

Fort Worth Independent School District

069 McLean 6th Grade Center

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

To provide a safe learning environment for engaging, learner centered quality instruction.

Vision

To foster lifelong learners with skills for growth, as critical thinkers in a safe and inclusive environment.

Campus Value Words

Integrity, Consistency, Accountability, Perseverance

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Comprehensive Needs Assessment

Revised/Approved: April 11, 2023

Demographics

Demographics Summary

McLean 6th grade is a single grade campus in Fort Worth ISD, located in a highly sought-after neighborhood minutes from TCU. McLean 6th grade holds a special place in the hearts of the community as a stand alone 6th grade center. McLean 6th is a highperforming campus and has earned a top rating and multiple distinctions by the state. McLean 6th is known for the advanced level math class, Accelerated Math. In this class students are able to take three years of Math in one school year 6-8. It is often said, by both parents and teachers alike, that when students come to McLean 6th, they SOAR. It is widely believed that our campus is a safe and encouraging environment for students to grow intellectually without a fear of failure. Families love that this stand-alone 6th grade campus, as it provides the perfect amount of independence and structure. McLean 6th has a highly engaged PTA that is very supportive of students and teachers. One of the reasons Mc6 is so exceptional is the level of parent involvement. Parents are encouraged to be a part of this school community. The PTA host many fun events for students and their families. McLean 6th is a diverse campus, both with ethnicity and socio-economic level. The vast majority of the student population are Hispanic at 65%, and approximately 62% of the population is low-socioeconomic who qualify for free or reduced lunches.

McLean 6th Grade opened in 2002 as an effort to relieve the overcrowded McLean Middle school located down the street. This campus serves as the 6th grade center to six neighboring elementary schools. Recently the school board adopted boundary changes to feeder campuses. McLean 6th grade will be impacted by those changes to begin in the 2023-2024 school year. Mc6 is the feeder campus to the following elementary schools: Tanglewood, Overton Park, Westcliff, Lilly B. Clayton, Alice D. Contreras and our new feeder campus, George C. Clark Elementary.

Enrollment data has changed. Due in part to three main factors, One, our boundary lines have changed and we will not longer serve as a feeder campus to South Hills Elementary, which is usually one of our larger campuses to roll over to us. Secondly, the city of Fort Worth has had a declining birth rate for several years. This means there are fewer students to attend our schools each year. Lastly, Fort Worth has had an influx of charter schools move in to the city aggressively recruiting students.

Enrollment data history -

2022-2023 414 students

2023-2024 * 378 Students -

This number does not take into account the number of students that are accepted to the school through the districts transfer enrollment system. Historically, the campus has accepted approximately 50 students. As with many public schools in the state, enrollment in public schools is dropping, for various reasons. As such, our campus will be working to better attract and retain families in our school.

Our of the 378 students that roll over to us, 122 of the students are emerging bilinguals.

McLean 6th grade serves a diverse student body. The largest student group is Hispanic 57.8%, followed by 35.6% White, 3.9% African American.

McLean 6th Grade's population includes: 63% Economically Disadvantaged, 59% At Risk, 30% English Learners, 29% Gifted and Talented, 9% Sped Ed

More than half of the students at McLean 6th are economically disadvantaged, and 30% of the population are second language English learners. McLean 6th grade placed in the top 50% of all schools in Texas for overall test scores (Math proficiency is top 50%, and reading proficiency is top 30%) The student to teacher ratio is approximately 20:1 and is higher than the Texas state level of 15:1

McLean 6th grade employs and retains a highly-qualified and talented staff. Most of the teaching staff has 6-15 years of teaching of experience, and there is very little turnover. Most recently, with the states Teacher Incentive Allotment, Mc6 has 4 teachers that are recognized by the state as being either a Master level or exemplary level teacher. Which means they are highly effective in their content area of either Math or Reading.

Demographics Strengths

McLean 6th TEA school report card rating for 2022 recieved in A in school progress and a B in the Closing the Gaps. This means that our campus our of the 16 posiable areas that the state measures achivement our campus met or exceed 13 of them. All of our populations of students are being successful and showing more than a years worth of growth when the leave our campus. District level leaders in other districts have contacted me to find out what we are doing to meet this level of success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic enrollment in honors level math courses is 42% and reading courses is 43% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th. **Root Cause:** Schools of choice have been recruiting students from feeder campuses and targeted students that would be identified to take Honors level courses.

Student Learning

Student Learning Summary

The Texas accountability system measures both student achievement and student growth on STAAR. Domain III measures the academic progress for state-defined student groups. All students met performance targets for academic growth on the 2022 STAAR test in both reading and math. All student groups met performance targets for academic achievement in Reading. Three student groups did not meet the target for academic achievement in math: English Learners, Economically Disadvantaged, and Hispanic. Additionally, the campus missed the target for academic language proficiency.

Student Learning Strengths

White students are in the 85% percentile on National norm achievement test according to NWEA MAP data in Math and in the 95% percentile in Reading. McLean 6th Grade has a strong Accelerated Math program. Students perform well, and it is one of the reasons parents elect to transfer students to McLean 6th Grade.

All students who took the 8th grade math test passed the test, with 94% of the students achieving a Masters designation.

Reading scores improved from 37% of students Meeting or Mastering STAAR in 2021 to 56% of students Meeting or Mastering STAAR in 2022. Math scores also improved from 36% of students Meeting or Mastering STAAR in 2021 to 48% of students Meeting or Mastering STAAR in 2022.

McLean 6th fosters the whole child through Fine Arts as well as academics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. **Root Cause:** Use of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

Problem Statement 2 (Prioritized): 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading. **Root Cause:** Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.

School Processes & Programs

School Processes & Programs Summary

The Professional Learning Communities continue to make progress with systems and processes. Both Math and Reading PLCs have consistent meetings with scheduled focuses: data, student work, common assessments, and planning. Implementation and alignment of Professional Learning Communities (PLC) is a focus campus wide with ongoing training to support all staff. The goals of PLC are to collaborate and plan aligned lesson plans. Teachers have the opportunity to collaborate and unpack upcoming high leverage standards. The lesson plans include critical components such as: lesson objective, activities (gradual release model), and formative assessments. In addition, professional learning sessions are delivered as well as the analysis of student data (student work).

Leadership teams are involved in the process for recruiting, hiring, assigning, and retaining high-quality educators. Members include administrators, teachers, counselor and Data Analyst.

Teachers have common planning periods which allow them to collaborate with each other. Teacher input is gathered for campus wide initiatives: procedures, scheduling, advisory, testing, and after school events.

Students who are not making adequate progress are targeted through MTSS. Branching Minds is the platform used to monitor MTSS interventions of Tier 2 and 3 students. Administrators and Instructional Coaches conduct consistent walkthroughs and provide individualized bite-size actionable feedback to teachers along with coaching sessions in order to improve student achievement. Intentional targeted data driven student intervention is provided through advisory. All teachers participate in this campus-wide initiative. The Student Support Team meets weekly to discuss student academics, attendance and individual student needs.

School Processes & Programs Strengths

Our campus has recently been able to hire highly qualified teaching staff that have extensive knowledge in the PLC process and systematic approaches to the teaching and learning cycle. Two of the four core contents have shown significant growth in implementing pieces of the backward design process to their PLCs.

Four teachers, two math and two reading, received distinction by TEA for student academic growth. Two teachers are designated Master Teachers.

The Fine Arts department is a strong asset to the campus, consistently winning awards in all areas: Band, Choir, Orchestra, and Art.

The master schedule is built so that departments have planning at the same time to facilitate collaborative common planning. Teachers meet during PLC's to

discuss planning, teaching, data, student work and engage in PD sessions. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading **Root Cause:** Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.

Problem Statement 2: Tutoring programs were just created in the 2022-2023 school year. Tutoring initiatives with focus on campus targeted population needs to start in the fall.
Root Cause: Tutoring plan needed to be developed with targeted criteria. Campus system to create plan with monitoring pieces needs to be developed

Problem Statement 3: Campus Advisory schedule was complicated and left spaces for students to not be where they were assigned to be - Made it difficult to hold students accountable as well as located students during the advisory block **Root Cause:** Advisory classes changed weekly and it was left for students and teachers to check google classroom for assigned advisory. Student and Teacher level of understanding and compliance varied.

Perceptions

Perceptions Summary

McLean 6th grade has a reputation in the community and in the district as a high performing campus. McLean 6th is commonly known for our advanced level math class, accelerated Math 6-8. It is often said, by both parents and teachers alike, that when students come to McLean 6th, they SOAR. It is widely believed that our campus is a safe and encouraging environment for students to grow intellectually without a fear of failure. Families love that this stand-alone 6th grade campus, provides the perfect amount of independence and structure. McLean 6th has a highly engaged PTA that is very supportive of students and teachers. There is a perception that the majority of McLean 6th's student population are affluent white students. However, McLean 6th is a diverse campus, both with ethnicity and socio-economic level. The vast majority of the student population are Hispanic at 57%, and approximately 60% of the population is low-socioeconomic who qualify for free or reduced lunches.

