

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Ozuna, Barbara

**Campus Name:** 050 - Mclean MS, W.P.

**Executive Director:** Jill Balzer

## 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 2021.

**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 2021.

**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 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 93.94

Special Education: 7.7

Dual Language/ESL: 21.5

Gifted and Talented: 29.3

Career and Technology: 17.1

Percentage of at-risk students: 48.8

Percentage of English Language (EL) students: 22.6

Percentage of economically disadvantage students: 65.8

### 2020-2021 Campus Site-Based Committee

Name	Role
Cassandra Engel	Teacher
Alisha Walker	Teacher
Kristen Hunter	Teacher
Teri Houston-Martin	Teacher
Allante Lumas	Campus Non-Teacher Professional
Carlos Molina	District Level Staff
Pam Medlin	Business Representative
Pam Adair	Business Representative
Edith Dwight	Parent
Glenda Diaz	Parent
Brenda Rios	Parent
Onyinye Akujuo	Community Representative
Molly Hyry	Community Representative
Barbara Ozuna	Principal

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Mclean MS, W.P.. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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: <b>Student Achievement</b> 80	83 - B
Domain 2: <b>School Progress</b> 86	
Domain 3: <b>Closing The Gaps</b> 75	

#### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

### Campus Assurances and Certification for the 2020-2021 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

No 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. PSAT data shows that First year monitored students scored an 824 and Second Year monitored students scored an 850 on PSAT while LEP students scored a 740.	1. ESL students need more support in all academic areas. TELPAS scores need to increase to 41% of students increasing a level of proficiency or exiting.	1. Culturally responsive classrooms
	2. Pre-AP classes continue to be more diverse and reflect the general school population 35% of African American students are in advanced coursework while 20% of our Hispanic students are.	2. Ensure Equity in advanced classes by identifying students early to facilitate acceleration, putting special emphasis on teacher and parent recommendation. Use pretests, and checks for understanding to differentiate curricula and allow for acceleration.	2. Aligned instruction and aligned assessment
	3. Diverse campus with many sub groups represented. o African American 32 o Hispanic 672 o Asian 16 o American Indian/Alaska Native 2 o Two or more 14 o White 254 o Special Ed 75 o ELL 300 o ED ? Free lunch 385 ? Reduced lunch 13	3. Hand schedule our lowest achieving student groups first. This includes our 300 ELL students and our 75 Special Education students, with special attention paid to the 36 double coded LEP and SPED students and to the 288 Long Term LEP students.	3.
	4. Working on Equity in access and success in classes	4. ESL students need more support in all academic areas	4.
	5. Diversity increasing in Pre Ap	5. Smaller SPED numbers in inclusion classrooms	5. 3. continued support for cultural awareness for educators
	6. growing diversity	6. Have all students feel like McLean is their "home."	6. 4. use of innovative lesson planning and with the goal of intrinsically motivating students to succeed in coursework.
	Student Achievement	1. NWEA MAP scores in 7th grade math increased from a RIT score of 221.2 to 226.5 in a year-to-year comparison with hispanic students moving from a 216.1 to a 221.1.	1. There continues to be an 18+ mean RIT score achievement gap between white students and Hispanic students.
2. multiple sections of 5 high school-level courses offered. STAAR masters is 39% in alg, 39% in E1, 85% in bio and STAAR meets at 69% in alg, 92% in E1 and 98% in bio.		2. Achievement on STAAR needs to increase to 80% approaches, 50% meets and 27% masters. Closing the Gap measures in growth need to increase from 8 to 12.	8.
3. on-level students are demonstrating growth. In math, year over year projected performance in STAAR show a gain for each one of the lowest scoring student groups: ED, ELL, and SPED.		3. Increase student achievement in 3 lowest student groups in Reading. Scores dropped in 7th grade reading in year to year comparison by an average of 3+ percentage points.	9.
4. Students in advanced courses doing very well		4. increase student achievement in on-level courses	
5. School has multiple high school classes		5. LEP students need to be encouraged to increase their academic vocabulary so they can engage in an online learning environment	
6. diversity increasing in advanced courses		6. SPED students need to demonstrate academic growth, even in a blended or online environment	

