

Fort Worth Independent School District

070 Jean Mcclung Middle School

2023-2024 Improvement Plan



Mission Statement

To build strong foundations to create a successful future for students!

Vision

Learning without limits, achievement for all!

Value Statement

Accountability for All

Maximizing Time on Task

Collaboration and Teamwork

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Comprehensive Needs Assessment

Revised/Approved: April 20, 2023

Demographics

Demographics Summary

Jean McClung Middle School opened in 2011 with an incoming enrollment of 610 students, which consists of 210 6th grade students, 190 7th grade students, 210 8th grade students. Our demographics regarding race include 58.5% Hispanic, 37% African American, 2.0% White, 1.6% Two or more races, 0.7% Asian, and 0.1% American Indian. Currently we are at 90.5% Economically Disadvantaged, 79.4% at risk students, and 34.8% Limited English Proficiency (LEP). Our gender demographics are a student body comprised of 47% female and 53% male. All LEP students are enrolled with a certified ESL teacher. The percentage of At-Risk students have remained around 79.4%. Students that are considered At-Risk if they have been retained or have not met standards on the STAAR assessment test. Our Special Education population is at 12%. We offer Special Education services that support a wide range of needs at Jean McClung Middle School. We have a Talent and Gifted Program that supports 12.9% of our students. We have students that participate in high school credit and Pre-Ap classes such as English 1, Algebra 1, Biology, and Career Technology Courses. Our Teacher demographics represent 33.4% African American, 9.7% White, 4% Hispanic, 1% Asian. All Teachers are encouraged to participate in professional learning annually to support the needs of our students academically. Teachers at Jean McClung Middle School are highly qualified with an FTE of 45 Teachers. 2022 we met state academic rating.

Demographics Strengths

Jean McClung Middle School population is culturally diverse and welcoming to all students regardless of ethnicity, race, or disabilities. Research based best practices are used to maximize supporting all students instructionally as well as meeting the needs for social-emotional support. All Teachers at Jean McClung Middle School attend both campus and district level targeted professional learning in order to support the diverse needs of students. Jean McClung Middle School Teachers are supportive, caring, and committed to striving to meet both the academic and social-emotional needs of all students. All Teachers are provided with multiple opportunities to lead others and improve teaching pedagogy through PLC's weekly. Weekly PLC's meetings provide opportunity for professional development on standards-aligned, student centered planning, using best practices with instructional strategies, data analysis, and Tier 1 instruction based on student needs to increase student achievement. McClung also has adopted the Effective Schools Framework (ESF) .

Problem Statements Identifying Demographics Needs

Problem Statement 1: SPED students at McClung Middle School are not performing at expected levels according Fall 2022 and Spring 2023 STAAR Interim Assessments. **Root Cause:** Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.

Problem Statement 2 (Prioritized): English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. **Root Cause:** Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.

Student Learning

Student Learning Summary

Student Growth Summary Report for Reading MOY 2023 MAP's 6th, 7th and 8th grade showed in observed growth 0.6, 0.6, 0.6 for all students. Student Growth Summary Report for Math MOY 6th, 7th, and 8th grade showed an increase in observed growth 0.6, 0.5, 0.5 from Winter 2022. Fall 2022 and Spring 2023 benchmark for Math show there is a need of improvement regarding student performance. Math is typically the content that are students struggle the most with. There is a huge focus on 6th and 7th grade Enhanced Math courses to ensure we are maximizing time on Tier 1 and following the lesson structure design.

Student Learning Strengths

According to state accountability 2021-2022 Domain 3 under **Growth Status** for ELA/Reading, every sub group met growth status target. Fall 2022 and Spring 2023 Reading benchmark reflect an increase in student performance. There is data evidence that are students have performed well on 2022 STAAR Reading Test. Also our students on end of year MAP's 2022 majority met their growth targets. Our reading teachers are proficient in above regarding understanding and teaching reading content at the appropriate level of rigor and possess the necessary skills to support with closing achievement gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. **Root Cause:** Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023. **Root Cause:** Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

School Processes & Programs

School Processes & Programs Summary

Jean McClung Middle School have established systems in place to monitor lesson plans and the use of district curriculum through the form of PLC's and lesson plan review with feedback protocols and closing the lesson cycle. There are daily formative assessments created by Teachers aligned to the state standards and district curriculum. We also have other forms of assessments which include our district benchmarks as well as NWEA MAP's. There is also support through the form of Instructional Coaches that help model, coach, plan, and guide instruction. Campus leaders have implemented targeted personalized strategies to support, coach, and retain staff in particular high performing staff.

