

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

**Principal:** Thomas, Tremayna

**Campus Name:** 070 - Jean Mcclung Middle School

**Executive Director:** Deborah Traylor

## 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: 48.48

Special Education: 12.3

Dual Language/ESL: 26.7

Gifted and Talented: 11.7

Career and Technology: 48.7

Percentage of at-risk students: 75.8

Percentage of English Language (EL) students: 28.4

Percentage of economically disadvantage students: 91.8

## 2020-2021 Campus Site-Based Committee

Name	Role
Tremayna Thomas	Principal
Megan Jackson	Teacher
Deandrea Busby-Williams	Parent
Steven Hogan	Teacher
Sheree Barnes	Teacher
Suzanne Ordonez	Campus Non-Teacher Professional
Lowanna Jones	District Employee Relations Council Representative
Rockhill Church Pastor	Community Representative
Donna Craddock	Business Representative
Maria Le	Teacher
Anesha Alexander	Campus Non-Teacher Professional
TBD	Campus Non-Teacher Professional
TBD	Community Representative
TBD	Teacher

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Jean Mcclung Middle School. 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> 59	59 - F
Domain 2: <b>School Progress</b> 69	
Domain 3: <b>Closing The Gaps</b> 47	

### 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	<ol style="list-style-type: none"> <li>1. Reading Campus Overall: 29% Meets African American:22% Meets Hispanic: 31% White: 80% Econ.Dis.:28% Writing Campus Overall: 28% Meets African American: 16% Meets Hispanic: 36% Meets Econ Dis: 9%</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need to focus on Domain 3 in the areas of Academic Achievement Status for both Math and Reading for all subgroups. There was only 1 subgroup that made the Academic Achievement component for Reading, EL Current and Monitored at 30%. There were two for Reading that were within 5 points, Econ Dis. 28%,and SPED at 14%, For Math only White made it at 60% .</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 Provide intensive data driven interventions to address student gaps due to the COVID-19 closure. Enrichment Programs start immediately.</li> </ol>
	<ol style="list-style-type: none"> <li>2. Math Campus Overall: 22% Meets African American: 14% Meets Hispanic: 26% Meets White: 60% Meets Econ. Dis:22% Meets</li> </ol>	<ol style="list-style-type: none"> <li>2. There was only for Reading one subgroup that met the Growth Status for Domain 3 at 67% Non-Continuously Enrolled. No subgroup for Math met the Growth Status for Domain 3</li> </ol>	<ol style="list-style-type: none"> <li>2. 2. Campus wide focus on using technology to reach the academic needs of students.</li> </ol>
	<ol style="list-style-type: none"> <li>3. Science Campus Overall: 32% Meets African American: 19% Meets Hispanic: 37% Meets White: 80% Meets Econ. Dis.: 30% Meets</li> </ol>	<ol style="list-style-type: none"> <li>3. For Domain 3 English Language Proficiency Status we were at only 6% progress rate, more than 30%</li> </ol>	<ol style="list-style-type: none"> <li>3. 3. Campus wide focus on using data from interventions to monitor student mastery of concepts.</li> </ol>
Student Achievement	<ol style="list-style-type: none"> <li>1. 7th grade Reading for Meets 19% an increase by 3 points 7th grade Writing 28% Meets an increase by 4points 8th grade Reading 26% Meets and increase by 5 points</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need to focus on Domain 3 in the areas of Academic Achievement Status for both Math and Reading for all subgroups. There was only 1 subgroup that made the Academic Achievement component for Reading, EL Current and Monitored at 30%. There were two for Reading that were within 5 points, Econ Dis. 28%,and SPED at 14%, For Math only White made it at 60% .</li> </ol>	
	<ol style="list-style-type: none"> <li>2. 7th Grade Math for Meets 15% an increase by 7 points</li> </ol>		
	<ol style="list-style-type: none"> <li>3. 8th Grade Science Meets 25% an increase by 2 points</li> </ol>	<ol style="list-style-type: none"> <li>2. There was only for Reading one subgroup that met the Growth Status for Domain 3 at 67% Non-Continuously Enrolled. No subgroup for Math met the Growth Status for Domain 3</li> </ol>	
School Culture and Climate	<ol style="list-style-type: none"> <li>1. We have established an aligned vision, mission, goals, values focused on a safe environment and high expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a need to continue to align campus practices and policies that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.</li> </ol>	
	<ol style="list-style-type: none"> <li>2. We have established behavioral expectations and management systems for students and staff.</li> </ol>		
	<ol style="list-style-type: none"> <li>3. We have established proactive and responsive student support services.</li> </ol>	<ol style="list-style-type: none"> <li>2. There is a need to establish a data system to track all discipline referrals, attendance, and interventions with actions steps to regularly review the data, identify trends, adapt accordingly with next steps.</li> </ol>	
		<ol style="list-style-type: none"> <li>3. There is a need to establish school staff meeting frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.</li> </ol>	

