

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 069 - Mclean 6th Grade

Principal: Brown, Karen

Executive Director: Steven Johnson

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.1

Special Education: 5.2

Dual Language/ESL: 26

Gifted and Talented: 31.7

Career and Technology: 0

Percentage of at-risk students: 64.7

Percentage of English Language (EL) students: 27.5

Percentage of economically disadvantage students: 56.9

2019-2020 Campus Site-Based Committee

Name	Role
Karen Gonzalez	District Employee Relations Council Representative
Melissa Torres	Teacher
Hana Dobrovolny	Parent
Michelle Rodriguez	Campus Non-Teacher Professional
Courtney Wait	Other
Karen Brown	Principal
Hanan Hammad	Business Representative
Jennifer Ledbetter	Community Representative
Chandra Riccetti	Business Representative
Gabe Huddleston	Community Representative
Jason Brown	Parent
Ian Connally	District Level Staff
Elizabeth Martinez	Teacher
Danna Jenkins	Teacher
Kaitlyn Diehl-Miller	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mclean 6th Grade. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 82	81 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 73	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science:

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Enrollment of 506	1. Student demographic needs to be reflect in higher level classes such as Pre-AP and Accelerated	1. Provide training and resources to ensure application of instructional coaching and feedback, data-driven instruction, curriculum and Instruction, professional learning and school culture
	2. 66% Hispanic 27% White, 3% AA, 2% Asian, 2% Two or more	2. Losing students to private schools	
	3. Student population is very diverse.	3. Inequity in student cultures exist and needs to be improved.	2. Improve Literacy and Math proficiency between student groups with an increased focused on student growth
Student Achievement	1. 41% met grade level on STAAR test in Reading	1. Achievement gap exists with ELL and SPED students in reading and math Domain rating of D in Closing the Gaps	3. Provide resources to support the social emotional needs of students and staff for a safe and positive culture
	2. 39% met grade level on STAAR test in Math		4. Increase parent awareness to support student academic achievement and social emotional needs
	3. 98% of Accelerated Math Met grade level on 8th grade STAAR test	2. Need data driven daily plans with formative assessments with alignment to state standards. Planning process to identify key concepts, and misconceptions	5.
			3. Closing the Gap - Sub population groups need to meet growth measure by one full year in Reading and Math
School Culture and Climate	1. Positive morale as evidenced by survey and low teacher turnover rate	1. Feedback of perceptions on materials/equipment shows a need to improve tools used to create instructional materials	
	2. Increased diversity in advanced level classes		2. Increase interdepartmental collaboration and coordination
	3. Growth mindset for both students and faculty	3. PD for strategies to close achievement gap	
Staff Quality/ Professional Development	1. HQ teachers combined with veteran and new teachers	1. PD needs to reflect practices that support areas of need related to SPED, ELL, and awareness of equity issues-	
	2. Teacher leadership in departments and committees are highly effective in building leadership capacity		2. Teachers need opportunities to attend conferences and PD to build toolbox of "how to" strategies for specific populations
	3. Teacher collaboration between learning model coach and best practices	3. PD for effective utilization of 1-to-1 chromebook implementation to improve instruction	
Curriculum, Instruction, and Assessment	1. Department chairs and team leaders are experts in their contents	1. Refine practices in PLCs to increase teacher leadership to include data analysis and action planning	
	2. Instructional calendar planning is consistent and on going		2. District experts leading specific PD for targeted populations during PLC time
	3. Focused PLCs on campus goals	3. Time with substitute coverage for vertical and horizontal curriculum planning as PLCs	
Family and Community Involvement	1. Very active PTA and parent base community	1. Shared Vision, Mission and values is communicated and well known for all stakeholders.	
	2. Parent events to support students are highly attended		2. Parent events do not serve the needs of the whole community. Campus should serve as a hub and resource for all families with a focus on cultural competency and diversity
	3. TCU and Christ Chapel have active roles on campus	3. Community resources aren't always paired with highest need members of the community.	

School Context and Organization

1.	Attendance process and committee has been highly effective	1.	Parent education and informational meetings are needed to address: attendance, social-emotional learning, and cultural diversity to support campus goals with ongoing stakeholder communication and engagement
2.	Systems for RTI have been developed and implemented this year	2.	Teachers need PD on how to streamline documentation of academic interventions in Edugence for RTI.
3.	Social emotional support by way of blue jay academy has been effective	3.	Students and families need proactive guidance on electronics and social media use, conflict resolution, and self-esteem.

