

Fort Worth Independent School District
070 Jean Mcclung Middle School
2024-2025 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 24% to 34% by August 2025.	13
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 12% to 22% by August 2025.	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.	25
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	30
Campus Funding Summary	34
Policies, Procedures, and Requirements	38

Comprehensive Needs Assessment

Revised/Approved: February 16, 2024

Demographics

Demographics Summary

Jean McClung Middle School opened in 2011 with an incoming enrollment of 570 students, which consists of 160th grade students, 200 7th grade students, 210 8th grade students. Our demographics regarding race include 58.5% Hispanic, 37% African American, 2.0% White, 1.6% Two or more races, 0.7% Asian, and 0.1% American Indian. Currently we are at 90.5% Economically Disadvantaged, 79.4% at risk students, and 34.8% Limited English Proficiency (LEP). Our gender demographics are a student body comprised of 47% female and 53% male. All LEP students are enrolled with a certified ESL teacher. The percentage of At-Risk students have remained around 79.4%. Students that are considered At-Risk if they have been retained or have not met standards on the STAAR assessment test. Our Special Education population is at 12%. We offer Special Education services that support a wide range of needs at Jean McClung Middle School. We have a Talent and Gifted Program that supports 12.9% of our students. We have students that participate in high school credit and Pre-Ap classes such as English 1, Algebra 1, Biology, and Career Technology Courses. Our Teacher demographics represent 33.4% African American, 9.7% White, 4% Hispanic, 1% Asian. All Teachers are encouraged to participate in professional learning annually to support the needs of our students academically. Teachers at Jean McClung Middle School are highly qualified with an FTE of 45 Teachers. 2022 we met state academic rating.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Language Learners are not performing at expected levels according 2023 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 2 (Prioritized): SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. **Root Cause:** Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Campus instructional leaders have established normed tools and processes to conduct observations, capture and track trends in order support Tier 1 instruction while building teacher capacity. Campus instructional leaders also track student performance data and teacher performance data in order to help increase overall student achievement. Instructional leadership team has implemented intervention support the a scheduled weekly tutoring. Also, Saturday School began in the Fall of 2024 and continued through Spring of 2025. Students were invitation was driven through common assessment data, MAP's, STAAR and six grade support. Attendance recovery is also supported through scheduled interventions in the form of after school tutoring and Saturday school.

Problem Statements Identifying School Processes & Programs Needs

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

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

Problem Statement 2 (Prioritized): There is a need to maximize student instructional support and progress in Enhanced Math and Structured Literacy Courses for 6th and 7th grade.

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023.

Root Cause 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 3: English Language Learners are not performing at expected levels according 2023 state accountability Domain 3 Closing the Gaps, in making progress towards achieving English language proficiency.

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments.

Root Cause 4: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School.

Root Cause 5: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Edit Associated Areas

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need for Teachers to practice the art of delivering instruction to students prior to teaching the lesson to support good first instruction.

Root Cause 6: Inconsistencies regarding maximizing PLC time to support role play, practice, and delivery of Tier 1 good first instruction.

Problem Statement 6 Areas: School Processes & Programs

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

Root Cause 7: Inconsistencies with delivery of the lesson structured designed for Enhanced Math and Structured Literacy classes.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 24% to 34% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 24% to 34% by May 2025.

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 24% to 34% by May 2025.

High Priority

HB3 Goal

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

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

Strategy's Expected Result/Impact: All Teachers will become proficient or higher with implementing daily and consistent Tier 1 instruction aligned to the FWISD Instructional Framework by May 2025.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