<b>School Culture and Climate</b>	1.	Student Support team comprising of assistant principal, counselor, intervention specialist and nurse meet weekly to discuss student attendance, discipline, and grades generally and for individual students deemed at risk.	1.	SST teams focus on attendance and discipline more than grades. This year SST will focus on grades by student as well as grade trends by teachers. Weekly tracking of engagement.
	2.	Percentage of infractions by student group: 8/258 students with referrals are African American 218/258 are Hispanic, and 26/258 are white. 122 of the 258 students are 7th graders while 135 are 8th graders.	2.	40 out of our 1050 students have more than 6 infractions and are considered chronic disciplinary issues. 36 out of the 40 are hispanic, with 14 being long term LEP, 3 Special Education students, and 5 that are both LEP and SPED. 3 are african american and only one is white.
	3.	School wide systems. Clean welcoming campus with clear routines for arrival, hallways, lunch, and dismissal. Classrooms are clean and inspiring with strong routines and procedures.	3.	Protected SEL time during 4th period daily. Counselors and intervention specialist will create daily lessons on mindfulness, organization, appropriate advocacy, socialization, etc.
	4.	Push for increasing diversity	4.	Increase opportunities to build culture and relationships despite potential blended or online environment
	5.	Creation of our why statements	5.	increase respect between students and staff and among staff of different backgrounds
	6.	Push for blue zones and Safe Children	6.	Recognize students and staff in a variety of ways for a job well done, especially in a semi-virtual environment
<b>Staff Quality/ Professional Development</b>	1.	Teacher placement is strategic based on student need and teacher strength who are supported by grade and content-level lead teachers. 100% of teachers are credentialed in their teaching field.	1.	Lead teachers are long-time teachers with an average of 15 years of teaching experience, but they need training in adult learning facilitation and team dynamics to work at maximum effectiveness.
	2.	20% of teachers at McLean are currently contributing to district-level curriculum work. Average teaching experience for the school is 7.5 years. Core teachers meet in grade-level professional learning communities daily with Fridays reserved for Professional Development.	2.	Continue to support non-core teachers in targeted Professional Development opportunities since they do not have dedicated time in the school day to meet, while continuing to emphasize standard-based, student-centered professional development for core teachers during PLC time.
	3.	Campus focus on equity with monthly meetings of Equity team consisting of 6 member in order to analyze grades, discipline, demographics in advanced courses and on-level courses, and evaluating test scores by sub-groups and advise the Instructional Leadership team and the Administrative team.	3.	Staff development on culturally relevant pedagogy, grading for equity, standards-based instruction, and incorporation of student goal-setting and student choice into each unit of instruction.
	4.	many long-term teachers	4.	Technological and emotional support for teachers at all stages of their career
	5.	teachers are leaders in their fields	5.	Blended learning and student engagement support for all teachers
	6.	staff development tailored to teacher needs	6.	staff development on standards alignment and e2l

**Curriculum, Instruction, and Assessment**

1.	District scope and sequence used by school PLCs to craft instructional planning calendars aligned to state standards. District Demonstrations of Learning analyzed in data analysis PLC sessions	1.	Teachers need to do further rubric work with demonstrations of learning so that rubric standards are tightly aligned to state standards and that DOLs are evaluated at the appropriate rigor. Additionally, results from DOL analysis need to be incorporated as data points to determine interventions, and enrichment opportunities for students.
2.	Common assessment and use of electronic platforms such as go formative, quizziz, six weeks tests, unit tests used regularly. Use of warm-ups and exit tickets.	2.	Continued professional development on use of formative assessments to differentiate curriculum for enrichment and scaffolding.
3.	Continual focus, over the past three years, on personalized learning, student-centered instruction, and student choice, especially in 7th grade math and 8th grade science classes.	3.	Individualized, structured professional development for each PLC on choice boards and standards-based instruction with emphasis on leveraging highly tested TEKS for maximum growth and achievement of subpopulations, especially economically disadvantaged, ELL, and African American.
4.	Strong focus on data	4.	Increased TELPAS performance with at least 40 percent of TELPAS students advancing by one level or staying at advanced high in all categories
5.	Data analyst who regularly works within PLC	5.	PAP students need to reach Masters level while onlevel students need to reach meet levels. SPED students need to grow by at least one year, preferably 2
6.	incorporation of e2l learning model	6.	Growth measures need to increase for ELAR and Math to at least 1 for every student

**Family and Community Involvement**

1.	Quarterly parent meetings for Spanish speaking parents to teach them how to be connected via Cardinal Call, Facebook, and other media platforms.  All call-outs are done via blackboard in English and Spanish.	1.	Quarterly parent meetings are attended by approximately 9 families each time. Increase Spanish-speaking presence on social media. Upload Spanish informational videos to the website. Ensure website is updated biweekly with fresh information.
2.	Large active PTA. President and about 20% of board members are Hispanic. Bilingual weekly PTA newsletter is sent out to anyone who signs up through link in the school's website.	2.	Update website weekly with new information. Ensure everything uploaded to website is 100% English and Spanish.
3.	Minimum of once per week communication with parents in English and Spanish through electronic marquee, electronic newsletter, and blackboard parent link.	3.	Continue to help parents become familiar with electronic communication. Create initiatives that help get parents connected with the school.
4.	ongoing support for spanish speaking parents	4.	broaden parent participation rate in a variety of ways including electronic a-synchronous and synchronous meeting opportunities
5.	large, active, PTA	5.	Continue reach out to spanish speaking parents in a variety of ways
6.	regular communication through electronic newsletters and parent link	6.	Encourage parents to become familiar with electronic communication and social media platforms and SIS

**School Context and Organization**

1.	On-level class size is 21 while Pre-Ap class size is 25+ in order to support the lowest scoring sub-populations.	1.	Teachers report that the percentage of special populations in on-level classes (SPED and ELL) mean that it is difficult to push students to grade level standards.
2.	Monthly Instructional Leadership team meetings consisting of grade-level teams and department heads help craft school polices and implementation.	2.	School's motto, vision, and mission statement need to be discussed at least quarterly and need to be communicated to all stakeholders.
3.	Monthly Equity and CARE team meetings ensure that school achievement, attendance and discipline patterns are looked at with a racial equity lens.	3.	Continue addressing disparities- real and perceived- in our campus organizations, teams, and classes, specifically ensure student aides, PALS, newspaper and yearbook classes represent the school population
4.	SBDM meets regularly	4.	Emphasis on SEL during the school day and in the online environment
5.	Students who need targeted services get the services they need	5.	Regular, highly effective PLC and data meetings intended on identifying and reducing learning gaps
6.	PLC meetings daily	6.	regular opportunities to interact with peers outside the confines of the classroom through assemblies, outside playtime, and school-wide celebrations

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 050 - Mclean MS, W.P.

Principal: Ozuna, Barbara

Executive Director: Jill Balzer

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	158.53	95.19	44.12		

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 SPED	Increase data literacy to Improve instructional practices specifically focusing on priority groups	Data analyst will provide data by priority sub groups for each TEKS based common assessment created by PLC groups. (pay salary for data analyst)	Teacher(s),Data Analyst	6/18/2021	Title I	29,000		Increase growth measure in 8th grade SPED reading from 21% at one growth point to 30% at one growth point and in 8th grade math from 20% at one growth point to 25% at one growth point
2 SPED	Increase data literacy to Improve instructional practices specifically focusing on priority groups	Teachers will create daily lessons that are standards-aligned, culturally relevant, linguistically accommodating, and appropriately challenging. (Purchase electronic curriculum to help ELLs practice academic speaking and listening.)	Assistant Principal,Instructional Leadership,Teacher(s)	6/18/2021	Local (Basic Allotment)	8,000		Increase growth measure in 8th grade SPED reading from 21% at one growth point to 30% at one growth point and in 8th grade math from 20% at one growth point to 25% at one growth point
3 SPED	Increase data literacy to Improve instructional practices specifically focusing on priority groups	Formal and informal assessment data drive lesson design.(Purchase electronic programs that assist teachers in creating formative and summative assessments such as Go Formative, EdPuzzle)	Assistant Principal,Teacher(s)		Special Education	8,315		Increase growth measure in 8th grade SPED reading from 21% at one growth point to 30% at one growth point and in 8th grade math from 20% at one growth point to 25% at one growth point
4 Title I	Create professional learning strand on culturally responsive classrooms in order to increase students achievement of priority groups	Planning days at the beginning of the semester for Core and elective teachers (extra duty pay and purchase lunch)	Assistant Principal,Student Support Services	1/29/2021	Title I	2,191		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
5 Title I	Create professional learning strand on culturally responsive classrooms in order to increase students achievement of priority groups	Staff book study- all staff will read one of three books: "Culturally Responsive Teaching and the Brain", or "For White Folks who teach in the Hood", or "Grading for Equity". (purchase books and extra duty pay)	Principal,Teacher (s),Student Support Services	2/15/2021	Title I	1,500		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
6 Title I	Create professional learning strand on culturally responsive classrooms in order to increase students achievement of priority groups	Use Care and E-team members to implement practices tied to book study and model those practices to other teachers (extra duty pay for teachers engaging in application of practice)	Instructional Leadership,Teacher(s)	2/15/2021	Title I	2,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.

