

Fort Worth Independent School District
070 Jean Mcclung Middle School
2022-2023 Campus 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 18, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

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. 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. 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.

Demographics

Demographics Summary

Jean McClung Middle School opened in 2011 with an incoming enrollment of 849 students, which consists of 242 6th grade students, 293 7th grade students, 314 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 43 Teachers.

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 2021 state accountability. **Root Cause:** Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students.

Problem Statement 2 (Prioritized): English Language Learners are not performing at expected levels according 2021 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.

Problem Statement 3 (Prioritized): According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. **Root Cause:** Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Student Learning

Student Learning Summary

Student Growth Summary Report for Reading EOY 6th, 7th and 8th grade showed in observed growth 0.7, 0.7, 0.8 for all students from Winter 2022. Student Growth Summary Report for Math MOY 6th, 7th, and 8th grade showed an increase in observed growth 0.5, 0.5, 0.6 from Winter 2022.

Student Learning Strengths

According to the Student Growth Summary Report EOY NWEA, for 7th grade Reading, there was an increase of 7.45 School Conditional Growth Index and points in observed growth and an increase of 1.7 points of observed growth for Algebra 1.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to SEL Panorama Survey, 25% of Teachers responded favorably to, "To what extent can Teachers increase how much their most difficult students learn from them?" This response decreased by 17% of Teachers responding favorably from Spring of 2021 SEL Panorama Survey. **Root Cause:** There is a need of targeted coaching, feedback, and support with Teachers in implementing culturally responsive teaching practices.

Problem Statement 2 (Prioritized): According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. **Root Cause:** Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

Problem Statement 3: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th grade less than 1% observed growth for all students from Fall of 2021 to Winter of 2022. **Root Cause:** Inconsistencies with providing daily accelerated Math grade level content.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the SEL Panorama Survey, only 45% of Teachers responded favorably, " At your school, how thorough is the feedback you receive in covering all aspects of your role as a Teacher"? There was a decrease of 22 points from Spring 2021 SEL Panorama Survey. **Root Cause:** The Instructional Leadership Team provided limited support around identifying high leverage targeted feedback to support all Teachers.

Problem Statement 2 (Prioritized): According to our 2021-2022 average six weeks attendance rate Jean McClung Middle School for 6-8 grade students continue to remain around 88%. There is a need to focus on increasing daily and six weeks attendance average to over 94%. **Root Cause:** During the 1st six weeks and 4th six weeks the campus experienced an increase of student COVID-19 cases. Also, the attendance clerk position remained vacant for about six months. Additionally there is a need to focus on student attendance incentives every six weeks and promote celebration of students achieving growth in attendance.

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 2021-2022 school year faculty, teachers, and staff participated in a year long culturally responsive pedagogy professional learning facilitated by Region 11. Throughout the year faculty, teachers, and staff implemented culturally responsive pedagogy strategies to help support Tier 1 instruction throughout all classrooms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the SEL Panorama Survey, only 38% of students responded favorably, "When your Teachers ask how you are doing, how many of them are really interested in your answer?" This question response decreased by 13 points from Spring 2021 SEL Panorama Survey. **Root Cause:** Teachers limited opportunities with taking time to build relationships with students without take excessive amount of time away from instruction.

Problem Statement 2 (Prioritized): There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. **Root Cause:** Limited opportunities and inconsistency in implementing daily data driven instructional practices.

Priority Problem Statements

Problem Statement 1: English Language Learners are not performing at expected levels according 2021 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency.

Root Cause 1: 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 1 Areas: Demographics

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022.

Root Cause 2: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: According to our 2021-2022 average six weeks attendance rate Jean McClung Middle School for 6-8 grade students continue to remain around 88%. There is a need to focus on increasing daily and six weeks attendance average to over 94%.

Root Cause 4: During the 1st six weeks and 4th six weeks the campus experienced an increase of student COVID-19 cases. Also, the attendance clerk position remained vacant for about six months. Additionally there is a need to focus on student attendance incentives every six weeks and promote celebration of students achieving growth in attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress.

Root Cause 5: Limited opportunities and inconsistency in implementing daily data driven instructional practices.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math.

Root Cause 3: Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- 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

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

District Goals

Revised/Approved: September 9, 2022

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

Strategy's Expected Result/Impact: All Teachers become proficient or higher with implementing daily and consistent Tier 1 instruction aligned to the FWISD Instructional Framework by May 2023.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>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.</p> <p>Intended Audience: Core Content Teachers</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach</p> <p>Collaborating Departments: FWISD Reading, Math, Science, and Social Studies Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - Title I (211) - 211-61-6129-04L-070-30-510-000000-23F10 - \$3,953, - Title I (211) - 211-13-6119-04N-070-30-510-000000-23F10 - \$75,158, Title 1 Interventionist - Title I (211) - 211-11-6396-04N-070-30-510-000000-23F10 - \$23,657.57, Instructional Program - Title I (211) - 211-11-6399-04N-070-30-510-000000-23F10 - \$15,535.43, - Title I (211) - 211-11-6396-04N-070-30-510-000000-23F10 - \$4,000, - Title I (211) - 211-12-6329-04N-070-30-510-000000-23F10 - \$1,000, - Title I (211) - 211-11-6119-04N-070-30-510-000000-23F10 - \$64,196, - SCE (199 PIC 24) - 199-11-6112-001-070-24-273-000000- - \$1,000, - SCE (199 PIC 24) - 199-11-6399-001-070-24-273-000000- - \$8,000, - SCE (199 PIC 24) - 199-11-6116-001-070-24-273-000000- - \$1,727, - Parent Engagement - 211-61-6116-04L-070-30-510-000000-23F10 - \$3,591, - BEA (199 PIC 25) - 211-11-6112-0PD-070-30-510-000000-22F10 - \$1,376</p> | 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, 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>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.</p> <p>Intended Audience: Core Content Teachers</p> <p>Date(s) / Timeframe: September 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Department Chairs</p> <p>Collaborating Departments: FWISD Math, Reading, Science, Social Studies</p> <p>Delivery Method: In-person and virtual</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Strategy 3: Jean McClung Middle School will develop the capacity of ELA Teachers to implement the 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 the FWISD Literacy Framework by May 2023.

Staff Responsible for Monitoring: Principal, Assistant Principal, 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: By August 31, 2022, 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 Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Department Chairs Collaborating Departments: FWISD Math, Reading, Science, Social Studies Delivery Method: In-person and virtual | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  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 2023 all Teachers will become proficient in implementing consistently Disciplinary Literacy.

Staff Responsible for Monitoring: Principal, Assistant Principal, 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2


| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: By September 2022 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 |
| | | | | |


Date(s) / Timeframe: September 2022-October 2022


Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair


Collaborating Departments: FWISD Math, Reading, Science, Social Studies

Delivery Method: In person

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. **Root Cause:** Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Student Learning

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. **Root Cause:** Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

Perceptions

Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. **Root Cause:** Limited opportunities and inconsistency in implementing daily data driven instructional practices.

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 2023 increase the percentage of students who score at Meets or above in English 1 from 85% to 95%.

Staff Responsible for Monitoring: Principal, Assistant Principals, 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Action Step 1: By August 31, 2022, 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 Date(s) / Timeframe: August 2022-May 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair Collaborating Departments: FWISD Math, Reading, Science, Social Studies Delivery Method: In-person virtual | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. **Root Cause:** Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

Perceptions

Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. **Root Cause:** Limited opportunities and inconsistency in implementing daily data driven instructional practices.

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 2023 increase the percentage of grades 6-8 at meets or exceeds projected growth on MAP growth Mathematics from 29.7% to 65%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Department Chair, Math and Inclusion 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Demographics 3 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: By August 31st, 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.</p> <p>Intended Audience: Math Teachers, Inclusion Math Teachers</p> <p>Date(s) / Timeframe: August 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Department Chairs</p> <p>Collaborating Departments: FWISD Math, Reading, Science, Social Studies</p> <p>Delivery Method: In person</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

School Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. Root Cause: Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.</p> |
| Perceptions |
| <p>Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. Root Cause: Limited opportunities and inconsistency in implementing daily data driven instructional practices.</p> |

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, intervention and formative assessments from the Curriculum Framework.

Strategy's Expected Result/Impact: By May 2023 increase the percentage of students who score at MEETS or above in Algebra 1 from 50% to 85% and to increase African American students that is most marginalized by instruction from 1% to 40%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Department Chair, Math Teachers and Inclusion 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Demographics 3 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Action Step 1: Create common PLC period and provide professional learning for all 6-8 math Teachers on incorporating and utilizing the FWISD PLC framework (PLCF) to help build teacher's capacity by September 2, 2022. 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.</p> <p>Intended Audience: Math Teachers, ILT Date(s) / Timeframe: September 2022-May 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair Collaborating Departments: FWISD Math Department Delivery Method: In-person virtual</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Action Step 2 Details | Reviews | | | |
| <p>Action Step 2: Utilize IXL, Flocabulary, and All in Learning to help support students with tutoring and interventions.</p> <p>Intended Audience: Students Date(s) / Timeframe: September 15, 2022-May 31, 2023 Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Data Analysts, Teachers Collaborating Departments: Social Studies, Science, Math, ELA Delivery Method: via small group intervention, online support</p> <p>Funding Sources: - Title I (211) - 211-11-6399-04N-070-30-510-000000-23F10 - \$30,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. Root Cause: Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.</p> |
| Perceptions |
| <p>Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. Root Cause: Limited opportunities and inconsistency in implementing daily data driven instructional practices.</p> |

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 2023 6-8 grade students will at MEETS or above on STAAR Reading from 64% to 75%.

Staff Responsible for Monitoring: Principal, Assistant Principals, 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Intended Audience: Core Content Teachers</p> <p>Date(s) / Timeframe: September 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair</p> <p>Collaborating Departments: FWISD Math, Reading, Science, Social Studies</p> <p>Delivery Method: In person and virtual</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. Root Cause: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.</p> |
| Perceptions |
| <p>Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. Root Cause: Limited opportunities and inconsistency in implementing daily data driven instructional practices.</p> |

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 explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: By May of 2023 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% to 50%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Department Chair, Math Teachers and Inclusion 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Perceptions 2


| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: By August 31, 2022, 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 2022. Intended Audience: Math Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |


Date(s) / Timeframe: August 2022-May 2023


Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair

Collaborating Departments: FWISD Math Department

Delivery Method: In person and virtual

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. **Root Cause:** Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Perceptions

Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. **Root Cause:** Limited opportunities and inconsistency in implementing daily data driven instructional practices.

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/student/staff surveys.

Strategy's Expected Result/Impact: By May of 2023 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: School Processes & Programs 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: By September 15, 2022, 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. | Formative | | | Summative |
| | Nov | Jan | Mar | June |

Intended Audience: Students, parents, staff, and stakeholders
Date(s) / Timeframe: September 2022-May 2023
Provider / Presenter / Person Responsible: Principal, Assistant Principal, Teachers, Counselors, Interventionists, Instructional Coaches
Collaborating Departments: Family Engagement Department
Delivery Method: In-person/virtual

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: According to our 2021-2022 average six weeks attendance rate Jean McClung Middle School for 6-8 grade students continue to remain around 88%. There is a need to focus on increasing daily and six weeks attendance average to over 94%. **Root Cause:** During the 1st six weeks and 4th six weeks the campus experienced an increase of student COVID-19 cases. Also, the attendance clerk position remained vacant for about six months. Additionally there is a need to focus on student attendance incentives every six weeks and promote celebration of students achieving growth in attendance.

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 2023 decrease the number of referrals from 1,000 to 200 as well decrease the number of discipline referrals by school personnel 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 2


| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Action Step 1: By September 2022 provide professional learning for the culture component of the FWISD Instructional Framework along with a tracking system for implementation, progress, observation and feedback. Intended Audience: Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |


Date(s) / Timeframe: September 2022-May 2023


Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach Department Chairs


Collaborating Departments: FWISD Math, Reading, Science, Social Studies

Delivery Method: In-person/virtual

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. **Root Cause:** Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Student Learning

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. **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

Problem Statement 2: According to our 2021-2022 average six weeks attendance rate Jean McClung Middle School for 6-8 grade students continue to remain around 88%. There is a need to focus on increasing daily and six weeks attendance average to over 94%. **Root Cause:** During the 1st six weeks and 4th six weeks the campus experienced an increase of student COVID-19 cases. Also, the attendance clerk position remained vacant for about six months. Additionally there is a need to focus on student attendance incentives every six weeks and promote celebration of students achieving growth in attendance.

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 2023 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: By September 15, 2022, 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> <p>Intended Audience: Students, parents, staff, and stakeholders</p> <p>Date(s) / Timeframe: September 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Teachers, Counselors, Interventionists, Instructional Coaches</p> <p>Collaborating Departments: Family Engagement Department</p> <p>Delivery Method: In person/Virtual</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: According to NWEA Map's data African American students are performing significantly lower than all subgroups for Math. **Root Cause:** Inconsistencies with implementing culturally responsive pedagogy teaching practices as well as consistent acceleration of on grade level Math content.