<b>Staff Quality/ Professional Development</b>	1.	Campus leaders have implemented targeted and personalized strategies to support and retain staff, particularly high performing staff.	1.	There is a need to develop more systems of support aligned to the virtual learning setting that will help support building capacity and growing/retaining high quality performing staff.
	2.	Campus instructional leaders have established normed tools and processes to conduct observations, capture trends, and track progress over time.	2.	There is a need to continue with improving our current normed tools and processes as we continue in the virtual learning platform.
	3.	Campus instructional leadership team has established systems to conduct follow up on observations through closing the feedback loop.	3.	There is a need to continue with improving our current normed tools and processes around observation and feedback as we continue in the virtual learning platform.
<b>Curriculum, Instruction, and Assessment</b>	1.	We have established systems to monitor lesson plans and the use of our district curriculum through the form of PLC's and establish lesson plan review and feedback protocols.	1.	There is a need continue supporting Teachers to ensure that there is evidence of curriculum alignment via lesson plans and the lesson delivery to students.
	2.	We have established assessments within our district's curriculum framework in the form of benchmarks, and MAP'S testing.	2.	There is a need to continue improving the alignment of data driven learning objectives and daily formative assessments to help drive instruction.
	3.	We have established systems to support teaching and learning related to coaching.	3.	There is a need to continue to build content knowledge for new Teachers and ensure that the delivery of the lesson is aligned to the state standards to support high quality instruction.
<b>Family and Community Involvement</b>	1.	We have established an inclusive and welcoming environment that engages all families in critical aspects of student learning.	1.	There is a need to continue practicing through our actions and modeling the expectation aligned with high campus expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.
	2.	We have multiple communication strategies with families and are integrated into teacher roles and responsibilities.	2.	There is a need to continue with improving our campus communication through the virtual learning platform.
	3.	We have systems in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way.	3.	There is a need to focus on communicating and supporting post-secondary readiness for students,
<b>School Context and Organization</b>	1.	SBDM	1.	There is a need to establish a engaging SBDM committee.
	2.	Restorative Practice	2.	There is a need to engage in a culture support with Restorative Practice. All staff will need to receive training and daily support around Restorative Practice both in person and virtual learning setting. There is also a need to establish a trained Restorative Practice Committee that will support building relationships, increasing attendances, while decreasing student discipline referrals and out of school suspensions.
	3.	Post-Secondary Committee	3.	There is a need to support our students with post secondary readiness.

# Academic Excellence Goals

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

Campus Name: 070 - Jean Mcclung Middle School

Principal: Thomas, Tremayna

Executive Director: Deborah Traylor

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)	--	--	--	44% Meets	
	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)	123.65	46.85	12.56	46% Meets	

### 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	Domain 1: 70 Strategy: There is a need to ensure we focus on increasing our composite score to a 38. In doing so we will need to ensure that we focus on students reaching Meets, for both Reading and Math. The minimum target we must meet 44% for Reading and 46% Math for Meets overall.	To ensure campus instructional leaders review disaggregated data to track and monitor the progress of all students. To ensure that Teachers use a corrective instruction action planning process both individually and in PLC's to analyze data. To ensure that Teachers are able to identify trends in student misconceptions and determine root cause as to why students may not have learned the concept and create a plan to reteach. Ensure that there is protected time for Teachers to plan built into the ma	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	10/9/2020	Title I	60,000	Below Target	Expected result is that we increase to 70 in Domain 1 by focusing on meeting minimum targets for Meets in both Reading and Math.
2 Title I	Domain 2B:70 Strategy: There is a need to ensure we have collected all parent economically disadvantaged status that will help to support and drive Domain2. There is a need to ensure that we meet the minimum growth targets for Meets, Reading all students 66% and Math 71%. We will also have a data analyst position as apart of the allocated title 1 funds	To ensure that all Teachers know each student's growth targets and support growth progress by utilizing MAP data to track and close gaps.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	10/30/2020	Title I	60,000	Below Target	Expected outcome is to increase for Domain 2B to a 70 overall through meeting the minimum target for growth in both Reading and Math.
3 LEP	Domain 3: 65 Strategy: There is a need to focus on Domain 3 in the areas of Academic Achievement Status for both Math and Reading for all subgroups. There was only 1 subgroup that made the Academic Achievement component for Reading, EL Current and Monitored at 30%. There were two for Reading that were within 5 points, Econ Dis. 28%,and SPED at 14%. For Math only White made it at 60% .There was only for Reading one subgroup that met the Growth Status for Domain 3 at 67% Non-Continuously Enrolled. No subgroup for Math met the Growth Status for Domain 3. English Language Proficiency Status we were at only 6% progress rate, more than 30% below target. We also plan to purchase supplies and materials such as technology, books, incentives, and snacks.	Identify targeted subgroups and track based on BOY MAP's where each subgroup stands regarding academic achievement, growth status, and English Language Proficiency.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	11/13/2020	Title I	7,920	Below Target	Expected outcome is to increase and meet targeted subgroups for academic achievement, growth status, student success status, and English Language Proficiency Status.