7	Title I	Create professional learning strand on culturally responsive classrooms in order to increase students achievement of priority groups	Create supports for 7th-8th graders to increase student achievement with focus on priority groups-ELLs, SPED, and ED. (Extra duty pay, hire consultant to support professional learning around supports for priority groups. Tutoring for struggling students)	Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Title I	5,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
8	LEP	Offer professional development to increase understanding of culturally responsive practices to improve overall school culture	support teacher learning so that they incorporate instructional strategies and culturally responsive teaching practices that authentically engage students in the learning. (pull out days or extra duty pay to allow time to work with instructional coach and to visit classrooms.)	Teacher(s),Other	6/18/2021	Local (Basic Allotment)	4,000		Increase students achievement on TELPAS from 47% to 55%.
9	LEP	Offer professional development to increase understanding of culturally responsive practices to improve overall school culture	Ensure students have opportunities to reflect on how their actions and feelings affect school culture and climate. (Hire consultants to lead presentations about respect, integrity, focus, goal setting, peer pressure, social media pressures, and drug and alcohol issues.)	Student Support Services	6/18/2021	Local (Basic Allotment)	2,000		Increase students achievement on TELPAS from 47% to 55%.
10	Title I	Improve PLC practices in order to increase student achievement (STAAR approaches, meets and masters NWEA math RIT scores, NWEA literacy RIT scores)	In PLCs, regularly se Demonstrations of learning as detailed in the district curriculum, and create standard-aligned rubrics to determine students who are ready for enrichment and which ones need extra interventions. (Use tutors to support struggling learners)	Teacher(s),Data Analyst	6/18/2021	Title I	2,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
11	Title I	Improve PLC practices in order to increase student achievement (STAAR approaches, meets and masters NWEA math RIT scores, NWEA literacy RIT scores)	extra assistance in the classroom so teachers can perfect small group instruction	Instructional Leadership,Teacher (s),Other	6/18/2021	Title I	2,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
12	Title I	Improve PLC practices in order to increase student achievement (STAAR approaches, meets and masters NWEA math RIT scores, NWEA literacy RIT scores)	Core teachers meet in daily grade-level PLCs to review data, create common assessments, and ensure lessons are based on high leverage student standards. (purchase reference materials PLCs determine they need)	Instructional Leadership,Other	12/25/2020	Title I	4,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
13	Title I	Improve PLC practices in order to increase student achievement (STAAR approaches, meets and masters NWEA math RIT scores, NWEA literacy RIT scores)	Planning takes place in regularly scheduled PLCs where standards aligned, culturally relevant, linguistically accommodating, and appropriately challenging instructional materials are used. (purchase additional instructional materials such as class novels, composition notebooks, student school supplies, art materials, paper. and any other teaching materials)	Teacher(s)		Title I	62,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
14			Double-block struggling 7th grade math students to increase numeracy.	Teacher(s)	8/24/2020	Title I	60,189	Completed	

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 2020-2021 Mission Goals Action Plan

Campus Name: 050 - Mclean MS, W.P.

Principal: Ozuna, Barbara

Executive Director: Jill Balzer

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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	36	40	EOY
	Percent of students scoring at masters grade level in Science as measured by STAAR will increase from	55	60	eoy
	Percent of students scoring at masters grade level in social studies as measured by STAAR will increase from	50	55	eoy

