

Fort Worth Independent School District

069 McLean 6th Grade Center

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: April 24, 2024
Public Presentation Date: August 12, 2024

Mission Statement

To provide a safe learning environment for engaging, learner centered quality instruction.

Vision

To foster lifelong learners with skills for growth, as critical thinkers in a safe and inclusive environment.

Campus Value Words

Integrity, Consistency, Accountability, Perseverance

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
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.	23
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.	31
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	39
Title I	50
2.4: Opportunities for all children to meet State standards	50
2.5: Increased learning time and well-rounded education	50
2.6: Address needs of all students, particularly at-risk	50
4.1: Develop and distribute Parent and Family Engagement Policy	50
4.2: Offer flexible number of parent involvement meetings	50
Campus Funding Summary	51
Policies, Procedures, and Requirements	54

Comprehensive Needs Assessment

Revised/Approved: April 24, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

McLean 6th Grade, located in Fort Worth, TX, is a highly regarded school known for its advanced level math class and diverse student population. The campus serves 400 students in grade 6, with a student-teacher ratio of 16:1. The school employs 27 teachers, who have been with the school an average of 9 years.

Despite its reputation, the school faces challenges in meeting its growth and achievement targets, particularly in math. The root cause of this issue may be attributed to inadequate teacher training and resources for math, as well as school leadership not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives..

Demographics

Demographics Summary

McLean 6th Grade is a highly regarded single-grade campus in Fort Worth, Texas, known for its exceptional performance and top ratings. The school has a diverse student population, with a majority being Hispanic and economically disadvantaged. Despite this, the campus has consistently shown strong academic results, particularly in math and reading proficiency.

The school has a dedicated and experienced teaching staff, with many having 6-15 years of experience. The campus's commitment to excellence is reflected in its recent Teacher Incentive Allotment, with four teachers recognized as Master or Exemplary level by the state.

McLean 6th Grade is a safe and encouraging environment for students to grow intellectually. The school's PTA is highly engaged and supportive of students and teachers, hosting many fun events for families. The campus serves as a feeder to six neighboring elementary schools and has a strong sense of community involvement.

Enrollment data has shown a slight decline due to factors such as boundary changes, a declining birth rate, and increased competition from charter schools. The campus has historically accepted approximately 50 transfer students and is working to attract and retain families.

Demographics Strengths

Strengths of the school include its TEA school report card rating of A in school progress and B in Closing the Gaps, indicating that students from all backgrounds are achieving success and growth during their time at the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic students at McLean 6th Grade are underrepresented in honors-level math and reading courses, with enrollment rates of 42% and 43%, respectively, compared to the school's overall Hispanic population of 62%. **Root Cause:** Schools of choice have been actively recruiting students from feeder campuses, specifically targeting those who would be eligible for honors-level courses. This has resulted in a disproportionate enrollment of Hispanic students in these advanced courses at McLean 6th Grade.

Problem Statement 2: Economically disadvantaged students at McLean 6th Grade are disproportionately underrepresented in advanced math and reading courses, with only 30% enrolled, despite representing 60% of the total student population. **Root Cause:** Limited access to enrichment programs, academic resources, and after-school tutoring for

economically disadvantaged students has contributed.

Student Learning

Student Learning Summary

In the Texas accountability system, which evaluates both student achievement and growth on the State of Texas Assessments of Academic Readiness (STAAR), our students have shown strong performance in reading. However, there is room for improvement in math, particularly among English Learners, Economically Disadvantaged, and Hispanic student groups, as well as in academic language proficiency. Despite these challenges, all student groups met performance targets for academic growth in both reading and math on the 2023 STAAR test. The Professional Learning Communities (PLCs) at our school are making progress in establishing systems and processes to support student achievement. Both Math and Reading PLCs have regular meetings with a focus on data, student work, common assessments, and planning. The implementation and alignment of PLCs is a campus-wide priority, with ongoing training to support all staff. The goals of PLCs include collaboration, aligned lesson planning, and unpacking high-leverage standards. Lesson plans incorporate essential components such as objectives, activities (using the gradual release model), and formative assessments. Additionally, professional learning sessions and student data analysis are integrated into the process.