School Processes & Programs Strengths

Campus instructional leaders have established normed tools and processes to conduct observations, capture and track trends in order support Tier 1 instruction while building teacher capacity. Campus instructional leaders also track student performance data and teacher performance data in order to help increase overall student achievement. Instructional leadership team has implemented intervention support the a scheduled weekly tutoring. Also, Saturday School began in the Fall of 2022 and continued through Spring of 2023. Students were invitation was driven through common assessment data, MAP's, STAAR and six grade grade support. Attendance recovery is also supported through scheduled interventions in the form of after school tutoring and Saturday school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction.

Root Cause: Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.

Problem Statement 2: There is a need to maximize student instructional support and progress in Enhanced Math and Structured Literacy Courses for 6th and 7th grade, **Root**

Cause: Inconsistencies with delivery of the lesson structured designed for Enhanced Math and Structured Literacy classes.

Perceptions

Perceptions Summary

As a campus we have developed systems to support in creating, modeling, and implementing aligned vision, mission, goal, and values that focuses on increasing student achievement as well as supporting social-emotional needs of students. We are focusing on building a culture of accountability for all which includes faculty, staff, Teachers, students, and families. McClung Middle School staff focuses on ensuring we have an inclusive and welcoming environment that engages all families in all critical aspects of learning. There are systems in place to engage families on a regular basis about student performance in a positive, constructive, and personalized way. We are also a Restorative Practice campus.

Perceptions Strengths

For spring semester 2023 our faculty, teachers, and staff participated and engaged in Restorative Practice professional learning as well as deescalation professional learning. Throughout the year faculty, teachers, and staff implemented culturally responsive pedagogy strategies to help support Tier 1 instruction throughout all classrooms but are still in the implementation phase of Restorative Practice. Teachers continued to focus on respect agreements and support students with a focus on ensuring students remain in a classroom setting to receive Tier 1 instruction. Counselors and Interventionist work with students daily through restoring relationships with other students when conflict occurs as well as working with families to ensure students are supported not only academically but social and emotionally. Administrators will continue their work on deescalating conflict with students to support reducing out of school suspensions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. **Root Cause:** Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2 (Prioritized): There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause:** Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Priority Problem Statements

Problem Statement 1: There is a need to focus on improving student experience and school culture that would support increasing daily attendance.

Root Cause 1: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School.

Root Cause 2: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency.

Root Cause 3: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes.

Root Cause 4: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction.

Root Cause 5: Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.

Problem Statement 5 Areas: School Processes & Programs

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
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Revised/Approved: June 5, 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 47% to 65% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 47.4% to 65% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

