

Fort Worth Independent School District
050 McLean Middle School
2024-2025 Campus Improvement Plan



Mission Statement

You Matter @McLean

Vision

McLean is a caring community that strives for excellence where every student will be supported academically, emotionally, and socially to become a lifelong learner

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Comprehensive Needs Assessment

Revised/Approved: March 26, 2024

Demographics

Demographics Summary

McLean Middle School has a storied history within Fort Worth ISD. Many important "Fort Worthians" have walked the halls of the school, including astronaut Alan Bean. The current location of the school opened in 1954 in what was, at the time, the outskirts of the city. Before moving to its current location, McLean was known as Forest Park Junior High and located at the corner of Forest Park BLVD and Berry Street where Paschal High School is currently located. McLean is located very close to TCU and benefits from this locations in many ways including the close partnership with the school of education and the opportunity to attract many good potential teaching candidates. McLean has a large attendance zone that reaches from I-30 in the north to Seminary Dr. in the south. This large attendance zone means the school is home to a very diverse population of students both economically and ethnically. Currently, McLean Middle school contains 7th and 8th grade students only. The sixth grade center is located down the block and has been a separate school since 2001. Although McLean has an enrollment of approximately 800 students, all of whom feed from five elementary schools: Alice D. Contreras, Westcliff, George C. Clark, Tanglewood, Overton Park, and Lily B. Clayton. All of the students feed into Paschal High School.

Of the approximately 800 students currently enrolled, 28 percent qualify for Gifted and Talented services, 28 percent are considered English Language learners, and 11 percent are eligible for Special Education services. Approximately 59 percent of our students are of Hispanic origin while 32% are white and 5% are African American. 58% of the school's population qualifies for free or reduced lunch. Our attendance rate is slowly creeping back up from a low in the high 80 % to it's current 95 percent after much emphasis on the importance of attendance.

McLean Middle school is fortunate to have many high quality, veteran teachers who form the backbone of the core departments. As we have hired new teachers, the demographic representation of the teaching and administrative pool has begun to be more diverse. The turn-over rate at McLean Middle school has changed from about 35% a few years ago to 12% currently.

Demographics Strengths

The diversity found at McLean is a huge strength. With many languages and religions, McLean truly feels like a microcosm of Texas and the United States. Relatively speaking, McLean students of all ethnicities and socioeconomic backgrounds outperform their peers from other FWISD schools. Whether at UIL academic events, on the athletic field, in the performing or the visual arts, McLean students shine. Growing diversity in our teaching staff means that students can find role models in the people that surround them on a daily basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In January 2024, benchmark reading proficiency data projected 17 percent of emergent bilingual students would not meet standard in reading on

the 2024 STAAR test. **Root Cause:** ELL students need to continue receiving targeted instructional support in reading skills practice

Problem Statement 2 (Prioritized): In February 2024, 12 percent of McLean students had less than 90% attendance. **Root Cause:** Continue to educate the community about the impact of attendance on student achievement with fall and spring meetings

Student Learning

Student Learning Summary

The 23-24 school year proved we are getting back to school as normal. Because of this, we have been able to focus on growing our kids, but especially our Emerging Bilingual students with the aim of closing the gap between our EB students and our general population. Current NWEA MAP data indicates that this gap is narrowing, at least when it comes to growth. Students have built their stamina back up and are now able to focus on longer assignments and for longer stretches of time. We are working on filling learning gaps, which are most prevalent in math. This has meant that growth in math is faster than growth in reading, but the achievement rate in reading is higher, overall, and dropped less, than did the achievement rate in math. Semester grades continue to indicate that some of our most at-risk students are not achieving as well in the classroom as they need to be in order to keep pace with their more advanced peers, but double blocking 7th grade math and reading continues to help raise the achievement levels. There are currently about 150 students slated to attend summer school due to lagging attendance, failing grades, or both.

Students who tested one or two standard deviations below grade level were double-blocked into their 7th grade math class and in their 7th grade reading class. This double blocking allows them to get more time in critical core subjects. Data in Lexia shows that students who are double-blocked in literacy are making gains in their reading ability.

Math and reading teachers are cohorted into grade-level Professional Learning Communities to work on looking at student work and student progress from dependent learning to independent learning. Our school focus continue to evolve, but basically tackle how to put the onus of the work on students. We have been and will continue to focus on regular checks for understanding, student discourse (habits of discussion/talk read talk write), content as well as language objectives posted, TEKS tagged assessments (summative and formative) with a focus on readiness standards and reteaching.

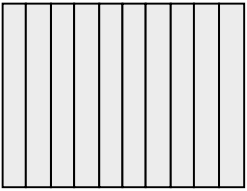
Student Learning Strengths

Math through the first semester:

Did Not Meet: 13.8%
Regressed: 13.2%
Maintained: 44.7%
Grew: 26.2%

After MOY MAP at the beginning of second semester:

Did Not Meet: 11.2%
Regressed: 9.7%
Maintained: 48.9%
Grew: 30.3%

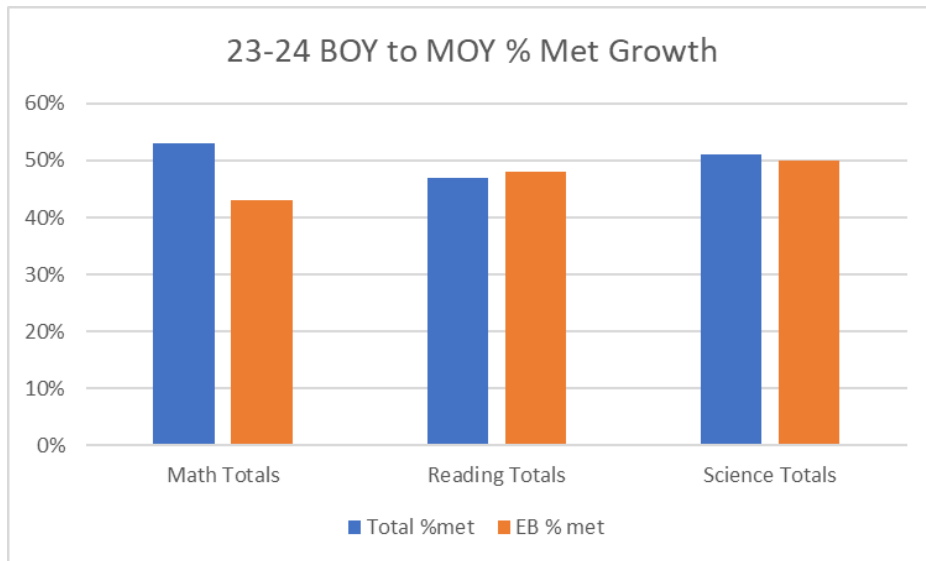


Reading after 1st semester:

Did Not Meet: 13.1%
 Regressed: 13.1%
 Maintained: 46.3%
 Grew: 25.2%

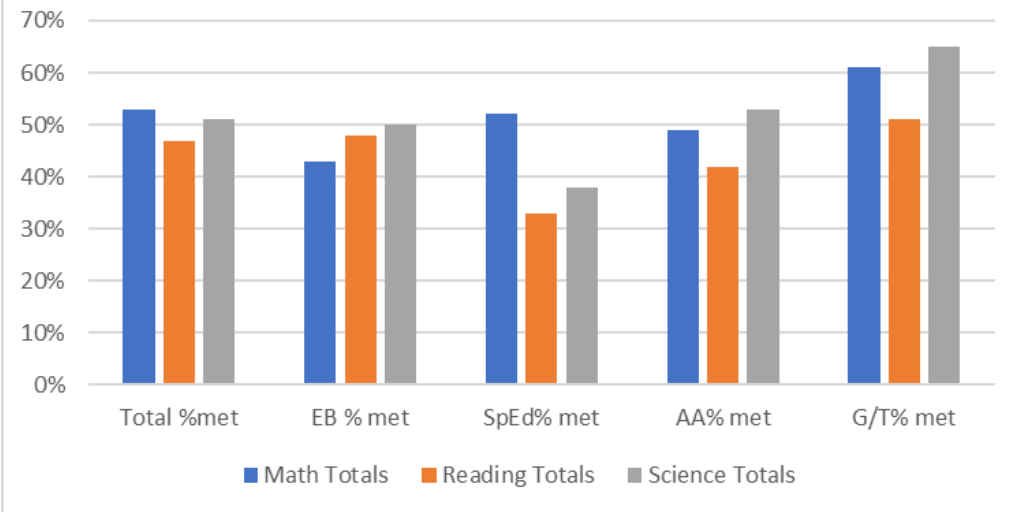
After MOY MAP and Spring Interim:

Did Not Meet: 10.1%
 Regressed: 5.6%
 Maintained: 44.2%
 Grew: 40.1%



EBs are closing the gap on meeting their growth measure in MOY MAP

23-24 BOY to MOY % Met Growth



Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): as of February 2024, 30% of emergent bilingual students were predicted not to meet standard in math. **Root Cause:** Quality PD to support EB students in maximizing growth and accelerating learning.

Problem Statement 2 (Prioritized): As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test. **Root Cause:** Instruction should be 60% student centered.

Problem Statement 3 (Prioritized): Math proficiency continues to be lower in our Hispanic, African American and Special Education students. **Root Cause:** At risk students need personalized learning, differentiation, and small group instruction to maximize their learning, including additional teachers to reduce the numbers of students per class.

School Processes & Programs

School Processes & Programs Summary

McLean Middle School services students in grades 7 and 8 and has met all standards as set by the Texas Education Agency receiving a B rating on the last Accountability School Report Card.

The administrative team is composed of the principal and two assistant principals. Our leadership team adds our instructional coach as well as data analyst, department chairs, grade level leads and counselors. Our math and ELAR teachers are arranged into professional learning communities that allow them to plan and adjust accordingly to meet the needs of our diverse learners in academics. The campus utilizes Site Based Decision Making as a means of involving all stakeholders in the decision making process. All members of the staff and leadership teams are long-time professionals who have had time to get to know the community.

McLean has many longtime teachers who are strongly invested in the community. We have at many teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community.

McLean has used Professional Learning Communities to help core teachers-English, Math, Science, and Social studies- spend time analyzing various aspects of student work. This focus on student, rather than teacher actions, is critical to working on closing that achievement gap. This initiative is led by McLean's instructional coach. Other initiatives that are being worked on in PLCs are differentiation and individual student feedback. Although science and social studies teachers do not have a dedicated PLC period, setting up common planning periods allows them to spend one day every other week looking at student work.

All departments work on common formative and summative student assessments. We will continue to work on TELPAS listening, speaking, reading, and writing skills across all content areas. Further, in order to foster a culture of reading, students are encouraged to carry a book with them at all times. This is fostered by the ELAR teachers and the school librarian, who work together bi-weekly to ensure students have time to go to the library and check out books.