Our leadership team is involved in recruiting, hiring, assigning, and retaining high-quality educators. The team includes administrators, teachers, counselors, and a Data Analyst. Common planning periods allow teachers to collaborate with one another, and their input is sought for campus-wide initiatives.

Students who are not making adequate progress are targeted through Multi-Tiered Systems of Support (MTSS). We use the Branching Minds platform to monitor MTSS interventions for Tier 2 and 3 students. Administrators and Instructional Coaches conduct consistent walkthroughs and provide individualized, actionable feedback to teachers along with coaching sessions to improve student achievement. Data-driven student interventions are provided through advisory, a campus-wide initiative in which all teachers participate. The Student Support Team meets weekly to discuss student academics, attendance, and individual student needs.

Student Learning Strengths

- White students at McLean 6th Grade are performing exceptionally well in both Math and Reading, according to the NWEA MAP data. The school's Accelerated Math program is a strong factor in attracting students to the campus.
- All students who took the 8th grade math test passed, with 98% achieving a Masters designation.

- Reading scores, especially scores of Emergent Bilinguals, have improved on the State of Texas Assessments of Academic Readiness (STAAR) from 2022 to 2023.
- The school promotes the whole child through its focus on Fine Arts, academics and family engagement.

2023 STAAR Performance:

80% of **ALL STUDENTS** passed Reading STAAR *no change from 2022*

60% of **ALL STUDENTS** Met or Mastered Reading STAAR *+4% from 2022 (Target 44%)*

30% **EB students** Met or Mastered Reading STAAR *+5% from 2022 (Target 28%)*

55% of **ALL STUDENTS** showed academic growth *(Target 63%)*

78% of **ALL STUDENTS** passed Math STAAR

98% of **ABOVE GRADE LEVEL MATH TESTERS** Met or Mastered Math Grade 8 STAAR *+4% from 2022*

72% **EB students** passed Math STAAR *+4% from 2022*

51% of **ALL STUDENTS** showed academic growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22). **Root Cause:** The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.

Problem Statement 2 (Prioritized): Students in all target groups showed losses in math achievement results: The 2023 Growth Target for ALL STUDENTS Math is 67% (2023 Accountability Manual p. 48), and only 51% of ALL STUDENTS met growth projections on STAAR Math (TAPR p. 6 of 22). **Root Cause:** School leadership is not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives.

Problem Statement 3 (Prioritized): Students in all target groups showed losses in math growth results: The 2023 Academic Achievement Target for ALL STUDENTS Math is 47% (2023 Accountability Manual p. 48), and only 38% of ALL STUDENTS Met or Mastered STAAR Math (TAPR p. 4 of 22). **Root Cause:** Teachers need to receive additional necessary training and resources to effectively teach math and help students reach their achievement and growth targets, i. e. aggressive monitoring, small-group instruction, and scaffolding strategies (non-accelerated students).

School Processes & Programs

School Processes & Programs Summary

The Professional Learning Communities (PLCs) at our school are making progress in establishing systems and processes to support student achievement. Both Math and Reading PLCs have regular meetings with a focus on data, student work, common assessments, and planning. The implementation and alignment of PLCs is a campus-wide priority, with ongoing training to support all staff. The goals of PLCs include collaboration, aligned lesson planning, and unpacking high-leverage standards. Lesson plans incorporate essential components such as objectives, activities (using the gradual release model), and formative assessments. Additionally, professional learning sessions and student data analysis are integrated into the process.

Our leadership team is involved in recruiting, hiring, assigning, and retaining high-quality educators. The team includes administrators, teachers, counselors, and a Data Analyst. Common planning periods allow teachers to collaborate with one another, and their input is sought for campus-wide initiatives

Students who are not making adequate progress are targeted through Multi-Tiered Systems of Support (MTSS). We use the Branching Minds platform to monitor MTSS interventions for Tier 2 and 3 students. Administrators and Instructional Coaches conduct consistent walkthroughs and provide individualized, actionable feedback to teachers along with coaching sessions to improve student achievement. Data-driven student interventions are provided through advisory, a campus-wide initiative in which all teachers participate. The Student Support Team meets weekly to discuss student academics, attendance, and individual student needs.