Student Learning

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 3% observed growth for all students from Fall of 2021 to Winter of 2022. **Root Cause:** Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.

Perceptions

Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. **Root Cause:** Limited opportunities and inconsistency in implementing daily data driven instructional practices.

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 2023 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 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Problem Statements: Perceptions 2

| Action Step 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Action Step 1: By September 2022 calendar and set dates for 2022-2023 school year that includes opportunities to foster collaborative partnerships with all stakeholders to communicate data informed needs and formulate solutions for improved student outcomes.</p> <p>Intended Audience: Teachers, faculty, staff, parents, community, stakeholders</p> <p>Date(s) / Timeframe: September 2022-May 2023</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, Family Engagement Specialist, Counselors, Interventionists</p> <p>Collaborating Departments: Family Engagement Department, Counseling Department</p> <p>Delivery Method: In person, virtual</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 4 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 2: There is a need to implement daily instructional practices around data driven culture which includes tracking student data with next steps to address, student's tracking their own data and understanding what it means, as well as data walls and celebrating success of student growth and progress. Root Cause: Limited opportunities and inconsistency in implementing daily data driven instructional practices.</p> |

Campus Funding Summary

| Title I (211) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|-------------------------|---|---|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | | Data Analyst | 211-13-6119-04N-070-30-510-000000-23F10 | \$75,158.00 |
| 1 | 1 | 1 | 1 | Instructional Program | Supplies and materials for instructional use | 211-11-6399-04N-070-30-510-000000-23F10 | \$15,535.43 |
| 1 | 1 | 1 | 1 | | Title I Teacher | 211-11-6119-04N-070-30-510-000000-23F10 | \$64,196.00 |
| 1 | 1 | 1 | 1 | Title 1 Interventionist | Technology for instructional use | 211-11-6396-04N-070-30-510-000000-23F10 | \$23,657.57 |
| 1 | 1 | 1 | 1 | | Family Engagement Specialist | 211-61-6129-04L-070-30-510-000000-23F10 | \$3,953.00 |
| 1 | 1 | 1 | 1 | | Reading materials for library use | 211-12-6329-04N-070-30-510-000000-23F10 | \$1,000.00 |
| 1 | 1 | 1 | 1 | | Technology for instructional use | 211-11-6396-04N-070-30-510-000000-23F10 | \$4,000.00 |
| 2 | 2 | 1 | 2 | | Supplies and materials for instructional use | 211-11-6399-04N-070-30-510-000000-23F10 | \$30,000.00 |
| Sub-Total | | | | | | | \$217,500.00 |
| Budgeted Fund Source Amount | | | | | | | \$217,500.00 |
| +/- 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- | \$1,727.00 |
| 1 | 1 | 1 | 1 | | Supplies and materials for instructional use | 199-11-6399-001-070-24-273-000000- | \$8,000.00 |
| 1 | 1 | 1 | 1 | | Subs for supplemental instruction | 199-11-6112-001-070-24-273-000000- | \$1,000.00 |
| Sub-Total | | | | | | | \$10,727.00 |
| Budgeted Fund Source Amount | | | | | | | \$10,727.00 |

| SCE (199 PIC 24) | | | | | | | |
|------------------------------------|------------------------------|----------|-------------|------------------|-------------------------------------|---|--------------|
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| +/- Difference | | | | | | | \$0.00 |
| Parent Engagement | | | | | | | |
| District Goal | School Performance Objective | Strategy | Action Step | Resources Needed | Description | Account Code | Amount |
| 1 | 1 | 1 | 1 | | Extra Duty for parental involvement | 211-61-6116-04L-070-30-510-000000-23F10 | \$3,591.00 |
| Sub-Total | | | | | | | \$3,591.00 |
| Budgeted Fund Source Amount | | | | | | | \$3,591.00 |
| +/- 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 | | Subs for professional development | 211-11-6112-0PD-070-30-510-000000-22F10 | \$1,376.00 |
| Sub-Total | | | | | | | \$1,376.00 |
| Budgeted Fund Source Amount | | | | | | | \$1,376.00 |
| +/- Difference | | | | | | | \$0.00 |
| Grand Total Budgeted | | | | | | | \$233,194.00 |
| Grand Total Spent | | | | | | | \$233,194.00 |
| +/- Difference | | | | | | | \$0.00 |

Addendums