In order to give students a sense of belonging, which research has shown is critical to student success in the middle years, McLean has implemented a special interest program which meets weekly on Wednesdays. Students are connected with teachers through an interest inventory. up to 30 students and two teachers spend 20 minutes weekly on their passion. The hope is that not only will students connect with teachers they like, but also find friends amongst peers that have like interests.

Additionally, there are many extra-curricular activities that students can participate in. These include academic UIL and math competitions, Whiz Quiz, various sports such as cheer, track, cross country, basketball, volleyball, football, and soccer. McLean also has strong fine arts programs with musical groups earning sweepstakes in their competitions. Theater has grown over the years and is known as a power house. Visual arts regularly enters students into the VASE competition where they earn high marks.

School Processes & Programs Strengths

There are many strengths to McLean's processes and programs. The most important one is that we focus strongly on the whole child. This means we take a student's academic, athletic, social and emotional well-being into consideration and work tirelessly to push each student to be his or her best self. It is for this reason that "you matter at McLean" is our motto.

Additionally, we have a rather low staff and faculty turn over. This is so important to maintaining the top-flight culture of excellence that McLean stands for. McLean has many longtime teachers who are strongly invested in the community. We have at least 10 teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community.

Most importantly, the administration, faculty, and staff of McLean believe in innovation and action research. This means that we try new things in a beta testing format with a small number of students or classes. If the innovation seems promising, we then move it to scale. Examples of such initiatives begun in the 22-23 school year include Cardinal Time where

we pushed whole group TELPAS instruction, new STAAR question practice, etc. We also started our interest advisory period on Wednesdays. We implemented Drop Everything and Read Mondays and have systematically promoted a culture of reading. We also implemented the systematic prioritization of disciplinary literacy with the use of language objectives in all classes so that teachers began to consider deliberate opportunities for students to speak, read, and write about different subjects. These innovations, combined with the school wide use of the ACE (answer the prompt, cite evidence, explain your answer) writing strategy implemented during the 21-22 school year, students and teachers have had numerous opportunities to work on critical literacy skills. During the 23-24 school year, we will begin working on ways to incorporate numeracy across the curriculum.

In conclusion, we believe in high academic and behavioral standards for our students, but provide numerous opportunities for students to practice their skills and to grow intellectually, behaviorally, socially and emotionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although McLean's PSAT scores are higher than the district, state or nation's, there is a large gap in college readiness between our white students who are 84% college ready and our Hispanic students who are only at 36% college ready. **Root Cause:** Professional development needs to continue to focus on differentiation and creating independent learners.

Problem Statement 2 (Prioritized): Achievement in math continues to be lagging achievement in reading, and although the learning gap is shrinking, it is still there. **Root Cause:** Protected time for students to practice literacy and numeracy outside of reading and math class must continue.

Perceptions

Perceptions Summary

The culture at McLean Middle School is best summed up by our vision: You Matter At McLean. All students are looked at as individuals with their own unique strengths and needs. In order to ensure students feel connected to the school, we have implemented an advisory program during the school day that allows students to get connected with adults and peers that share their interests. The library opens before school to give students a place to go. The cafeteria is also open for breakfast before school. Students have many tutoring opportunities, as well as before school sectionals, athletic practice, and other activities to keep them busy. Campus security gets opens the door to the school at 8:00 or earlier. The goal is to give students various opportunities to come to school early in the morning and get involved in the school in ways other than just athletics, fine arts, or tutoring. a program such as a spirit committee or a trend setters group is the vision for this new before-school program. We will, of course, continue before school High Impact Tutoring as well as opportunities for attendance recovery. Band and athletics also have early morning practices that give students opportunities to be involved in an organized activity before school.

Families who have chosen McLean for their student have a positive feeling of McLean. There are many opportunities for parents and community members to volunteer in the school, including PTA, booster organizations, SBDM, Friday Fun days, school dances, and the color blast fundraiser. Each six weeks, students who made the A and B honor rolls are recognized, another event for which parent volunteers are needed. We have business mentors and community speakers who donate their time to our students.

McLean has a vibrant athletics, performing arts, and visual arts programs who regularly place first in the district. Many students- as many as 450 in total- participate in these programs. Additionally, academic UIL, math competitions, and whiz quiz connects another 50 students. Advisory on Wednesdays allows all students to be connected, through their interests, to the school.

Parent programs are facilitated by our parent engagement specialist, Leticia Rodriguez Sheppard. She holds monthly attendance meetings where she explains the importance of regular attendance to students and parents. She also engages our dads through the All Pro Dads group that meets monthly on the second Tuesday. Ms. Sheppard has a relationship with the North Texas food bank that brings food on a monthly basis for families and helps fill the snack closet for students. All of McLean's meetings are completely bilingual, with headphones and a live translator allowing for real-time translation into Spanish.

PTA publishes a weekly newsletter, the Cardinal Call, that goes out to all families, in English and Spanish, on a weekly basis via an e-mail distribution list. Our school website and marquee are kept up to date with upcoming events as well as contact information for front office staff as well as teachers. Blackboard parent link as well as Focus allow for easy two-way communication with parents in both English and Spanish.

Perceptions Strengths

Families who have chosen McLean for their student have a positive feeling of McLean. There are many opportunities for parents and community members to volunteer in the school, including PTA, booster organizations, SBDM, Friday Fun days, school dances, and the color blast fundraiser. Each six weeks, students who made the A and B honor rolls are recognized, another event for which parent volunteers are needed. We have business mentors and community speakers who donate their time to our students.