School Processes & Programs Strengths

1. Our campus has recently hired highly qualified teaching staff with extensive knowledge in the Professional Learning Community (PLC) process and systematic approaches to the teaching and learning cycle.
2. Two of the four core subjects have shown significant growth in implementing the backward design process in their PLCs.
3. Four teachers, two in Math and two in Reading, have been recognized by the Texas Education Agency (TEA) for student academic growth. Two of them are designated as Master Teachers.
4. The Fine Arts department is a strong asset to the campus, consistently winning awards in all areas: Band, Choir, Orchestra, and Art.
5. The master schedule is built to facilitate collaborative common planning, allowing departments to have planning at the same time. Teachers meet during PLCs to discuss planning, teaching, data, student work, and engage in professional development sessions.
6. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive, following a data-driven protocol to

analyze student work, identify root causes for misconceptions, and determine the next action steps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not consistently using data to drive instruction. **Root Cause:** Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

Perceptions

Perceptions Summary

McLean 6th Grade in Fort Worth, TX, has a strong reputation within the community and the district for being a high-performing campus. The school is known for its advanced level math class, Accelerated Math 6-8, and is considered a safe and encouraging environment for students to grow intellectually.

The stand-alone 6th-grade campus provides a balance of independence and structure, and the school has a highly engaged PTA that supports students and teachers. While there is a perception that the student population is mainly white, the reality is that the campus is diverse, with a majority of Hispanic students (57%) and a significant portion of the student population (60%) qualifying for free or reduced lunches.

Perceptions Strengths

The campus has hired a Family Engagement Specialist who, starting in Fall 2023, has held numerous parent events. This has increased the number parents, specifically Hispanic parents, visiting campus.

The campus now hosts a food pantry twice monthly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus has not received quantitative feedback from parents, students, or teachers in several years. **Root Cause:** There is no district or campus system in place for stakeholder feedback.

Problem Statement 2 (Prioritized): As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. **Root Cause:** Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

Priority Problem Statements

Problem Statement 1: Teachers are not consistently using data to drive instruction.

Root Cause 1: Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in all target groups showed losses in math achievement results: The 2023 Growth Target for ALL STUDENTS Math is 67% (2023 Accountability Manual p. 48), and only 51% of ALL STUDENTS met growth projections on STAAR Math (TAPR p. 6 of 22).

Root Cause 2: School leadership is not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in all target groups showed losses in math growth results: The 2023 Academic Achievement Target for ALL STUDENTS Math is 47% (2023 Accountability Manual p. 48), and only 38% of ALL STUDENTS Met or Mastered STAAR Math (TAPR p. 4 of 22).

Root Cause 3: Teachers need to receive additional necessary training and resources to effectively teach math and help students reach their achievement and growth targets, i. e. aggressive monitoring, small-group instruction, and scaffolding strategies (non-accelerated students).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22).

Root Cause 4: The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school.

Root Cause 5: Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Hispanic students at McLean 6th Grade are underrepresented in honors-level math and reading courses, with enrollment rates of 42% and 43%, respectively, compared to the school's overall Hispanic population of 62%.

Root Cause 6: Schools of choice have been actively recruiting students from feeder campuses, specifically targeting those who would be eligible for honors-level courses. This has resulted in a disproportionate enrollment of Hispanic students in these advanced courses at McLean 6th Grade.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- State-developed online interim assessments

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment 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

Goals

Revised/Approved: May 29, 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: Reading Growth

Increase the percentage of Grade 6 students who meet or exceed projected growth on MAP Growth Reading from 44% to 49% by May 2025.
 Increase the percentage of EB/EL students from 36% to 41% by May 2025.