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

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop the capacity of 6-8 Teachers to implement Tier 1 and Tier 2 instruction through targeted professional development in TEK aligned instruction focused on grammar, word study, comprehension and writing.</p> <p>Intended Audience: Core Content Teachers</p> <p>Provider / Presenter / Person Responsible: Core Content Teachers</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD Humanities Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6119-04N-070-30-510-000000-25F10 - \$69,250, - TITLE I (211) - 211-12-6329-04N-070-30-510-000000-25F10 - \$1,000, - TITLE I (211) - 211-12-6396-04N-070-30-510-000000-25F10 - \$1,000, - SCE (199 PIC 24) - 199-11-6396-001-070-24-273-000000- - \$1,500, - SPED (199 PIC 23) - \$3,904, - BASIC (199 PIC 11) - 199-11-6397-XXX-070-11-273-000000- - \$2,000, Intervention/Tutoring Program (IXL or iReady) - SCE (199 PIC 24) - 199-11-6399-001-070-24-273-000000- - \$5,000 , Tutoring - TITLE I (211) - 211-11-6116-04N-070-30-510-000000-25F10 - \$10,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Jean McClung Middle School will improve the quality of Tier 1 instruction through PLC's in all core content 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 Coach, Teachers, and Department Chairs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Problem Statements: Student Learning 1, 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 campus created PLC agenda/minutes google form.</p> <p>Intended Audience: Core Content Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Teachers, Department Chairs</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: FWISD Math, Reading, Science, and Social Studies</p> <p>Delivery Method: In- person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers and instructional leaders will analyze data to monitor student progress and strategically plan for student growth</p> <p>Intended Audience: Classroom teachers</p> <p>Provider / Presenter / Person Responsible: Teachers ILT Members</p> <p>Date(s) / Timeframe: October-May</p> <p>Collaborating Departments: ADQ</p> <p>Delivery Method: Face to face</p> <p>Funding Sources: All in Learning - TITLE I (211) - 211-11-6399-04N-070-30-510-000000-25F10 - \$6,000, PLC Resources and supplies - TITLE I (211) - 211-11-6399-04N-070-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Strategy's Expected Result/Impact: All Teachers become proficient or higher with implementing FWISD Literacy Framework by May 2025.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

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

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

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2024, develop a system that includes cycle of observation and feedback regarding FWISD Literacy Framework with ensuring Fundamental Four is implemented daily using district approved resources. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Teachers, Department Chairs Date(s) / Timeframe: August 2024-May 2025 Collaborating Departments: FWISD Math, Reading, Science, and Social Studies Delivery Method: In-person, virtual	Formative		Summative	
	Nov	Jan	Mar	June

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 2025 all Teachers will become proficient in implementing consistently Disciplinary Literacy.

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

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

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

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: By November 2024 provide professional learning with implementing Talk Read, Talk Write and ESL strategies to improve reading abilities in Emergent Bilingual and students demonstrating reading difficulties.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Department Chair, Teachers</p> <p>Date(s) / Timeframe: November 2024-May 2025</p> <p>Collaborating Departments: FWISD Humanities & Emergent Bilingual Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Staff Development Resources - BEA (199 PIC 25) - 199-13-6329-001-070-25-273-000000 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.</p>
<p>Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023. Root Cause: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 24% to 34% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 85% to 95% by May 2025.

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 2025.

High Priority

HB3 Goal

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 2025 increase the percentage of students who score at Meets or above in English 1 from 85% to 95%.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, 2024, 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.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Teachers, and Department Chair</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD Math, Reading, Science, and Social Studies</p> <p>Delivery Method: In person/Virtual</p> <p>Funding Sources: Instructional resources - GT (199 PIC 21) - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.</p>
<p>Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023. Root Cause: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 12% to 22% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 45% to 55% by May 2025.

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 29.7% to 55% by May 2025.

High Priority

HB3 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 2025 increase the percentage of grades 6-8 meets or exceeds projected growth on MAP growth Mathematics from 29.7% to 70%.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

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

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

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: English Language Learners are not performing at expected levels according 2023 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.</p>
<p>Problem Statement 2: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. Root Cause: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.</p>
Student Learning
<p>Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.</p>
Perceptions
<p>Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Edit Associated Areas</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 12% to 22% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 50% to 65% by May 2025.

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 ___% to ___% by May 2025.

High Priority

HB3 Goal

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

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

Strategy's Expected Result/Impact: By May 2025 increase the percentage of students who score at Meets or above in Algebra 1 from 50% to 85% and increase African American students that is most marginalized by instruction from 1% to 40%.

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

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

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Create a 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 2024. 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</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coaches, Teachers, Department Chairs</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-person/virtual</p> <p>Funding Sources: Instructional Supplies - GT (199 PIC 21) - \$2,129</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize IXL, Flocabulary, Lexia, Mathia, and All in Learning to help support student with tutoring and interventions.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Dean, Teachers</p> <p>Date(s) / Timeframe: September 15, 2024-May 31, 2024</p> <p>Collaborating Departments: Social Studies, Science, Math, ELA</p> <p>Delivery Method: via small group intervention, online support</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: English Language Learners are not performing at expected levels according 2023 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.</p> <p>Problem Statement 2: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. Root Cause: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.</p>

Student Learning

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

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

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 43% to 48% by May 2025. 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 64% to 75% by May 2025.

High Priority

HB3 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/delivery, and performance data.

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

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

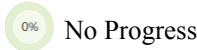
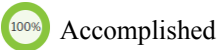
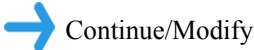

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

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

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

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 administrators 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>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Instructional Coach, Teachers, Department Chair</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: FWISD Math, Reading, Science, and Social Studies</p> <p>Delivery Method: In-person/Virtual</p> <p>Funding Sources: Sub for PD - TITLE I (211) - 211-11-6112-0PD-070-30-510-000000-25F10 - \$5,000, - BASIC (199 PIC 11) - 199-11-6399-XXX-070-11-273-000000- - \$5,384</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Empty review cells			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: English Language Learners are not performing at expected levels according 2023 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.</p>
<p>Problem Statement 2: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. Root Cause: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.</p>
Student Learning
<p>Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.</p>
<p>Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023. Root Cause: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.</p>
Perceptions
<p>Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Edit Associated Areas</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 12% to 22% by May 2025. 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 39% by May 2025.

High Priority

HB3 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 2025 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 most marginalized by instruction on our campus from 29% to 50%.

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

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

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

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: By August 31, 2024, develop a system/cycle of observations and feedback of math instruction aligned to Carnegie Curriculum, FWISD Instructional Framework, and Math Framework and share with staff by mid-September 2024</p> <p>Intended Audience: Math and Inclusion Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Math and Inclusion Teachers, Instructional Coach, and Department Chair</p> <p>Date(s) / Timeframe: August 2024-May 2025</p> <p>Collaborating Departments: FWISD Math Department</p> <p>Delivery Method: In-Person and virtual</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-070-11-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Students will explore careers and college options aligned to their interests and state standards.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers, Counselors</p> <p>Date(s) / Timeframe: Oct-May 2025</p> <p>Collaborating Departments: Counseling</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Guest Speakers - CTE (199 PIC 22) - \$2,521</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: English Language Learners are not performing at expected levels according 2023 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.</p> <p>Problem Statement 2: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. Root Cause: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.</p>

Student Learning

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

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

Perceptions

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

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 34% to 24% by May 2025.

Decrease 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 19% by May 2025.

High Priority

HB3 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

Strategy's Expected Result/Impact: By May of 2025 decrease the number and percentage of students who have excessive absences (1 or more course below 90% attendance) from 34% to 24%.

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

Title I:

4.1, 4.2





- TEA Priorities:

Improve low-performing schools

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

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: By September 15, 2024, 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>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Teachers, Counselors, Interventionists, Instructional Coach</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Family Engagement Department</p> <p>Delivery Method: In-person/virtual</p> <p>Funding Sources: Security for Games and Student life events - UNDISTRIBUTED (199 PIC 99) - 199-52-6117-XXX-070-99-273-000000- - \$1,000, - UNDISTRIBUTED (199 PIC 99) - 199-61-6299-XXX-070-99-273-000000- - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

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

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: 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 60% to 10% by May 2025.

High Priority

HB3 Goal

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

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

Strategy's Expected Result/Impact: By May 2025 decrease the number of out of school suspensions for African American students from 60% to 30%.

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

Title I:

2.4, 2.5, 2.6, 4.1

- TEA Priorities:





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

- ESF Levers:

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

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

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

Action Step 1 Details	Reviews			
<p>Action Step 1: Counselor, Family Engagement Specialist will implement schoolwide incentive program and award ceremonies rewarding students with increased academic and attendance.</p> <p>Intended Audience: Students, parents, staff, and stakeholders.</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal, Teachers, Counselors, Interventionist</p> <p>Date(s) / Timeframe: September 2024-May 2025</p> <p>Collaborating Departments: Family Engagement Department and Psych Services</p> <p>Delivery Method: In-person/virtual</p> <p>Funding Sources: General Supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-070-11-273-000000- - \$1,000, Field Trips - TITLE I (211) - 211-11-6412-04N-070-30-510-000000-25F10 - \$4,000, Snacks as incentive for student and parents - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-070-30-510-000000-25F10 - \$2,000, Materials for Family Engagement - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-070-30-510-000000-25F10 - \$1,072</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: English Language Learners are not performing at expected levels according 2023 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.</p>
<p>Problem Statement 2: SPED students at McClung Middle School are not performing at expected levels according Fall 2023 and Spring 2023 STAAR Interim Assessments. Root Cause: Teachers need professional development in differentiating instruction for all learners and consistent exposure to grade level content for SPED students as well as teaching to the standards.</p>
Student Learning
<p>Problem Statement 1: According to the Student Growth Summary Report for Math MOY 6th, 7th, and 8th and Fall 2022 and Spring 2023 STAAR Interim Benchmarks, there is a need to focus on standard alignment and Tier 1 instructional delivery in all Math classes. Root Cause: Teacher limited knowledge on standard alignment regarding Math content and delivering daily Tier 1 instruction.</p>
<p>Problem Statement 2: According to the Student Growth Summary Report for Reading MOY 6th, 7th and 8th grade less than 2% observed growth for all students from Fall of 2022 to Winter of 2023. Root Cause: Inconsistencies with providing daily accelerated Reading grade level content. Limited opportunities provided to students with disciplinary literacy across all contents.</p>
Perceptions
<p>Problem Statement 1: There is a need to reduce out of school suspensions and referrals here at Jean McClung Middle School. Root Cause: Inconsistency around implementing Restorative Practice Program and culturally responsive strategies. Edit Associated Areas</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Reading materials for library use	211-12-6329-04N-070-30-510-000000-25F10	\$1,000.00
1	1	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-070-30-510-000000-25F10	\$10,000.00
1	1	1	1		Technology for librarian	211-12-6396-04N-070-30-510-000000-25F10	\$1,000.00
1	1	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04N-070-30-510-000000-25F10	\$69,250.00
1	1	2	2	PLC Resources and supplies	Supplies and materials for instructional use	211-11-6399-04N-070-30-510-000000-25F10	\$1,000.00
1	1	2	2	All in Learning	Supplies and materials for instructional use	211-11-6399-04N-070-30-510-000000-25F10	\$6,000.00
3	1	1	1	Sub for PD	Subs for professional development	211-11-6112-0PD-070-30-510-000000-25F10	\$5,000.00
4	2	1	1	Field Trips	Transportation costs for students	211-11-6412-04N-070-30-510-000000-25F10	\$4,000.00
Sub-Total							\$97,250.00
Budgeted Fund Source Amount							\$108,134.40
+/- Difference							\$10,884.40
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Materials for Family Engagement	Supplies and materials for parental involvement	211-61-6399-04L-070-30-510-000000-25F10	\$1,072.00
4	2	1	1	Snacks as incentive for student and parents	Snacks for parents to promote participation	211-61-6499-04L-070-30-510-000000-25F10	\$2,000.00
Sub-Total							\$3,072.00
Budgeted Fund Source Amount							\$3,072.00
+/- Difference							\$0.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		INSTRUCTION BAND INSTR < \$5000	199-11-6397-XXX-070-11-273-000000-	\$2,000.00
3	1	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-070-11-273-000000-	\$5,384.00
3	2	1	1		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-070-11-273-000000-	\$5,000.00
4	2	1	1	General Supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-070-11-273-000000-	\$1,000.00
Sub-Total							\$13,384.00
Budgeted Fund Source Amount							\$13,384.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Instructional resources	GENERAL SUPPLIES		\$2,000.00
2	2	1	1	Instructional Supplies	GENERAL SUPPLIES		\$2,129.00
Sub-Total							\$4,129.00
Budgeted Fund Source Amount							\$4,129.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Guest Speakers	MISC CONTRACTED SERVICES		\$2,521.00
Sub-Total							\$2,521.00
Budgeted Fund Source Amount							\$2,521.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		OTHER READING MATERIALS		\$3,904.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$3,904.00
Budgeted Fund Source Amount							\$8,904.00
+/- Difference							\$5,000.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Intervention/Tutoring Program (IXL or iReady)	Supplies and materials for instructional use	199-11-6399-001-070-24-273-000000-	\$5,000.00
1	1	1	1		Technology for instructional use	199-11-6396-001-070-24-273-000000-	\$1,500.00
Sub-Total							\$6,500.00
Budgeted Fund Source Amount							\$9,040.00
+/- Difference							\$2,540.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	4	1	Staff Development Resources	Reading materials - professional development	199-13-6329-001-070-25-273-000000	\$2,000.00
Sub-Total							\$2,000.00
Budgeted Fund Source Amount							\$2,000.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Security for Games and Student life events	SECURITY AND MONITORING TEMP/ HOURLY - PROFESSIONAL	199-52-6117-XXX-070-99-273-000000-	\$1,000.00
4	1	1	1		COMMUNITY SERVICES MISC CONTRACTED SERVICES	199-61-6299-XXX-070-99-273-000000-	\$2,000.00
Sub-Total							\$3,000.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Budgeted Fund Source Amount	\$13,384.00
						+/- Difference	\$10,384.00
						Grand Total Budgeted	\$164,568.40
						Grand Total Spent	\$135,760.00
						+/- Difference	\$28,808.40

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024