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There are many fun activities for students throughout the year including Friday fun days, pep rallies, spring and fall dances, field trips, academic and athletic competitions.

There are strong parent-school partnerships such as PTA, boosters, all-pro dads, that promote positive communications between parents and McLean Middle School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not **Root Cause:** All students need a variety of opportunities to connect with the school and each other both during the school day and outside it.

Problem Statement 2: McLean is a diverse campus with over 60% considered low SES, 188 Long Term LEP students and 88 SPED students. **Root Cause:** Although McLean is lucky to have support from many organizations and parents, we represent the diversity that is Fort Worth.

Priority Problem Statements

Problem Statement 1: In January 2024, benchmark reading proficiency data projected 17 percent of emergent bilingual students would not meet standard in reading on the 2024 STAAR test.

Root Cause 1: ELL students need to continue receiving targeted instructional support in reading skills practice

Problem Statement 1 Areas: Demographics

Problem Statement 2: In February 2024, 12 percent of McLean students had less than 90% attendance.

Root Cause 2: Continue to educate the community about the impact of attendance on student achievement with fall and spring meetings

Problem Statement 2 Areas: Demographics

Problem Statement 3: as of February 2024, 30% of emergent bilingual students were predicted not to meet standard in math.

Root Cause 3: Quality PD to support EB students in maximizing growth and accelerating learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test.

Root Cause 4: Instruction should be 60% student centered.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math proficiency continues to be lower in our Hispanic, African American and Special Education students.

Root Cause 5: At risk students need personalized learning, differentiation, and small group instruction to maximize their learning, including additional teachers to reduce the numbers of students per class.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Although McLean's PSAT scores are higher than the district, state or nation's, there is a large gap in college readiness between our white students who are 84% college ready and our Hispanic students who are only at 36% college ready.

Root Cause 6: Professional development needs to continue to focus on differentiation and creating independent learners.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Achievement in math continues to be lagging achievement in reading, and although the learning gap is shrinking, it is still there.

Root Cause 7: Protected time for students to practice literacy and numeracy outside of reading and math class must continue.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not

Root Cause 8: All students need a variety of opportunities to connect with the school and each other both during the school day and outside it.

Problem Statement 8 Areas: Perceptions

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Goals

Revised/Approved: June 3, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% 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 47% to 52% by May 2025.

Increase the percentage of EB students from 53% to 55% by May 2025.

Evaluation Data Sources: MAP NWEA

Strategy 1: Continue to improve the quality and alignment of Tier 1 instruction for all students, with a specific EB focus, through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Continued attempt to reach our most struggling students so that they will meet or exceed MAP growth projections.

Staff Responsible for Monitoring: Instructional Coach and Dean of Instruction

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Systematically gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs through the use of ongoing, TEKS-based common assessments</p> <p>Intended Audience: ELAR Teachers</p> <p>Provider / Presenter / Person Responsible: instructional coach, dean of instruction, administrator overseeing department</p> <p>Date(s) / Timeframe: Weekly, through PLCs</p> <p>Collaborating Departments: math</p> <p>Delivery Method: Collaborative Decision Making to create and analyze Common Formative assessments</p> <p>Funding Sources: instructional materials, instructional technology- IE edpuzzle, E-hall, etc. - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-050-99-273-000000- - \$10,499, Subs for professional development - BASIC (199 PIC 11) - 199-11-6112-XXX-050-11-273-000000- - \$4,500, Subs for professional development - TITLE I (211) - 211-11-6112-OPD-050-30-510-000000-25F10 - \$11,464, extra duty for tutoring and attendance recovery - TITLE I (211) - 211-11-6116-04N-050-30-510-000000-25F10 - \$11,464</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Explicitly work with our most struggling students by using explicit teaching strategies designed for EB students and intended to move them from dependent learners to independent learners.</p> <p>Intended Audience: Teachers and students</p> <p>Provider / Presenter / Person Responsible: Campus Instructional Coach and out of district consultant</p> <p>Date(s) / Timeframe: Beginning of the year in-service.</p> <p>Collaborating Departments: All departments at McLean MS</p> <p>Delivery Method: face to face as well as online modules.</p> <p>Funding Sources: Contracted services - UNDISTRIBUTED (199 PIC 99) - 199-36-6299-XXX-050-99-273-000000- - \$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>				

Strategy 2: Make explicit relationships with our EB students through programs such as extra-curricular activities, small group instruction, and All Pro Dads to help them feel valued and connected to our campus.

Strategy's Expected Result/Impact: Personal connections to help perspective of wanting to be at school and achieve.

Staff Responsible for Monitoring: Dean of Instruction, Instructional Coach, and Parent Engagement Specialist

Title I:

2.6, 4.2





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Focus Cardinal Time on making explicit connections and building relationships with our EB population.</p> <p>Intended Audience: faculty and students</p> <p>Provider / Presenter / Person Responsible: Instructional coach, dean of instruction, administrators</p> <p>Date(s) / Timeframe: Every day</p> <p>Collaborating Departments: Whole School</p> <p>Delivery Method: Face-to-face</p> <p>Funding Sources: general supplies including art, activities, books, crafts, maker space, legos, etc. - GT (199 PIC 21) - \$4,193</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Continue community participation and education through programs such as attendance matters and all pro dads.</p> <p>Intended Audience: parents and students</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: Monthly during the school year.</p> <p>Delivery Method: face to face</p> <p>Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-050-30-510-000000-25F10 - \$45,000, snacks, drinks for FE meetings - TITLE I (211) - 211-61-6499-04L-050-30-510-000000-25F10 - \$2,600, stamps for mailing information to parents,paper,toner,supplies - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-050-30-510-000000-25F10 - \$3,040</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: Use the "extra" 15 minutes during 4th period as "Cardinal Time", where all students will explicitly work on reading, writing, and speaking skills.