Evaluation Data Sources: NWEA MAP Growth Reading

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:


Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students using data and provide Before School interventions and enrichment Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person Funding Sources: Enrichment materials for advanced level learners - GT (199 PIC 21) - \$2,419	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person Funding Sources: Supplies for students and tutoring - BASIC (199 PIC 11) - 199-11-6116-XXX-069-11-273-000000- - \$5,648.67	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are not consistently using data to drive instruction. Root Cause: Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

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: Reading Achievement

Increase the percentage of students who score at Meets or above on STAAR Grade 6 Reading from 62% to 67% by May 2025.

Increase the percentage of EB/EL students from 43% to 48% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 7 Details	Reviews			
Action Step 7: Update and Maintain a collection of reading materials and purchase books for students Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: August - December Funding Sources: Books for students - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-069-99-273-000000- - \$2,928	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 8 Details	Reviews			
Action Step 8: Create and Schedule a professional development calendar and secure presenters Intended Audience: Teachers and Staff at McLean 6th Provider / Presenter / Person Responsible: Admin Team Date(s) / Timeframe: August - March Funding Sources: Professional Development for Teachers - UNDISTRIBUTED (199 PIC 99) - 199-13-6299-XXX-069-99-273-000000- - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin





Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Identify students using data and provide Before School interventions and enrichment Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22). Root Cause: The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.
School Processes & Programs
Problem Statement 1: Teachers are not consistently using data to drive instruction. Root Cause: Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

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: MAP Growth

Increase the percentage of Grade 6 students who meet or exceed projected growth on MAP Growth Mathematics from 51% to 56% by May 2025.

Increase the percentage of EB/EL students from 50% to 55% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students using data and provide Before School interventions and enrichment Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person Funding Sources: Extra duty for teacher tutoring or supplies for students - BASIC (199 PIC 11) - 199-11-6116-XXX-069-11-273-000000- - \$5,648.67	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Students in all target groups showed losses in math achievement results: The 2023 Growth Target for ALL STUDENTS Math is 67% (2023 Accountability Manual p. 48), and only 51% of ALL STUDENTS met growth projections on STAAR Math (TAPR p. 6 of 22). **Root Cause:** School leadership is not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives.

School Processes & Programs

Problem Statement 1: Teachers are not consistently using data to drive instruction. **Root Cause:** Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

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: Math Achievement

Increase the percentage of students who score at MEETS or above on STAAR Grade 6 Mathematics from 44% to 47% by May 2025.

Increase the percentage of EB/EL students from 24% to 36% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students using data and provide Before School interventions and enrichment Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person Funding Sources: Professional Development - BEA (199 PIC 25) - 199-13-6411-001-069-25-273-000000 - \$888	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students in all target groups showed losses in math achievement results: The 2023 Growth Target for ALL STUDENTS Math is 67% (2023 Accountability Manual p. 48), and only 51% of ALL STUDENTS met growth projections on STAAR Math (TAPR p. 6 of 22). **Root Cause:** School leadership is not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives.

School Processes & Programs

Problem Statement 1: Teachers are not consistently using data to drive instruction. **Root Cause:** Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

Goal 3: CCMR

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

Performance Objective 1: Reading Achievement

Increase the percentage of 6 grade students scoring at MEETS or above on STAAR Reading from 62% to 67% by May 2025.

Increase the percentage of EB/EL students from 43% to 48% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	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: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin

TEA Priorities:





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teacher</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: in person</p> <p>Funding Sources: Supplies and resources needed for students in Special Education - SPED (199 PIC 23) - \$2,897</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Identify students using data and provide Before School interventions and enrichment</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teacher</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: in person</p> <p>Funding Sources: Extra duty pay and supplies for students - BASIC (199 PIC 11) - 199-11-6116-XXX-069-11-273-000000- - \$5,648.66</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading.</p> <p>Intended Audience: students</p> <p>Provider / Presenter / Person Responsible: Teacher</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: in person</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person	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: Hispanic students at McLean 6th Grade are underrepresented in honors-level math and reading courses, with enrollment rates of 42% and 43%, respectively, compared to the school's overall Hispanic population of 62%. Root Cause: Schools of choice have been actively recruiting students from feeder campuses, specifically targeting those who would be eligible for honors-level courses. This has resulted in a disproportionate enrollment of Hispanic students in these advanced courses at McLean 6th Grade.</p>
Student Learning
<p>Problem Statement 1: The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22). Root Cause: The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers are not consistently using data to drive instruction. Root Cause: Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.</p>

Goal 3: CCMR

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

Performance Objective 2: Math Achievement

Increase the percentage of 6 grade students scoring at MEETS or above on STAAR Grade 6 Math from 44% to 47% by May 2025.

Increase the percentage of EB/EL students from 24% to 36% by May 2025.

Strategy 1: Improve the quality of Tier 1 instruction with standards-aligned planning, lesson planning/ delivery and performance data, adhering to DDI standards.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach

TEA Priorities:





Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Conduct regular and consistent administrator walkthroughs with specific, actionable feedback Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: Ongoing Collaborating Departments: Core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Create and utilize common formative and common unit assessments. Provider / Presenter / Person Responsible: Teachers, department chairs, CIC Date(s) / Timeframe: Ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Review and analyze student work. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Collaborative planning: lessons, calendar, etc. Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Model lessons to improve instruction. Provider / Presenter / Person Responsible: Teachers, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
Action Step 6: Hold data review meetings and create action plans post Tier I assessments to enable all students to master content. Provider / Presenter / Person Responsible: Teachers, admin, CIC Date(s) / Timeframe: Ongoing Collaborating Departments: core content Delivery Method: In person	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: Utilizing the PLC Framework systems and processes to improve instruction, teachers and administration will analyze data from state, local and campus assessments to determine areas of strength and weakness in order to drive accelerated instruction and identify students for targeted interventions.

Staff Responsible for Monitoring: Teachers, admin

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: *Include a designated time in the master schedule for timely and targeted Tier 2 and Tier 3 interventions. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Identify students using data and provide Before School interventions and enrichment Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading. Intended Audience: students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: ongoing Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Reward and recognize students for academic success. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher, admin, office staff Date(s) / Timeframe: every six weeks Delivery Method: In person Funding Sources: Awards and incentives for growth and achievement and supplies needed - SCE (199 PIC 24) - 199-11-6399-001-069-24-273-000000- - \$3,200	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Hispanic students at McLean 6th Grade are underrepresented in honors-level math and reading courses, with enrollment rates of 42% and 43%, respectively, compared to the school's overall Hispanic population of 62%. **Root Cause:** Schools of choice have been actively recruiting students from feeder campuses, specifically targeting those who would be eligible for honors-level courses. This has resulted in a disproportionate enrollment of Hispanic students in these advanced courses at McLean 6th Grade.

Student Learning

Problem Statement 2: Students in all target groups showed losses in math achievement results: The 2023 Growth Target for ALL STUDENTS Math is 67% (2023 Accountability Manual p. 48), and only 51% of ALL STUDENTS met growth projections on STAAR Math (TAPR p. 6 of 22). **Root Cause:** School leadership is not effectively addressing the needs of teachers due to the teachers' levels of resistance to new curriculum and initiatives.

Problem Statement 3: Students in all target groups showed losses in math growth results: The 2023 Academic Achievement Target for ALL STUDENTS Math is 47% (2023 Accountability Manual p. 48), and only 38% of ALL STUDENTS Met or Mastered STAAR Math (TAPR p. 4 of 22). **Root Cause:** Teachers need to receive additional necessary training and resources to effectively teach math and help students reach their achievement and growth targets, i. e. aggressive monitoring, small-group instruction, and scaffolding strategies (non-accelerated students).

School Processes & Programs

Problem Statement 1: Teachers are not consistently using data to drive instruction. **Root Cause:** Teachers are still learning the new Data Driven Instruction model (Bambrick), and while parts have been put in place, additional training is necessary.

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: Student Attendance

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





Decrease the percentage of EB/EL students from ___% to ___% by May 2025.

Strategy 1: Campus SST will meet with campus administrators weekly to review attendance and discipline.