4	LEP	Focus on ELL, English Language Proficiency which will include embedded skills practice with listening, writing, speaking, and reading to show growth with Telpas at the advanced high to reach TEA target of 36.	Ensure lesson plans include skill practice for all students with listening, writing, speaking, and reading. Ensure that small group instruction is tiered and based on relevant up to date data. Ensure virtual and in-person walkthrough feedback targets action steps that will support ELL growth.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/11/2020	Bilingual	691	Tiered small group instruction with the goal to move our ELL students to high or advanced high on Telpas.
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

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

Campus Name: 070 - Jean Mcclung Middle School

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Executive Director: Deborah Traylor

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	29	46	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 SPED	Tier 1 instruction is in place with the appropriate high level of rigor to help support balanced literacy.	Ensure that all lesson plans have a spiral process and that students assessed daily to support small group instruction. Ensure that walkthrough feedback targets action steps to support SPED students. Participate in ARD's and ensure that progress monitoring is taken place so that decisions regarding the student educational goals can be made and driven by data.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst	12/18/2020	Special Education	8,159	Below Target	Ensure that Tier 1 instruction is in place for in person and virtual setting for balanced literacy aligned to the state standards at the appropriate level of rigor.
2 Title I	Data driven instruction system in place to track student weekly growth	Implement Paul Bambrick-Santoyo, Data Driven Instruction protocols during PLC's and in classroom instruction .	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	1/13/2021	Title I	60,000	Below Target	Implement data driven tracking tools and goals that students can participate in tracking their own data. Ensure that Teachers have a data driven tracking tool protocol and there is alignment across our entire campus.
3 CTE	Professional Development for Teachers that will support in person and virtual learning instruction.	Provide Teachers with best practices and professional learning around high quality instruction both in person and virtual learning setting.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	10/19/2020	Title I	40,000	On Target	Providing Teachers with tools and resources to support students in person and virtual setting that will include Tier 1 instruction.
4 Title I	Providing high quality instruction for Talented and Gifted students.	Provide best practices and strategies around serving our Talent and Gifted Students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services	10/26/2020	Gifted & Talented	676	Below Target	To support gifted and talented students ensuring that there is growth at the Meets and Masters level Domain 2A, Domain 3 regarding Math and Reading.

5	LEP	Providing high quality instruction and support to our LEP students	Seek resources such as Summit K-12 Program to help track and support Telpas.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	9/28/2020	Title I	20,000	Below Target	To support LEP, students ensuring that there is growth at the Meets and Masters level Domain 2A, Domain 3 regarding Math and Reading. Also to ensure that each meet advanced high or high for the English Language Proficiency Status.
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 070 - Jean Mcclung Middle School

Principal: Thomas, Tremayna

Executive Director: Deborah Traylor

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from	10	40	January 2021
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	70	20	January 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	90	100	February 2021

### 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	VOLY System reach out to parents via family event nights. Ensure that we have a resource center to support families with nutrition, clothing and instructional resources.	Parent Liaison recruit volunteers to help support with balanced literacy and math.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/13/2020	SCE	6,950	Below Target	Ensure we implement a Parent University to provide resources and support around balanced literacy and middle school years math.
2 Title I	Restorative Practice	Ensure that we model and make decisions aligned to campus wide Restorative Practice Plan. Ensure that we implement weekly circles for both faculty, staff, and students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	10/26/2020	Local (Basic Allotment)	28,449	Below Target	Implement Restorative Practice Strategies Campus Wide Restorative Practice Plan.
3 Title I	Establish Health and Wellness Committee	Ensure we have a planned out calendar of events to support Health and Wellness and Fitness gram.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	12/14/2020	Title I	0		We will provide campus wide health initiatives.

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:



