------------------------|--------------------------------|------------------------------|-------------------------------|
| Alexander Moreno Diosdado | Beatriz Diosdado | 817-231-2556 | beatriz.diosdado16@icloud.com |
| ① Kaydence Luker | Daniel Luker | 817 204 8642 | d1edw1203@gmail.com |
| Naze Prunty | Brandon Prunty | 817 239 6684 | Pruntybrandon@yahoo.com |
| ② Jack Niu | Zhan Shi | 682-347-8529 | zhan.shi@tcu.edu |
| Jayden San Miguel | Juan san miguel Donna Munoz | 940-395-4893 940-395-7478 | dmunoz1989@yahoo.com |
| Gavin Hutchison | Owen & Kari Hutchison | 817-946-8957 214-356-2009 | KariLoren@gmail.com |
| Sophia Venzor | Gloria Robles | 817-946-8735 | grobles85@yahoo.com |
| Grayson Polanski | Michele Polanski | 817 938 3089 | michelepolanski@gmail.com |
| Jeremiah Cannariato | Michelle Cannariato | 619-768-8855 | m1chm1chcannariato@gmail.com |
| Jeremiah Cannariato | Nick Cannariato | 619 779 4667 | nickcannariato@gmail.com |
| Branca Glasgow Leonardo | Maidie Glasgow | 817 368 0007 | maidaglasgow@yahoo.com |
| ③ Terra Mercado | Maria Mercado | (817) 218 8615 | mercmaria2011@gmail.com |
| ④ Jayden Herrera | Casey Clark | 817-718-0164 | Casey-0614@yahoo.com |
| Hajoon Jang | Shun Jang | 404-213-1758 | jshkyel@gmail.com |
| Ian Solis | Sukhan Solis | 817-505-3117 | S2_solis@yahoo.com |
| MaKayla Munoz | Blanca Munoz | 682 412 2015 | blanca.munoz3151@gmail.com |

Liam Cretsinger

Daphne
Cretsinger

817 471 5616

contact daphne
crettsinger@gmail.comReid
McNealJami
McNeal

480 299 3571

jmeneal89@gmail.com

Open House -

Paiz

McLean Middle School

August 22, 2023

1st

| | Student Name | Parent Name | Cell Phone # | Email |
|------------|------------------|-------------------------------|------------------------------|--|
| 1st | Sonny Simmons | Melissa Simmons | 573 821 3785 | saldessac@hotmail.com |
| | Edward Holman | Robert Holman Jenny Holman | 817-266-5920 817-266-5920 | robertjon.holman@gmail.com jenny.j.holman@gmail.com |
| | Oliver Konur | Melissa Konur | 718-954-4415 | mclissa.konur@yahoo.com |
| | Jane Bartlett | Ashley | 949 378 1900 | ATNB@ME.COM |
| 2nd | Jane Bartlett | John | 757 230 8845 | bartljm5@hotmail.com |
| | Salvador Cardona | Eva Guzman | (817) 291-4188 | guzmaneva82@yahoo.com |
| | Blaine Aaron | Jennifer Moore | 469 235 4759 | jennaaron2014@gmail.com |
| | Gage Brizundine | Heather | 682-472-2585 | hbriزندine@gmail.com |
| | Caiden Medina | Heliana Medina | 682-459-8162 | helianamedina@gmail.com |
| | | | | |
| 1st | Charlotte Bryant | Teddy Bryant | 682-429-5270 | teddy.bryant@gmail.com |
| | | | | |
| 5th Period | Jason Nunes | Cristina Calvo | 817-262-0806 | calvonunesfam@gmail.com |
| | Lawson Hardy | Christ Sarah Hardy | 817-602-4027 | srimerhardy@yahoo.com |
| | Eli Johnson | Lauren Jeff Johnson | 512-560-8770 | laurenjohnsonfw@gmail.com |
| | Manuel Perez | Patricia Perez | 817-709-7414 | patriciapozos@sbcglobal.net |

Diesel Lahnala Beau Shannan 562-743-7977 slahnala@bleau@aol.com
 Duncan Nortsmith Jordan Nortsmith 972-979-6787 jordan.nortsmith@gmail.com
 Charlie Milam Julie Milam 817-313-0435 julie.milam@sbcglobal.net

Houston Martin M

August 22, 2023

August 22, 2023

[illegible]

Open House – Houston Martin McLean Middle School

August 22, 2023

[illegible]

Open House – Houston-Martin McLean Middle School

August 22, 2023

[illegible]

Open House – Houston-Martin McLean Middle School

August 22, 2023

[illegible]

Period 1

Mr. Ehmann's Class

Open House 2023-24

[illegible]