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

Strategy's Expected Result/Impact: All Teachers will become proficient or higher with implementing daily and consistent Tier 1 instruction aligned to the FWISD Instructional Framework by May 2024.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, and Department Chairs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop the capacity of 6-8 Teachers to implement FWISD Instructional Framework through targeted professional development in critical thinking problem solving application and use of district approved resources to maximize student learning and instruction. Intended Audience: Core Content Teachers Provider / Presenter / Person Responsible: Core Content Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Reading, Math, Science, and Social Studies Department Delivery Method: In-person Funding Sources: - Title I (211) - 211-13-6119-04N-070-30-510-000000-24F10 - \$78,730, - Title I (211) - 211-11-6119-04N-070-30-510-000000-24F10 - \$65,480, - Title I (211) - 211-11-6116-04N-070-30-510-000000-24F10 - \$5,967.79, - Title I (211) - 211-61-6116-04L-070-30-510-000000-24F10 - \$500, - Title I (211) - 211-11-6329-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-12-6329-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-13-6329-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-61-6499-04L-070-30-510-000000-24F10 - \$300, - Title I (211) - 211-11-6112-0PD-070-30-510-000000-24F10 - \$500, - Title I (211) - 211-11-6396-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-12-6396-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-23-6411-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-31-6411-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-13-6396-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-13-6116-04N-070-30-510-000000-24F10 - \$3,000, - Title I (211) - 211-11-6398-04N-070-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6499-04N-070-30-510-000000-24F10 - \$697, - Title I (211) - 211-11-6117-04N-070-30-510-000000-24F10 - \$506, - Title I (211) - 211-13-6411-04N-070-30-510-000000-24F10 - \$3,500, - SCE (199 PIC 24) - 199-11-6116-001-070-24-273-000000- - \$4,000, - SCE (199 PIC 24) - 199-11-6396-001-070-24-273-000000- - \$1,000, - SCE (199 PIC 24) - 199-13-6117-001-070-24-273-000000- - \$3,979, - Parent Engagement - 211-61-6116-04L-070-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6499-04L-070-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6399-04L-070-30-510-000000-24F10 - \$660, - SCE (199 PIC 24) - 199-11-6399-001-070-24-273-000000- - \$1,000, - Parent Engagement - 211-61-6499-04L-070-30-510-000000-24F10 - \$1,000, - BEA (199 PIC 25) - 199-11-6116-001-070-25-273-000000 - \$678, - Gifted & Talented (199 PIC 21) - - \$1,152, - CTE (199 PIC 22) - - \$2,500, - CTE (199 PIC 22) - - \$5,176, - SPED (199 PIC 23) - - \$5,000, - SPED (199 PIC 23) - - \$4,056	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Jean McClung Middle School will improve the quality of Tier 1 instruction through PLC's in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: Improve the quality of Tier 1 instruction in every classroom that includes culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, and Department Chairs

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: PLC calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning/practice, studying student work, using student data, and professional learning. Each month, campus administration will analyze the minutes from the meetings using campus created PLC agenda/minutes google form. Intended Audience: Core Content Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, Department Chairs Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: FWISD Math, Reading, Science, and Social Studies Delivery Method: In-person	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 3: Jean McClung Middle School will develop the capacity of ELA Teachers to implement FWISD Literacy Framework ensuring Fundamental Four is implemented daily using district approved resources.

Strategy's Expected Result/Impact: All Teachers become proficient or higher with implementing FWISD Literacy Framework by May 2024.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coaches, and Department Chairs.





Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop a system that includes cycle of observation and feedback regarding FWISD Literacy Framework with ensuring Fundamental Four is implemented daily using district approved resources. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, Department Chairs Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Math, Reading, Science, and Social Studies Delivery Method: In-person, virtual	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Jean McClung Middle School will develop the capacity of Teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Strategy.

Strategy's Expected Result/Impact: By May 2024 all Teachers will become proficient in implementing consistently Disciplinary Literacy.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, and Department Chair

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By September 2023 provide professional learning with implementing Disciplinary Literacy across all content areas with an emphasis on Tier 1 instruction as noted in the FWISD Disciplinary Literacy Strategy. Intended Audience: Teachers	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Department Chair, Teachers
Date(s) / Timeframe: September 2023-October 2023
Collaborating Departments: FWISD Math, Reading, Science, and Social Studies
Delivery Method: In person



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. **Root Cause:** Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.

Student Learning

Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. **Root Cause:** Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.

Perceptions

Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. **Root Cause:** Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause:** Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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 85% to 95% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 60% to 70% by May 2023.

High Priority

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

Strategy 1: Develop the capacity of ELA Teachers to implement the FWISD Literacy Framework ensuring Fundamental Four is implemented daily using district approved resources (Lexia).

Strategy's Expected Result/Impact: By May of 2024 increase the percentage of students who score at Meets or above in English 1 from 85% to 95%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ELA Teachers.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1 - Perceptions 1, 2

Action Step 1 Details		Reviews			
Action Step 1: By August 31, 2023, develop a system that includes cycle of observation and feedback regarding FWISD Literacy Framework with ensure Fundamental Four is implemented daily using district approved resources. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, and Department Chair Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Math, Reading, Science, Social Studies Delivery Method: In-person virtual		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. **Root Cause:** Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.