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Increase data literacy to improve instructional practices specifically focusing on priority groups	Create professional learning plan that will be delivered through PLC in order to develop capacity in using TEKS resource system. (resource materials, conferences, extra duty pay, sub coverage.)	Instructional Leadership, Other		Local (Basic Allotment)	3,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
2 Title I	Increase data literacy to improve instructional practices specifically focusing on priority groups	Create disaggregated data points, by subgroup, for each common assessment created. (purchase sercourse materials, research-based reading materials, outside consultant, electronic tool, sub coverage for training or learning walks)	Instructional Leadership, Other, Data Analyst		SCE	5,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
3 Title I	Increase data literacy to improve instructional practices specifically focusing on priority groups	Establish monitoring systems to ensure fidelity of implementation by developing leadership capacity of Department Chairs and/or Grade Level Leads (extra duty pay, sub coverage, conferences, other training)			Local (Basic Allotment)	4,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
4 SPED	Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement	Create professional learning plan around the creation and implementation of TEKS-based common assessments, formative assessments, pre tests, checks for understanding, and demonstrations of learning.	Instructional Leadership, Other, Data Analyst	6/18/2021	SCE	1,797		Increase growth measure in 8th grade SPED reading from 21% at one growth point to 30% at one growth point and in 8th grade math from 20% at one growth point to 25% at one growth point
5 SPED	Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement	Build teacher capacity for using differentiated instruction to ensure all students are engaged in research-based, high yield learning opportunities.	Teacher(s), Other	6/18/2021	Gifted & Talented	2,350		Increase growth measure in 8th grade SPED reading from 21% at one growth point to 30% at one growth point and in 8th grade math from 20% at one growth point to 25% at one growth point
6 Title I	Develop common formative assessments for all core courses using TEKS to create rigorous standard alignment.	Teachers assist students with goal-setting practices and support students with monitoring achievement towards those goals by assisting students self monitor their own learning in relation to learning objectives.	Teacher(s), Other		Local (Basic Allotment)	2,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.

7	Title I	Develop common formative assessments for all core courses using TEKS to create rigorous standard alignment.	In PLCs, teachers jointly create common assessments that allow for clear measure of student progress individually and by subgroup.	Instructional Leadership,Teacher (s),Other,Data Analyst		Local (Basic Allotment)	1,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.
8	Title I	Develop common formative assessments for all core courses using TEKS to create rigorous standard alignment.	In PLCs, Teachers collaboratively analyze assessment results to determine individual and campus trends as well as determining differentiation.	Instructional Leadership,Teacher (s),Other,Data Analyst		Local (Basic Allotment)	1,000		Increase student achievement in EL subgroups from 36% to 40%, and in ED from 37% to 40%.

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 050 - Mclean MS, W.P.

Principal: Ozuna, Barbara

Executive Director: Jill Balzer

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	25%	50%	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	139	100	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	25	50	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Encourage outside stakeholders to engage with the school	encourage Spanish speaking parents to be more involved in school. Regular Spanish speaking parent meetings on topics of interest such as accessing Focus, tracking attendance, understanding STAAR scores.(purchase equipment, supplies, and materials necessary to implement strategy)	Other		Title I	5,000		
2	Encourage outside stakeholders to engage with the school	Send weekly communication to families in English and Spanish via Cardinal Call. (purchase equipment, supplies, and materials necessary to implement strategy)	External Stakeholder		Title I	6,000		
3	Encourage outside stakeholders to engage with the school	Maintain McLean website to ensure updated information is available. Ensure that website is in English and Spanish. (purchase equipment, supplies, and materials necessary to implement strategy)	Other		Title I	4,000		
4	Encourage outside stakeholders to engage with the school	Hire a family communication liaison and perhaps a communication aide to outreach to outside stakeholders.	Principal,Other		Title I	35,000		
5	Encourage outside stakeholders to engage with the school	Ensure front office staff is available during registration season in August to help parents.	Principal,Other		Title I	4,000		
6	Provide social and emotional learning opportunities for students and teachers so that negative disciplinary consequences are lessened.	Positive behavioral expectations displayed through out the school. (purchase equipment, supplies, and materials necessary to implement strategy)	Assistant Principal		Local (Basic Allotment)	5,000		
7	Provide social and emotional learning opportunities for students and teachers so that negative disciplinary consequences are lessened.	Create an SEL period where teachers and students can work on SEL strategies. (purchase equipment, supplies, and materials necessary to implement strategy)	Principal		Local (Basic Allotment)	3,158		
8	Provide social and emotional learning opportunities for students and teachers so that negative disciplinary consequences are lessened.	Provide students opportunities to build respectful, positive relationships through limited use of cellphones, encouraging students to go outside.(purchase equipment, supplies, and materials necessary to implement strategy)	Assistant Principal,Teacher(s)		Bilingual	1,272		

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:
Leadership Feedback:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