Perceptions Strengths

At the beginning of the year, faculty and staff determined campus core values: Integrity, Consistency, Accountability and Perseverance. The campus implements systems and processes with fidelity (consistency). No last minute changes leads to clear expectations from lunch duty, testing, dismissal, passing periods, etc.

Campus wide expectations are reviewed every six weeks with faculty, staff and students - teachers and students are given the opportunity to provide input using google forms before and ask questions during the presentation.

The community is aware of McLean 6th Accelerated Math program. Each year, it attracts students from all over the district to apply for a transfer so that they may have an opportunity to take the Accelerated Math class. McLean 6th has a 100% success rate in regards to accelerated math.. Additionally, our PTA continues to add an element to our campus that helps to create a culture of involvement and high expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. **Root Cause:** Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

Problem Statement 2: Advisory survey results indicate students want more differentiated advisory time. **Root Cause:** Inexperience of teachers and staff to implement advisory -- it was brand new to the campus.

Priority Problem Statements

Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.

Root Cause 1: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading.

Root Cause 2: Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading

Root Cause 3: Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school.

Root Cause 4: Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Hispanic enrollment in honors level math courses is 42% and reading courses is 43% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th.

Root Cause 5: Schools of choice have been recruiting students from feeder campuses and targeted students that would be identified to take Honors level courses.

Problem Statement 5 Areas: Demographics

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

District Goals

Revised/Approved: June 28, 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 Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 49% to 64% by May 2024.

Evaluation Data Sources: MAP Growth BOY, EOY

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 49% to 64% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Conduct regular and consistent administrator walk-throughs with specific, actionable feedback. Intended Audience: Teachers, Administrators Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: All year Delivery Method: In Person				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 49% to 64% by May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Admin, Master Scheduler Provider / Presenter / Person Responsible: Sarah Fezio Date(s) / Timeframe: All year Collaborating Departments: ELA, Math Delivery Method: In Person Funding Sources: - Title I (211) - 211-13-6119-04N-069-30-510-000000-24F10 - \$84,472	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students and provide Before School interventions and enrichment. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math teachers, Data Analyst Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math, Data Analyst, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: All year Collaborating Departments: All departments Delivery Method: In Person Funding Sources: Ron Clark Academy House system App and other resources - SCE (199 PIC 24) - 199-11-6299-001-069-24-273-000000- - \$4,250	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on MAP Growth Reading from 49% to 64% by May 2024.





Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:

2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create and utilize common formative and common unit assessments. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review and analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Collaborative planning: lessons, calendar, etc. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Model lessons to improve instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA and/or Math teachers Date(s) / Timeframe: All year Delivery Method: In Person	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: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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 Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Evaluation Data Sources: STAAR, STAAR Interim assessments or district benchmarks

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Admin, Master Scheduler Provider / Presenter / Person Responsible: Sarah Fezio Date(s) / Timeframe: All year Collaborating Departments: ELA, Math Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students and provide Before School interventions and enrichment. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math teachers, Data Analyst Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math, Data Analyst, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: All year Delivery Method: In Person Funding Sources: Accelerated Reader - Gifted & Talented (199 PIC 21) - - \$1,828, - SPED (199 PIC 23) - - \$2,646	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:

2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create and utilize common formative and common unit assessments. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review and analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Collaborative planning: lessons, calendar, etc. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Model lessons to improve instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA and/or Math teachers	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: All year Delivery Method: In Person					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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 Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

Evaluation Data Sources: MAP Growth BOY, EOY

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/ delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Conduct regular and consistent administrator walk-throughs with specific, actionable feedback. Intended Audience: Teachers, Administrators Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: All year Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>					

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:
 2.4, 2.5, 2.6
 - **TEA Priorities:**
 Build a foundation of reading and math
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Admin, Master Scheduler Provider / Presenter / Person Responsible: Sarah Fezio Date(s) / Timeframe: All year Collaborating Departments: ELA, Math Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students and provide Before School interventions and enrichment. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math teachers, Data Analyst Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math, Data Analyst, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: All year Delivery Method: In Person			

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.





Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:
2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create and utilize common formative and common unit assessments. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review and analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Collaborative planning: lessons, calendar, etc. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Model lessons to improve instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA and/or Math teachers Date(s) / Timeframe: All year Delivery Method: In Person	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: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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 Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Evaluation Data Sources: STAAR, STAAR Interim assessments or district benchmarks

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Conduct regular and consistent administrator walk-throughs with specific, actionable feedback. Intended Audience: Teachers, Administrators Provider / Presenter / Person Responsible: Principal, Assistant Principal Date(s) / Timeframe: All year Delivery Method: In Person		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.





Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**

Build a foundation of reading and math

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Admin, Master Scheduler Provider / Presenter / Person Responsible: Sarah Fezio Date(s) / Timeframe: All year Collaborating Departments: ELA, Math Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students and provide Before School interventions and enrichment. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math teachers, Data Analyst Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA, Math, Data Analyst, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:

2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create and utilize common formative and common unit assessments. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Review and analyze student work. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Collaborative planning: lessons, calendar, etc. Intended Audience: Teachers Provider / Presenter / Person Responsible: Department Chairs, Admin Date(s) / Timeframe: All year Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Model lessons to improve instruction. Intended Audience: Teachers Provider / Presenter / Person Responsible: ELA and/or Math teachers Date(s) / Timeframe: All year Delivery Method: In Person	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 2 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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 Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Evaluation Data Sources: STAAR, STAAR interim assessments

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:

2.5, 2.6

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Use of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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 Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Evaluation Data Sources: STAAR, STAAR interim assessments

Strategy 1: Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 2: Teachers and Data Analyst will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 3: Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:

2.5, 2.6

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading. Root Cause: Use of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

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

School Performance Objective 1: Decrease the percentage of students who are chronically absent from 14% to 10% (based on School Performance Framework 2023 data) by May 2024.

Evaluation Data Sources: Attendance reports

Strategy 1: Campus SST will meet with campus administrators weekly to review attendance and discipline.

Strategy's Expected Result/Impact: Decrease the percentage of students who are chronically absent from 14% to 10% (based on School Performance Framework 2023 data) by May 2024.

Staff Responsible for Monitoring: Gilbreath, Royal, Cabrera, McCloud

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Attendance clerk pulls week reports of students with excessive absences. Intended Audience: Administration Provider / Presenter / Person Responsible: Cabrera Date(s) / Timeframe: Weekly	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Family Engagement Specialist outreach on a weekly basis Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: Weekly Collaborating Departments: SST Delivery Method: In Person Funding Sources: Supplies for Parent meetings - Parent Engagement - 211-61-6399-04L-069-30-510-000000-24F10 - \$1,588	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Recognize students for improved attendance during a six weeks. Intended Audience: Students Provider / Presenter / Person Responsible: Cabrera, House Leaders Date(s) / Timeframe: Once per six weeks Collaborating Departments: Houses Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reporting cycle SART meetings Intended Audience: Parent Provider / Presenter / Person Responsible: Parent, Admin, Stay in School Coordinator Date(s) / Timeframe: Once per six weeks Collaborating Departments: Student Retention	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Daily absentee report will be printed daily after ADA and Family engagement Specialist will call home for every student that below 90% or close to below 90%

Strategy's Expected Result/Impact: Student attendance will improve and we will have less chronically absent students

Staff Responsible for Monitoring: Veronica Lopez, Natalie Cabrera and Karen Brown

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Family engagement Specialist will call home for every student that below 90% or close to below 90% Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist, Attendance clerk Date(s) / Timeframe: Daily Delivery Method: Phone	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:

School Processes & Programs

Problem Statement 1: ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading **Root Cause:** Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.

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

School Performance Objective 2: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024.





Evaluation Data Sources: Cycle Reports

Strategy 1: Utilize Positive Behavior Reinforcement Strategies

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

Staff Responsible for Monitoring: McCloud, Gilbreath, Royal

Problem Statements: School Processes & Programs 1





Action Step 1 Details	Reviews			
Action Step 1: Train teachers and staff on how to use Branching Minds Intended Audience: Teachers Provider / Presenter / Person Responsible: MTSS Specialist Date(s) / Timeframe: Yearly and as needed Collaborating Departments: MTSS	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Conduct Restorative Practices training with faculty and staff Intended Audience: Teachers Provider / Presenter / Person Responsible: MTSS/Restorative Practices department Date(s) / Timeframe: Yearly or as needed Collaborating Departments: Math/ELA	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 2: Utilize the SST to identify students in need of restorative practices.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

Staff Responsible for Monitoring: SST: McCloud, Gilbreath, Royal

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Conduct weekly check-ins with At Risk students Intended Audience: Students Provider / Presenter / Person Responsible: Gilbreath, Royal Date(s) / Timeframe: weekly as needed Collaborating Departments: Counseling Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Restorative Practices Professional Development will take place with a targeted team and teachers for on-going support Intended Audience: Students and staff on the "Changelings" team Provider / Presenter / Person Responsible: Restorative Practices Department - T. Harkowa Date(s) / Timeframe: September - May 2023 Delivery Method: In person on going through out the school year.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Strategy 3: Utilize progressive discipline practices.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

Staff Responsible for Monitoring: admin team, Gilbreath, Royal

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Train teachers on a campus wide discipline protocol Intended Audience: Teachers Provider / Presenter / Person Responsible: McCloud Date(s) / Timeframe: yearly Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Follow discipline procedures outlined in the Student Code of Conduct Intended Audience: Students, Teachers, Admin Provider / Presenter / Person Responsible: Admin team Date(s) / Timeframe: ongoing	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading. Root Cause: Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.
School Processes & Programs
Problem Statement 1: ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading Root Cause: Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.

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 by May 2024.

Evaluation Data Sources: Parent sign in sheets

Strategy 1: Campus will offer family events throughout the year, to inform, engage and create community and a sense of belonging to our families - such as monthly family events, parenting classes, mentoring program, food bank and other resources.

Strategy's Expected Result/Impact: 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 with a focus on our Hispanic families May 2024.

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.2

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Welcome back to school fair - school supplies, hair cuts, resources Intended Audience: Parents of all students at McLean 6th grade Provider / Presenter / Person Responsible: Veronica Lopez Date(s) / Timeframe: August 2023 Collaborating Departments: Student Support Team, counseling department and PTA Delivery Method: In person on campus	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Conduct open house and parent events by Team/House. Intended Audience: students, parents Provider / Presenter / Person Responsible: House Leaders, Admin Date(s) / Timeframe: yearly Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Incorporate Parent Educator Programs - such as Raising highly Capable kids - This is a 13 week program and Restorative practices for families Intended Audience: Identified families that have historically have been less visible in and on the campus. Provider / Presenter / Person Responsible: Veronica Lopez Date(s) / Timeframe: September - May 2023 Collaborating Departments: Raising Highly Capable Kids Restorative Practices Delivery Method: In person on campus	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Campus will maintain current information on website and social media sites and campus newsletters.

Strategy's Expected Result/Impact: 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 3 to 4 by May 2023.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 2





Action Step 1 Details	Reviews			
Action Step 1: Weekly calendar meetings to include social media needs. Intended Audience: All stakeholders Provider / Presenter / Person Responsible: McCloud, Fezio, Brown Date(s) / Timeframe: weekly	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 3: Collaborate with families and community to support the academic, physical, emotional and social well-being of all students.

Strategy's Expected Result/Impact: 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 3 to 4 by May 2023.

Staff Responsible for Monitoring: House leaders, Family Engagement Specialist

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Students will participate in various activities to teach and engage them in character and personality skills. Intended Audience: students Provider / Presenter / Person Responsible: counselors, house leaders Date(s) / Timeframe: 2x per six weeks Collaborating Departments: counseling Delivery Method: in person during house meetings Funding Sources: Career and college materials - CTE (199 PIC 22) - - \$1,679	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 3 Problem Statements:

Student Learning
Problem Statement 2: 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading. Root Cause: Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.

State Compensatory

Budget for 069 McLean 6th Grade Center

Total SCE Funds: \$4,250.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We don't have programs that are budgeted through these funds

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Fezio	Assess Data Analyst		

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-069-30-510-000000-24F10	\$84,472.00
Sub-Total							\$84,472.00
Budgeted Fund Source Amount							\$55,234.78
+/- Difference							-\$29,237.22
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	4	Ron Clark Academy House system App and other resources	Contracted instructional services	199-11-6299-001-069-24-273-000000-	\$4,250.00
Sub-Total							\$4,250.00
Budgeted Fund Source Amount							\$4,250.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Supplies for Parent meetings	Supplies and materials for parental involvement	211-61-6399-04L-069-30-510-000000-24F10	\$1,588.00
Sub-Total							\$1,588.00
Budgeted Fund Source Amount							\$1,588.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00

BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$0.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	4	Accelerated Reader	OTHER READING MATERIALS		\$1,828.00
Sub-Total							\$1,828.00
Budgeted Fund Source Amount							\$1,828.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	3	1	Career and college materials	INSTRUCTIONAL MATERIALS		\$1,679.00
Sub-Total							\$1,679.00
Budgeted Fund Source Amount							\$1,679.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	4		INSTRUCTIONAL MATERIALS		\$2,646.00
Sub-Total							\$2,646.00
Budgeted Fund Source Amount							\$2,646.00
+/- Difference							\$0.00
Grand Total Budgeted							\$67,225.78
Grand Total Spent							\$96,463.00
+/- Difference							-\$29,237.22