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 069 - Mclean 6th Grade

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Math -Percent of students in Grades 6-8 performing on or above grade level standard on their STAAR Math assessment will increase from 22% to 30% by 2019.	79.84	45.36	19.96	82	
	Math and Reading - Domain 3 Closing the Gaps - Specific subpopulations: Hispanic, ELs and SPED will meet state and federal requirements in Growth Status		37%		37%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Effective School Framework - Prioritized Lever 5: Effective Instruction Objective driven planning processes	Success Criteria: ILT - to engage in PD, to develop teacher leadership establish PLC routines and development of IPC Success Criteria: TEKS are clustered for 6 weeks, Lead4Ward and to STAAR Success Criteria: All teachers are following an aligned 6 week IPC Success Criteria: will include evidence of calendar of meetings, Backward design	Principal	6/1/2020	Local (Basic Allotment)	6,000	On Target	
2 Title I	ESF: Prioritized Lever 1: Strong school leadership and Planning -	Action Success Criteria : Professional Development prior to the opening of school to establish and communicate clear roles and responsibilities from the campus administration to the team Action Success Criteria : PD focuses on building the capacity of the principal, assistant principal, teacher leaders through data-driven instruction and coaching feedback training Action Success Criteria: ILT will engage in two book studies: Ubd and Culturally Relevant teaching and the brain	Instructional Leadership	6/1/2020	Local (Basic Allotment)	2,000	Not Started	
3 Title I	ESF - Prioritized Lever 1: Integration of a cohesive and consistent coaching feedback model to improve leadership capacity of all team members and improve teacher practice	Action Success Criteria: Integration of an feedback tracker to track each teacher's feedback and to align ILT meetings and support teaching practices Action Success Criteria: PD to include the feedback loop, Six steps for effective feedback and the coaching waterfall	Instructional Leadership	6/1/2020	Title I	1,500	Not Started	
4 Title I	Prioritized Lever 5: Effective Instruction Data Analyst to lead data meetings in PLC, inform ILT on data trends, identify key levers to support all students	Action Success Criteria: Departments have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	Other	8/1/2019	Title I	61,000	On Target	

5	Title I	Lever 3: Positive School Culture: Increase Positive communication with stakeholders	Action: At the beginning of the year all parents are provided an opportunity to have access to multiple sources of communication platforms: facebook, eblast, remind, smore, parent portal and blackboard. Action: Provide BOY open house with learning goals for their child.	Instructional Leadership	6/1/2020	Title I	1,000	On Target	
6	Title I	Prioritized Level 4: High Quality Curriculum: Integration of Math curriculum with coaching and feedback cycle	Action Success Criteria: IPC will include highlevege TEKs, and classroom observation following professional development to ensure integration of standards and alignment and formative assessment and feedback each six weeks. Action Success Criteria: Teachers will plan with alignment for instructional activities and assessments to state standards. Pull out days for collaborative planning sessions	Instructional Leadership	6/1/2020	Local (Basic Allotment)	1,500		
7	Title I	Prioritized Level 5: Effective Instruction: Integration of cohesive and consistent data-driven instruction model to improve Student Achievement, Academic Growth and Closing the Gaps	Action Success Criteria: All departments will receive training and implement data analysis meeting Action on a weekly basis through PLC - Data analyst to facilitate. Action Success Criteria Math and Reading departments will implement and aligned a week by week reteach calendar and six week tutorials before/after school	Instructional Leadership	6/1/2020	Title I	13,300		
8		Prioritized Level 5.3 Data Driven Instruction:	Action Success Criteria: Student progress toward measurable goals e.g. % of Class and individual student mastering of objectives Action Success Criteria: All Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps and provide timely intervention						
9	LEP	Lever 3: Positive School Culture: Increase Positive communication with stakeholders	Success Criteria: Family and community engagement and impact data are reviewed regularly and plans developed as needed.	Instructional Leadership	5/29/2020	Bilingual	907	On Target	
10	SPED	Prioritized Level 5.3 Data Driven Instruction:	Action Success Criteria: All Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps and provide timely intervention	Teacher(s)	6/5/2020	Special Education	1,373		
11	Title I	Prioritized Level1: Campus Instructional leaders: Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities and are consistent with best practices.	Success Criteria: Campus instructional team will have opportunity to attend at least one professional development conference or learning opportunity to share with stakeholders	Principal	5/1/2020	Local (Basic Allotment)	5,000	Completed	
12	Title I	Prioritized Level 5: Effective Instruction Instructional staff will have clearly defined systems and resources to support all students, while providing scaffolding supports for students with disabilities and English learners among other student groups.	Success Criteria: Principal will provide materials and resources necessary to ensure the instructional staff and community have the resources needed to accomplish campus goals	Principal	6/5/2020	Local (Basic Allotment)	9,072	On Target	
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:
Leadership Feedback:
MOY Status:
Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Reading will increase from	70	82