Perceptions

Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. **Root Cause:** Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. **Root Cause:** Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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

School Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 29.7% to 65% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 40% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

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

Strategy's Expected Result/Impact: By May of 2024 increase the percentage of grades 6-8 meets or exceeds projected growth on MAP growth Mathematics from 29.7% to 70%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coaches, Department Chairs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023 develop a system/cycle of observation and feedback of math instruction aligned to Carnegie trainings, FWISD Instructional Framework, and Math Framework and share with staff by mid September 2023. Intended Audience: Math Teachers, Inclusion Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, and Department Chair Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Math, Reading, Science, and Social Studies Delivery Method: In person and virtual	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. Root Cause: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.
Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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 50% to 85% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1% to 40% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

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

Strategy's Expected Result/Impact: By May 2024 increase the percentage of students who score at MEETS or above in Algebra 1 from 50% to 85% and increase African American students that is most marginalized by instruction from 1% to 40%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Math and Inclusion Teachers, Department Chair

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Create common PLC period and provide professional learning for all 6-8 Math Teacher on incorporating and utilizing the FWISD PLC Framework (PLCF) to help build teacher's capacity by September 2023. Capacity building in PLC's will focus on teachers working collaboratively through intentional, regular and ongoing processes, study teaching practices, problem solve, gain knowledge, share expertise, and engage in professional dialogue around the collective goal of improving student outcomes. Administrators will review indicators from the PLCF monthly to ensure fidelity of implementation. Intended Audience: Math Teachers, ILT Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teacher, Department Chairs Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: FWISD Math Department Delivery Method: In person virtual	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Utilize IXL, Flocabulary, and All in Learning to help support students with tutoring and interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Data Analysts, Teachers Date(s) / Timeframe: September 15, 2023-May 31, 2024 Collaborating Departments: Social Studies, Science, Math, ELA Delivery Method: via small group intervention, online support	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:

Demographics
Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. Root Cause: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.
Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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

School Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 64% to 75% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 57% to 65% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

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

Strategy's Expected Result/Impact: By May 2024 6-8 grade students will at MEETS or above on STAAR Reading from 64% to 75%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, ELA Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Student Learning 1 - Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: PLC Calendar will be created and updated each week to ensure that the communities are regularly focusing on incorporating common activities including, but not limited to; planning practice, studying student work, using student data, and professional learning. Each month, campus administration will analyze the minutes from the meetings using a campus created PLC agenda/minutes google form. Intended Audience: Core Content Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Teachers, Department Chair Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: FWISD Math, Reading, Science, Social Studies Delivery Method: In person and virtual	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: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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

School Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 38% to 65% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 50% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Principal, Assistant Principal, Instructional Coaches, Department Chair, Math Teachers and Inclusion Teachers

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

Strategy's Expected Result/Impact: By May of 2024 increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 38% to 65% as well as increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 29%-50%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Math and Inclusion Teachers, Department Chairs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop a system/cycle of observation and feedback of math instruction aligned to Carnegie curriculum, FWISD Instructional Framework, and Math Framework, and share with staff by mid-- September 2023. Intended Audience: Math and Inclusion Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Math and Inclusion Teachers, Instructional Coaches, Department Chair Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: FWISD Math Department Delivery Method: In person and virtual	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:

Demographics
Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. Root Cause: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.
Student Learning
Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.
School Processes & Programs
Problem Statement 1: There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction. Root Cause : Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.
Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.
Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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 30% to 5% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: NWEA, STAAR, CIP, Companion Guide, TTESS, PSAT

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

Strategy's Expected Result/Impact: By May of 2024 decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 30% to 5%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Family Engagement Specialist, Attendance Clerk, Teachers, Counselors, Interventionists

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By September 15, 2023, develop a system to track and respond to improvement of daily attendance, response to discipline, increase parent/school engagement, and improvement of outcomes on community/student/staff/surveys.				

<p>Intended Audience: Students, parents, staff, and stakeholders</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principals, Teachers, Counselors, Interventionists, Instructional Coaches</p> <p>Date(s) / Timeframe: September 2023-May 2024</p> <p>Collaborating Departments: Family Engagement Department</p> <p>Delivery Method: In-person and virtual</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction. Root Cause : Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.</p>

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

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 1,000 to 200 by May 2023.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 80% to 10% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Discipline Data in focus system

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

Strategy's Expected Result/Impact: By the end of May 2024 decrease the number of referrals from 1,000 to 150 as well as decrease the number of discipline referrals by school personnel for African American students from 80% to 10%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Family Engagement Specialist, Counselors, Interventionists, Teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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

Action Step 1 Details		Reviews			
Action Step 1: By September 2023 provide professional learning for the culture component of the FWISD Instructional Framework along with a tracking system from implementation, progress, observation and feedback. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chairs Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: FWISD Math, Reading. Science, Social Studies Delivery Method: In person virtual		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. Root Cause: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.
Student Learning
Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.
School Processes & Programs
Problem Statement 1: There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction. Root Cause : Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.

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

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 80% to 10% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Discipline data in focus system, attendance data,

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

Strategy's Expected Result/Impact: By May 2024 decrease the number of out of school suspensions for African American students from 80% to 10%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Family Engagement Specialist, Counselors, Interventionists, Teachers

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1, 2

Action Step 1 Details		Reviews			
Action Step 1: By September 15, 2023, develop a system to track and respond to improvement of daily attendance, response to discipline, increase parent/school engagement, and improvement of outcomes on community/student/staff surveys. Intended Audience: Students, parents, staff, and stakeholders Provider / Presenter / Person Responsible: Principal, Assistant Principal, Teachers, Counselors, Interventionists, Instructional Coaches Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family Engagement Department Delivery Method: In person virtually`		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: English Language Learners are not performing at expected levels according 2022 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency. Root Cause: Teachers need professional development in differentiating instruction for all learners. as well as strategies on how to teach language skills across all content including electives.
Student Learning
Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.
Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Problem Statement 2: There is a need to focus on improving student experience and school culture that would support increasing daily attendance. Root Cause: Inconsistencies around positive daily student experience and limited implementation of Restorative Practice.

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

School Performance Objective 4: 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 25% to 85% by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: Parent surveys

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

Strategy's Expected Result/Impact: By May of 2024 increase the number of student and parent engagement activities during and outside of the regular school hours as evident by participation in key strategic events and programs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Family Engagement Specialist, Counselors, Interventionists, Teachers

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: By September 2023 calendar and set dates for 2023-2024 school year that includes opportunities to foster collaborative partnerships with all stakeholders to communicate data informed needs and formulate solutions for improved student outcomes. Intended Audience: Teachers, faculty, staff, parents, community, stakeholders Provider / Presenter / Person Responsible: Principal, Assistant Principals, Instructional Coaches, Teachers, Family Engagement Specialists, Counselor, Interventionist Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Family Engagement Department, Counseling Department Delivery Method: In person virtually		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 4 Problem Statements:

Perceptions
Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies.

State Compensatory

Budget for 070 Jean Mcclung Middle School

Total SCE Funds: \$9,979.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

The state compensatory education funds will be used to support student interventions as well as professional development for staff.

Personnel for 070 Jean Mcclung Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Latesha Paris	Title 1 Teacher	1
Shamonica Gardner	Data Analyst	1

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 for instructional use	211-11-6396-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Snacks or incentives for students	211-11-6499-04N-070-30-510-000000-24F10	\$697.00
1	1	1	1		Reading materials for classroom use	211-11-6329-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Reading materials for library use	211-12-6329-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Travel for Counselor (PD)	211-31-6411-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-070-30-510-000000-24F10	\$300.00
1	1	1	1		Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-070-30-510-000000-24F10	\$3,500.00
1	1	1	1		Tutors with degree or certified	211-11-6117-04N-070-30-510-000000-24F10	\$506.00
1	1	1	1		Technology for data analyst	211-13-6396-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Data Analyst	211-13-6119-04N-070-30-510-000000-24F10	\$78,730.00
1	1	1	1		Extra duty for summer planning (off contract days)	211-13-6116-04N-070-30-510-000000-24F10	\$3,000.00
1	1	1	1		Title I Teacher	211-11-6119-04N-070-30-510-000000-24F10	\$65,480.00
1	1	1	1		Reading materials for professional development	211-13-6329-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-070-30-510-000000-24F10	\$5,967.79

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-070-30-510-000000-24F10	\$500.00
1	1	1	1		Equipment	211-11-6398-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Subs for professional development	211-11-6112-0PD-070-30-510-000000-24F10	\$500.00
1	1	1	1		Technology for librarian	211-12-6396-04N-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-070-30-510-000000-24F10	\$1,000.00
Sub-Total							\$168,180.79
Budgeted Fund Source Amount							\$168,180.79
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-070-24-273-000000-	\$4,000.00
1	1	1	1		Supplies and materials for instructional use	199-11-6399-001-070-24-273-000000-	\$1,000.00
1	1	1	1		Technology for instructional use	199-11-6396-001-070-24-273-000000-	\$1,000.00
1	1	1	1		Tutors with degree or certified	199-13-6117-001-070-24-273-000000-	\$3,979.00
Sub-Total							\$9,979.00
Budgeted Fund Source Amount							\$9,979.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-070-30-510-000000-24F10	\$660.00
1	1	1	1		Extra Duty for parental involvement	211-61-6116-04L-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Snacks for Parents to promote participation	211-61-6499-04L-070-30-510-000000-24F10	\$1,000.00
1	1	1	1		Snacks for Parents to promote participation	211-61-6499-04L-070-30-510-000000-24F10	\$1,000.00
Sub-Total							\$3,660.00
Budgeted Fund Source Amount							\$3,660.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-070-25-273-000000	\$678.00
Sub-Total							\$678.00
Budgeted Fund Source Amount							\$678.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		EXTRA DUTY - PROFESSIONAL		\$1,152.00
Sub-Total							\$1,152.00
Budgeted Fund Source Amount							\$1,152.00
+/- Difference							\$0.00


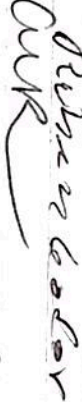






CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		GENERAL SUPPLIES		\$5,176.00
1	1	1	1		EXTRA DUTY - PROFESSIONAL		\$2,500.00
Sub-Total							\$7,676.00
Budgeted Fund Source Amount							\$7,676.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		EXTRA DUTY - PROFESSIONAL		\$5,000.00
1	1	1	1		OTHER READING MATERIALS		\$4,056.00
Sub-Total							\$9,056.00
Budgeted Fund Source Amount							\$9,056.00
+/- Difference							\$0.00
Grand Total Budgeted							\$200,381.79
Grand Total Spent							\$200,381.79
+/- Difference							\$0.00

Addendums

Jean McClung Middle School Annual Title 1 Meeting

9/12/2023

JEAN MCCLUNG MIDDLE SCHOOL

PARENT	STUDENT/GRADE LEVEL	DATE	SIGNATURE
KYSSIA GARCIA	6th	9/12/23	
Reuben Gordon	6th	9/12/23	
BRUCE BRUNN	6th 7th	9/12/2023	
Melissa Castro	8th	9/12/23	
Paulita Gordon	6th	9/12/23	
Jasmine + Detrimond Gear	6th	9/12/23	
Daniel Torres	6th	9/12/23	
Daniel Torres	6th	9/12/23	

Jean McClung Middle School Annual Title 1 Meeting

9/12/2023

JEAN MCCLUNG MIDDLE SCHOOL

PARENT	STUDENT/GRADE LEVEL	DATE	SIGNATURE
Christine Conley	6th	9/12/23	Christine Conley
Carolina Abrego	8th	9/12/23	Carolina Abrego
Osmin Farmer	6th	9/12/23	Osmin Farmer
Rebecca Terceira	6th	9/12/23	Rebecca Terceira
Synthia Rodriguez	6th	9/12/23	Synthia Rodriguez
Yadira Rodriguez	6th	9/12/23	Yadira Rodriguez
Quintana Brown	8th	9/12/23	Quintana Brown
LaTasha Jones	7th	9/12/23	LaTasha Jones
Helga Maymora	7th	9/12/23	Helga Maymora
Trisha Banks	9-12	9/12/23	Trisha Banks
Daniela Riquelme	6th	9/12/23	Daniela Riquelme
Stephanie Koss	6th	9/12/23	Stephanie Koss