Strategy's Expected Result/Impact: All students will gain proficiency and confidence with disciplinary literacy transfer from reading to writing to speaking as an iterative process.

Staff Responsible for Monitoring: Instructional Coach, Dean of instruction, and Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Use released TELPAS and STAAR writing and speaking prompts and Drop Everything and Read (DEAR) weekly during "Cardinal Time".</p> <p>Intended Audience: All students, with a specific focus on our EB students.</p> <p>Provider / Presenter / Person Responsible: All Faculty; Instructional Coach</p> <p>Date(s) / Timeframe: 15 minutes of time in between the lunches throughout the school year</p> <p>Collaborating Departments: all</p> <p>Delivery Method: face to face and digitally through Canvas</p> <p>Funding Sources: general supplies, including electronic programs such as go formative - CTE (199 PIC 22) - \$5,412, over time for aides to ensure communication with parents and safety of students - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-050-99-273-000000- - \$400, overtime for security to ensure safety of students and parents - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-050-99-273-000000- - \$500, tables for testing - UNDISTRIBUTED (199 PIC 99) - 199-36-6267-XXX-050-99-273-000000- - \$2,920</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In January 2024, benchmark reading proficiency data projected 17 percent of emergent bilingual students would not meet standard in reading on the 2024 STAAR test. Root Cause: ELL students need to continue receiving targeted instructional support in reading skills practice</p>
<p>Problem Statement 2: In February 2024, 12 percent of McLean students had less than 90% attendance. Root Cause: Continue to educate the community about the impact of attendance on student achievement with fall and spring meetings</p>
Student Learning
<p>Problem Statement 1: as of February 2024, 30% of emergent bilingual students were predicted not to meet standard in math. Root Cause: Quality PD to support EB students in maximizing growth and accelerating learning.</p>

Student Learning

Problem Statement 2: As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test. **Root Cause:** Instruction should be 60% student centered.

School Processes & Programs

Problem Statement 1: Although McLean's PSAT scores are higher than the district, state or nation's, there is a large gap in college readiness between our white students who are 84% college ready and our Hispanic students who are only at 36% college ready. **Root Cause:** Professional development needs to continue to focus on differentiation and creating independent learners.

Problem Statement 2: Achievement in math continues to be lagging achievement in reading, and although the learning gap is shrinking, it is still there. **Root Cause:** Protected time for students to practice literacy and numeracy outside of reading and math class must continue.

Perceptions

Problem Statement 1: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not **Root Cause:** All students need a variety of opportunities to connect with the school and each other both during the school day and outside it.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 95% to 97% by May 2025. Including all sub-populations

Evaluation Data Sources: STAAR EOC

Strategy 1: Develop the quality of Tier 1 instruction through PLCs in ELAR to include culturally responsive and linguistically accommodating instruction as noted in the FWISD instructional framework with standards aligned/delivery and performance data.

Strategy's Expected Result/Impact: Increase in our STAAR growth measures

Staff Responsible for Monitoring: Instructional Coach, Dean of instruction, and Administrators, teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Systematically gather input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs through the use of ongoing, TEKS-based common assessments and instructional strategies such as creating arguments (CERCA), choice boards, and anchor charts.</p> <p>Intended Audience: ELAR teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Dean of instruction, and Administrators.</p> <p>Date(s) / Timeframe: Daily/ weekly through PLC Cycle</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: collaboration and discussion</p> <p>Funding Sources: extra duty pay for working with struggling students identified in PLC process - UNDISTRIBUTED (199 PIC 99) - 199-36-6116-XXX-050-99-273-000000- - \$2,500, books for professional learning in PLC - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-050-99-273-000000- - \$200</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: In January 2024, benchmark reading proficiency data projected 17 percent of emergent bilingual students would not meet standard in reading on the 2024 STAAR test. **Root Cause:** ELL students need to continue receiving targeted instructional support in reading skills practice

Student Learning

Problem Statement 3: Math proficiency continues to be lower in our Hispanic, African American and Special Education students. **Root Cause:** At risk students need personalized learning, differentiation, and small group instruction to maximize their learning, including additional teachers to reduce the numbers of students per class.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 7-8 students who meet or exceed projected growth on MAP Growth Mathematics from 47% to 50% by May 2025.

Increase the percentage of EB students from 45% to 50% by May 2025.

Evaluation Data Sources: NWEA MAP growth

Strategy 1: Continue to improve the quality and alignment of Tier 1 instruction for all students, with a specific EB focus, through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase in MAP Growth percentages.

Staff Responsible for Monitoring: Instructional Coach, Dean of Instruction, and Administrators, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement aggressive monitoring of students while they are working to ensure tiered support.</p> <p>Intended Audience: Students, teachers</p> <p>Provider / Presenter / Person Responsible: Dean of Instruction, Instructional coach, Administrators</p> <p>Date(s) / Timeframe: throughout the school year. Discussed in faculty meetings and during PLCs.</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Face to Face as well as electronically</p> <p>Funding Sources: printers, laptops, I pads, calculators - UNDISTRIBUTED (199 PIC 99) - 199-12-6396-XXX-050-99-273-000000- - \$1,000, Furniture, chairs for flexible grouping - UNDISTRIBUTED (199 PIC 99) - 199-36-6398-XXX-050-99-273-000000- - \$500, awards for students excelling - UNDISTRIBUTED (199 PIC 99) - 199-36-6499-XXX-050-99-273-000000- - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: as of February 2024, 30% of emergent bilingual students were predicted not to meet standard in math. **Root Cause:** Quality PD to support EB students in maximizing growth and accelerating learning.

Problem Statement 2: As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test. **Root Cause:** Instruction should be 60% student centered.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 70% to 80% by May 2025.

Increase the percentage of Hispanic students from 58% to 80% by May 2025.

Evaluation Data Sources: STAAR EOC

Strategy 1: Develop the quality of Tier 1 instruction through PLCs in Math to include culturally responsive and linguistically accommodating instructional strategies such as word walls, sentence stems, and anchor charts to increase student discourse and disciplinary literacy.

Strategy's Expected Result/Impact: Increase in STAAR Growth measures

Staff Responsible for Monitoring: Instructional Coach, Dean of Instruction, Administrators, teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure that Math classes are implementing Language Objectives to promote student discourse. Intended Audience: Math PLC Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: all year long through PLC Collaborating Departments: English Delivery Method: face-to-face	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

Problem Statement 1: as of February 2024, 30% of emergent bilingual students were predicted not to meet standard in math. **Root Cause:** Quality PD to support EB students in maximizing growth and accelerating learning.

Problem Statement 2: As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test. **Root Cause:** Instruction should be 60% student centered.

School Processes & Programs

Problem Statement 2: Achievement in math continues to be lagging achievement in reading, and although the learning gap is shrinking, it is still there. **Root Cause:** Protected time for students to practice literacy and numeracy outside of reading and math class must continue.

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 8 grade students scoring at MEETS or above on STAAR Reading from 24% to 30% by May 2025.
Increase the percentage of EB students from 24% to 30% by May 2025.

Evaluation Data Sources: STAAR Reading 8

Strategy 1: Continue to improve daily instruction provided at the depth and complexity of the grade level and above including student performance tasks, classroom activities, assignments, and assessments from district and campus resources in all courses for all students.

Strategy's Expected Result/Impact: Increase STAAR growth measures

Staff Responsible for Monitoring: Instructional coach, Dean of Instruction, Administrators, and teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Continue to improve differentiation strategies through strategies such as independent novels, choice boards, individual reading goals, and flexible small groups.</p> <p>Intended Audience: all teachers, especially math and ELAR</p> <p>Provider / Presenter / Person Responsible: Instructional coach, dean of instruction, administrators, and teachers</p> <p>Date(s) / Timeframe: School year especially through PLCs</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Collaboration, discussion</p> <p>Funding Sources: Art supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$800, Math instructional supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, science supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$94, PE supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, JCC supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$200, ELA supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, Reading supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, social studies supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, world language supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$200, counselor supplies - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-050-99-273-000000- - \$300, reading materials and other supplies for SPED - SPED (199 PIC 23) - \$1,100, general supplies for SPED - SPED (199 PIC 23) - \$6,523</p>	Formative		Summative	
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In January 2024, benchmark reading proficiency data projected 17 percent of emergent bilingual students would not meet standard in reading on the 2024 STAAR test. Root Cause: ELL students need to continue receiving targeted instructional support in reading skills practice</p>
School Processes & Programs
<p>Problem Statement 1: Although McLean's PSAT scores are higher than the district, state or nation's, there is a large gap in college readiness between our white students who are 84% college ready and our Hispanic students who are only at 36% college ready. Root Cause: Professional development needs to continue to focus on differentiation and creating independent learners.</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 30% to 40% by May 2025.
 Increase the percentage of EB students from 15% to 25% by May 2025.

Evaluation Data Sources: STAAR math

Strategy 1: Continue to develop and maintain a data informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase in STAAR achievement and growth measures

Staff Responsible for Monitoring: Instructional Coach, Dean of Instruction, and Administrators

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
<p>Action Step 1: In PLC data meetings, continue to disaggregate results of formative and summative data and determine next steps including flexible small groups.</p> <p>Intended Audience: Math teachers</p> <p>Provider / Presenter / Person Responsible: Instructional coach, dean of instruction, administrators, teachers</p> <p>Date(s) / Timeframe: All year long during PLC</p> <p>Collaborating Departments: All</p> <p>Delivery Method: Collaboration, discussion, group learning.</p> <p>Funding Sources: Bilingual materials, including headphones and headsets. - BEA (199 PIC 25) - 199-11-6399-001-050-25-273-000000 - \$2,092, instructional materials including calculators, chargers, etc, student software and lesrning tools - SCE (199 PIC 24) - 199-11-6399-001-050-24-273-000000- - \$6,704</p>	Formative		Summative	
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1365 661 1417">  No Progress </div> <div data-bbox="764 1365 980 1417">  Accomplished </div> <div data-bbox="1079 1365 1331 1417">  Continue/Modify </div> <div data-bbox="1434 1365 1629 1417">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: As of STAAR interim in February, only 29% of EB are projected to meet standard on the social studies STAAR test. **Root Cause:** Instruction should be 60% student centered.

Problem Statement 3: Math proficiency continues to be lower in our Hispanic, African American and Special Education students. **Root Cause:** At risk students need personalized learning, differentiation, and small group instruction to maximize their learning, including additional teachers to reduce the numbers of students per class.

School Processes & Programs

Problem Statement 2: Achievement in math continues to be lagging achievement in reading, and although the learning gap is shrinking, it is still there. **Root Cause:** Protected time for students to practice literacy and numeracy outside of reading and math class must continue.

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 9% to 5% by May 2025.

Evaluation Data Sources: Attendance records

Strategy 1: Continue to improve on practices of our Multi Tiered Student Support Team including opportunities for students to attend before/after school tutoring and attendance recovery, live translation for parents at all meetings, and parental contacts.

Strategy's Expected Result/Impact: Reduce the amount of chronically absent students

Staff Responsible for Monitoring: administrators, counselors, family engagement specialist, attendance clerk.

Title I:

2.6, 4.1, 4.2

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide students with before/after/Saturday school tutoring and attendance recovery options, live translation during all parent meetings, and regular parent contacts, such as letters in regards to grades and missing work and "warm" calls.</p> <p>Intended Audience: At risk students and their parents/guardians</p> <p>Provider / Presenter / Person Responsible: Administrators, Instructional Coach, Counselors, family Engagement Specialist, and Attendance Clerk</p> <p>Date(s) / Timeframe: SST meetings, monthly attendance meetings.</p> <p>Collaborating Departments: all</p> <p>Delivery Method: face to face, collaboration, and parent contacts.</p> <p>Funding Sources: extra duty pay for administrators - BASIC (199 PIC 11) - 199-11-6116-XXX-050-11-273-000000- - \$1,500, subs for administrators - BASIC (199 PIC 11) - 199-11-6112-XXX-050-11-273-000000- - \$2,047, Office staff extra duty - BASIC (199 PIC 11) - 199-11-6121-XXX-050-11-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Open the Library before/after school for culture and community building to give a safe space where students feel that they belong that includes opportunities such as maker spaces, reading, collaborating, and working on assignments.</p> <p>Intended Audience: At risk students and their parents/guardians Provider / Presenter / Person Responsible: Librarian and administrator Date(s) / Timeframe: Three times per week all year long Collaborating Departments: ELAR Delivery Method: Face to Face</p> <p>Funding Sources: Library books for students to read - BASIC (199 PIC 11) - 199-11-6329-XXX-050-11-273-000000- - \$4,100</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Create a welcoming, clean, and orderly environment for parents, students and teachers</p> <p>Intended Audience: Anyone who comes into McLean Middle School Provider / Presenter / Person Responsible: Custodians and office staff Date(s) / Timeframe: Daily, all year long Collaborating Departments: Front office, counseling office Delivery Method: in person</p> <p>Funding Sources: custodial supplies - BASIC (199 PIC 11) - 199-11-6319-XXX-050-11-273-000000- - \$200, Shredding and business cards - BASIC (199 PIC 11) - 199-11-6299-XXX-050-11-273-000000- - \$500, Administrative and office supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-050-11-273-000000- - \$1,000, Counseling subs - BASIC (199 PIC 11) - 199-11-6112-XXX-050-11-273-000000- - \$200, counseling clerk extra duty - BASIC (199 PIC 11) - 199-11-6121-XXX-050-11-273-000000- - \$200</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:

Demographics
<p>Problem Statement 2: In February 2024, 12 percent of McLean students had less than 90% attendance. Root Cause: Continue to educate the community about the impact of attendance on student achievement with fall and spring meetings</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 overall number of students with discipline referrals from 264 to 214 by May 2025, with a particular focus on the number of out of school suspensions for African American students from 10 to 8 by May 2025.

Evaluation Data Sources: Discipline referral data

Strategy 1: Continue to develop the capacity in all campus personnel to connect with kids, provide them authentic and challenging experiences academically and through robust extra-curricular experiences, and use restorative practices to keep students in class instead of OCI or out of school suspensions.

Strategy's Expected Result/Impact: Reduction in amount of referrals

Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, and family Engagement Specialist

Title I:





2.6, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a "Cardinal Buck" system of positive reinforcement and rewards. Intended Audience: all staff and students Provider / Presenter / Person Responsible: administration Date(s) / Timeframe: Every day Collaborating Departments: all Delivery Method: face to face	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue implementing CHAMPS with a focus on accountability measures such as referrals and grades Intended Audience: all staff Provider / Presenter / Person Responsible: District and campus staff as well as counselors and intervention specialist Date(s) / Timeframe: faculty meetings and before school in-service Collaborating Departments: all Delivery Method: face to face as well as canvas Funding Sources: general supplies, including poster making supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-050-11-273-000000- - \$4,680	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:

Perceptions
<p>Problem Statement 1: Although many students feel connected to McLean through extra curricular activities, some of our most at-risk students do not need a variety of opportunities to connect with the school and each other both during the school day and outside it. Root Cause: All students</p>

Site Based Decision Making Committee

Committee Role	Name	Position
Business member	Emily Keen	Manager, Westcliff APTs
DERC committee member	Georgia Green	Teacher- not on SBDM
Member and chair	Barbara Ozuna	Principal
Community member	Nadia Givens	Community member
Parent Member	Julian Zamarripa	Parent
Parent Member	Bradley Butcher	Parent
Parent member	Maida Glasgow	PTA board member
Business Member	Libby Gann	business owner
Business Member	Pam Medlin	business owner
District official member	Chassidy South	Safety and Security
Non- instructional faculty member	Sarah Fezio	Dean of Instruction
Teacher member	Matthew Gonzales	Teacher
Teacher member	Brett Meadows	Teacher
Teacher member and DERC rep	Joshua Howton	Teacher
Teacher member	Teri Houston Martin	Teacher

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	extra duty for tutoring and attendance recovery	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-050-30-510-000000-25F10	\$11,464.00
1	1	1	1	Subs for professional development	Subs for professional development	211-11-6112-0PD-050-30-510-000000-25F10	\$11,464.00
1	1	2	2	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-050-30-510-000000-25F10	\$45,000.00
1	1	2	2	snacks, drinks for FE meetings	Snacks for parents to promote participation	211-61-6499-04L-050-30-510-000000-25F10	\$2,600.00
Sub-Total							\$70,528.00
Budgeted Fund Source Amount							\$70,528.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	stamps for mailing information to parents,paper,toner,supplies	Supplies and materials for parental involvement	211-61-6399-04L-050-30-510-000000-25F10	\$3,040.00
Sub-Total							\$3,040.00
Budgeted Fund Source Amount							\$3,040.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Subs for professional development	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-050-11-273-000000-	\$4,500.00
4	1	1	1	Office staff extra duty	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-050-11-273-000000-	\$5,000.00
4	1	1	1	subs for administrators	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-050-11-273-000000-	\$2,047.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	extra duty pay for administrators	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-050-11-273-000000-	\$1,500.00
4	1	1	2	Library books for students to read	INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-050-11-273-000000-	\$4,100.00
4	1	1	3	Administrative and office supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-050-11-273-000000-	\$1,000.00
4	1	1	3	custodial supplies	INSTRUCTION SUPPLIES MAINT & OPERATION	199-11-6319-XXX-050-11-273-000000-	\$200.00
4	1	1	3	counseling clerk extra duty	INSTRUCTION EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-050-11-273-000000-	\$200.00
4	1	1	3	Counseling subs	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-050-11-273-000000-	\$200.00
4	1	1	3	Shredding and business cards	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-050-11-273-000000-	\$500.00
4	2	1	2	general supplies, including poster making supplies	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-050-11-273-000000-	\$4,680.00
Sub-Total							\$23,927.00
Budgeted Fund Source Amount							\$23,927.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	general supplies including art, activities, books, crafts, maker space, legos, etc.	GENERAL SUPPLIES		\$4,193.00
Sub-Total							\$4,193.00
Budgeted Fund Source Amount							\$4,193.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	3	1	general supplies, including electronic programs such as go formative	GENERAL SUPPLIES		\$5,412.00
Sub-Total							\$5,412.00

CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$5,412.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	reading materials and other supplies for SPED	INSTRUCTIONAL MATERIALS		\$1,100.00
3	1	1	1	general supplies for SPED	GENERAL SUPPLIES		\$6,523.00
Sub-Total							\$7,623.00
Budgeted Fund Source Amount							\$7,623.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	instructional materials including calculators, chargers, etc,student software and lesrning tools	Supplies and materials for instructional use	199-11-6399-001-050-24-273-000000-	\$6,704.00
Sub-Total							\$6,704.00
Budgeted Fund Source Amount							\$6,704.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Bilingual materials, including headphones and headsets.	Supplies and materials - instruction	199-11-6399-001-050-25-273-000000	\$2,092.00
Sub-Total							\$2,092.00
Budgeted Fund Source Amount							\$2,092.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	instructional materials, instructional technology- IE edpuzzle, E-hall, etc.	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-050-99-273-000000-	\$10,499.00
1	1	1	2	Contracted services	COCURRICULAR/ EXTRACURRIC MISC CONTRACTED SERVICES	199-36-6299-XXX-050-99-273-000000-	\$2,000.00
1	1	3	1	over time for aides to ensure communication with parents and safety of students	COMMUNITY SERVICES EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-050-99-273-000000-	\$400.00
1	1	3	1	tables for testing	COCURRICULAR/ EXTRACURRIC RENTALS-OTHER	199-36-6267-XXX-050-99-273-000000-	\$2,920.00
1	1	3	1	overtime for security to ensure safety of students and parents	COMMUNITY SERVICES EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-050-99-273-000000-	\$500.00
1	2	1	1	extra duty pay for working with struggling students identified in PLC process	COCURRICULAR/ EXTRACURRIC EXTRA DUTY - PROFESSIONAL	199-36-6116-XXX-050-99-273-000000-	\$2,500.00
1	2	1	1	books for professional learning in PLC	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-050-99-273-000000-	\$200.00
2	1	1	1	awards for students excelling	COCURRICULAR/ EXTRACURRIC MISC OPERATING COSTS	199-36-6499-XXX-050-99-273-000000-	\$800.00
2	1	1	1	Furniture, chairs for flexible grouping	COCURRICULAR/ EXTRACURRIC FURN&EQUIP < \$5000	199-36-6398-XXX-050-99-273-000000-	\$500.00
2	1	1	1	printers, laptops, I pads, calculators	INSTRCTNL RES/MED SVCS TECHNOLOGY < \$5000	199-12-6396-XXX-050-99-273-000000-	\$1,000.00
3	1	1	1	Art supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$800.00
3	1	1	1	world language supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$200.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	PE supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
3	1	1	1	science supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$94.00
3	1	1	1	Reading supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
3	1	1	1	ELA supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
3	1	1	1	JCC supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$200.00
3	1	1	1	counselor supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
3	1	1	1	Math instructional supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
3	1	1	1	social studies supplies	COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-050-99-273-000000-	\$300.00
Sub-Total							\$24,413.00
Budgeted Fund Source Amount							\$24,413.00
+/- Difference							\$0.00
Grand Total Budgeted							\$147,932.00
Grand Total Spent							\$147,932.00
+/- Difference							\$0.00

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