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Prioritized Level 5 Effective Instruction: integration of conceptual Reading framework to increase literacy for all students	Action: Librarian to purchase reading material - new library books with various levels of interest. Action Success Criteria: Student participation in school wide reading program with goals and data tracking through the use of Accelerated reader Action Success Criteria: Campus wide literacy strategies used in all contents by way of RAFT writing, Advanced Reading courses, ELPS, linguistic strategies used	Instructional Leadership	6/1/2020	Title I	4,500	Not Started	
2 Title I	Prioritized Level 5 Effective Instruction: Integration of comprehensive literacy curriculum and a coaching and feedback cycle	Action Success Criteria: PLC to create IPC and select high leverage TEKS Action Success Criteria: Classroom observation to ensure integration of best practices Action Success Criteria: Integrating literacy stations to enhance small group instruction and implementation of secondary curriculum Action Success Criteria: Ensure Library books are current and up to state standards for number of books per student	Instructional Leadership	6/1/2020	Local (Basic Allotment)	4,000	Above Target	
3 LEP	Prioritized Level 5 Effective Instruction: Increase the percentage of students who are increasing one proficiency level on TELPAS from 37% to 43%	Action Success Criteria: Campus wide literacy strategies implement. Action Success Criteria: Parent education program about TELPAS and targets Action Success Criteria: PD in PLC utilizing Cultrual Responsive Teaching and the Brain	Instructional Leadership	6/1/2020	Local (Basic Allotment)	907	Above Target	
4 SPED	Prioritized Level 5 Effective Instruction: Closing the Gap - Special Education students will meet Growth target scores- Instructional materials with key ideas including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	Success Criteria: TEKS are clustered for 6 weeks, Lead4Ward and to STAAR Success Criteria: All teachers are following an aligned 6 week IPC Success Criteria: instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners are used with fidelity and in the hands of students	Other		Special Education	1,373	Not Started	

5	Title I	Prioritized Lever 5 Effective Instruction: integration of conceptual Reading framework to increase literacy for all students	Action: Librarian to purchase reading material - new library books with various levels of interest. Action Success Criteria: Student participation in school wide reading program with goals and data tracking through the use of Accelerated reader Action Success Criteria: Campus wide literacy strategies used in all contents by way of RAFT writing, Advanced Reading courses, ELPS, linguistic strategies used	Assistant Principal	6/5/2020	Gifted & Talented	1152.		
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	3	June
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	58	30	June
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	2	4	June

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Students and teachers will implement components of the staff and student culture rubric	Action: Prior to the opening of school a committee of staff will create campus rubric and norms to drive practices and routines/systems - The Blue Jay Way Action: Systems and routines are aligned to the vision and values placed on student success and expectations for learning	Assistant Principal	6/1/2020	Local (Basic Allotment)	303	On Target	
2 Title I	Improve student leadership opportunities to promote social and emotional connections, academics and other programs based on student need	Action:	Student Support Services	6/1/2020	SCE	3,418	Not Started	
3 Title I	Students and Staff will implement components of the staff and student culture	Action: Provide opportunities for smooth transition from elementary to secondary - facilitate and support social and emotional wellbeing- by way of Blue Jay Camp in August Action: Before and After school supervision to support family needs	Assistant Principal	6/1/2020	Local (Basic Allotment)	2,000	On Target	
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BOY Status:

Principal Evidence:
Leadership Feedback:
MOY Status:
Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