Jean McClung Middle School Annual Title 1 Meeting

9/12/2023

JEAN MCCLUNG MIDDLE SCHOOL

PARENT	STUDENT/GRADE LEVEL	DATE	SIGNATURE
Mrs. Mary Day	6	9-12-23	Grace Brundler
Grace Brundler	6	9-12-23	Grace Brundler
Janice D. Davis	8	9-12-23	Janice D. Davis
Flavia Gonzalez	6	9-12-23	Flavia Gonzalez
Denise Davis	8	9-12-23	Denise Davis
Danny Davis	8	9-12-23	Danny Davis
Leo Veselky	7	9-12-2023	Leo Veselky
Faith Veselky	7	9-12-2023	Faith Veselky
Jean Chavez	6	9-12-2023	Jean Chavez
Lenika Simmons	8	9-12-2023	Lenika Simmons
Nicole Edwards	6	9-12-2023	Nicole Edwards
Timothy Miller	8	9-12-23	Timothy Miller
Anita Williams	7	9-12-23	Anita Williams

Jean McElung Middle School Annual Title 1 Meeting

9/12/2023

JEAN MCCLUNG MIDDLE SCHOOL

PARENT	STUDENT/GRADE LEVEL	DATE	SIGNATURE
David Chavers	6	9-12-2023	
Sade Jerome Williams	6th	9-12-2023	
Jones, Lovely	8th	9-12-2023	
Patricia Hernandez	6	9/12/2023	
Gladys Alvarez	6	9/12/2023	
Dio Palmares	6	9/12/2023	
Dante Davis	8	9/12/2023	
Taniqua Fuller	8	9/12/2023	
Triscilla Comans	8	09/12/23	
Alma D. Herrera	8	09/12/23	
Quiana Glenn	6	9-12-2023	
Alas Luns	8	9-12-2023	
Ashley Jenkins	7th	9-12-2023	

Jean McClung Middle School Annual Title 1 Meeting

9/12/2023

JEAN MCCLUNG MIDDLE SCHOOL

PARENT	STUDENT/GRADE LEVEL	DATE	SIGNATURE
Jessica Watson	Landan Williams 7th	9-12-23	[Signature]
Leandra Easter	Leandra Easter 6th	9-12-23	[Signature]
Latrice Rogers	Sydney Parks 8th	9-12-23	[Signature]
Jaqueline	Jaqueline		
Jaqueline	Symonthea Lewis	09-12-23	[Signature]
Terri Pinola	Terri Pinola 6th	09-12-23	[Signature]
Veronica Greene	Camila Patlan 6th	9-12-23	[Signature]
"	Alvin Patlan 4th	9-12-23	[Signature]
Rachel Rdz	William R 6th	09/12/2023	[Signature]
Willamette Henderson	Leith Mareline Moore	9-12-23	Willamette Henderson
Amelia Sandoff	Samuel Sandoff 7th	9-12-23	Amelia Sandoff
Brenda Greene	Brenda Greene	9/12/23	Brenda Greene
Gabriel Damian	Ivan Damian 6th	9/12/23	Gabriel Damian
	Mariana Damian 148		

Jean McClung Middle School TITLE I Compact 2023-2024



SCHOOL: Jean McClung Middle School

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 _____ 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 television and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature Gladys Alvarez Date: 09/12/2023

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 school, myself, other students, and have consideration for cultural differences.

Student Signature Maniana Pajomares Date: 09/12/2023



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Parent/Guardian Signature Leo Fort Young Date: 9/12/2023

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Student Signature Leanna Reasley Date: 9/12/2023



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Parent/Guardian Signature [Signature] Date: 9/12/23

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Student Signature Damarrio Gayer Date: 9-12-23



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Parent/Guardian Signature [Signature] Date: 9-12-23

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Student Signature Justyce Simmons Date: 9/12/23



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Parent/Guardian Signature Denise Davis Date: 9/12/23

STUDENT AGREEMENT:

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Student Signature JORDAN DAVIS Date: _____



SCHOOL: Jean McClung Middle School

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Parent/Guardian Signature Nancy Gandara Date: 09/12/2023

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Student Signature Neham Gandara Date: 9/12/23



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Parent/Guardian Signature  Date: 9/12/23

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Student Signature  Date: 9/12/23



SCHOOL: Jean McClung Middle School Patricia Jones II

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Parent/Guardian Signature Patricia Jones II Date: 9/12/2023

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Student Signature _____ Date: _____



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Parent/Guardian Signature [Signature] Date: 09/12/2023

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Student Signature [Signature] Date: 09/12/2023



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Student Signature Heberto Hinojosa Date: 9/12/23