Staff Responsible for Monitoring: SST, attendance clerk, admin, counselors

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Attendance clerk pulls week reports of students with excessive absences Provider / Presenter / Person Responsible: Attendance clerk Date(s) / Timeframe: Weekly Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Family engagement specialist outreach on a weekly basis Intended Audience: Parents Provider / Presenter / Person Responsible: Family engagement specialist Date(s) / Timeframe: weekly Delivery Method: phone	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Recognize students for improved attendance during a six weeks Intended Audience: Students Provider / Presenter / Person Responsible: SST, counselors, assistant principal Date(s) / Timeframe: Every six weeks Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Conduct monthly SART meetings Intended Audience: Parents Provider / Presenter / Person Responsible: Attendance clerk, assistant principal Date(s) / Timeframe: monthly Delivery Method: In person; phone	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:

Perceptions
<p>Problem Statement 2: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. Root Cause: Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.</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: Climate Survey

Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

Increase positive response by EB/EL students from ___% to ___% by May 2025.

Strategy 1: Utilize Positive Behavior Reinforcement Strategies/and or Restorative Practices in classes





Staff Responsible for Monitoring: Teachers, counselors, admin

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Train teachers and staff on how to use Branching Minds Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Counselor, assistant principal, district MTSS Date(s) / Timeframe: as needed Collaborating Departments: MTSS Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Conduct PBMAS strategies and or restorative practices training with faculty and staff Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Assistant principal Date(s) / Timeframe: as needed Collaborating Departments: MTSS Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Conduct weekly check-ins with at risk students Intended Audience: Students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: as needed, weekly Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Utilize progressive discipline practices

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 1

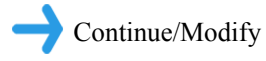
Action Step 1 Details	Reviews			
Action Step 1: Train teachers on a campus wide discipline protocol Intended Audience: Teacher Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: BOY, as needed Delivery Method: In person, written	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Follow discipline procedures outlined in the Student Code of Conduct Intended Audience: Teachers, Assistant Principal Provider / Presenter / Person Responsible: Teachers, Assistant Principal Date(s) / Timeframe: ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22). **Root Cause:** The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.

Perceptions

Problem Statement 2: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. **Root Cause:** Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

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 3: Student Suspensions

Decrease the number of out of school suspensions for EB/EL students from ___ to ___ by May 2025.

Strategy 1: Utilize Positive Behavior Reinforcement Strategies/and or Restorative Practices in classes





Staff Responsible for Monitoring: Teachers, counselors, admin

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Train teachers and staff on how to use Branching Minds Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Counselor, assistant principal, district MTSS Date(s) / Timeframe: as needed Collaborating Departments: MTSS Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Conduct PBMAS strategies and or restorative practices training with faculty and staff Intended Audience: Teachers and staff Provider / Presenter / Person Responsible: Assistant principal Date(s) / Timeframe: as needed Collaborating Departments: MTSS Delivery Method: in person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Conduct weekly check-ins with at risk students Intended Audience: Students Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: as needed, weekly Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Utilize progressive discipline practices

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Build a foundation of reading and math


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Train teachers on a campus wide discipline protocol Intended Audience: Teacher Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: BOY, as needed Delivery Method: In person, written	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Follow discipline procedures outlined in the Student Code of Conduct Intended Audience: Teachers, Assistant Principal Provider / Presenter / Person Responsible: Teachers, Assistant Principal Date(s) / Timeframe: ongoing Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: The 2023 Growth Target for EB Math is 62%, and the Growth Target for EB Reading is 57% (2023 Accountability Manual p. 48) and only 47% of Emerging Bilingual (EB) students met or exceeded projected growth in Math and 43% in Reading, according to the 2023 STAAR data (TAPR p. 6 of 22). **Root Cause:** The use of English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) Rubric in daily instruction, along with Language objectives, has not been systematically prioritized.

Perceptions

Problem Statement 2: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. **Root Cause:** Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

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 4: Parent Engagement

Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025.

Increase the positive perception of parents of EB/EL students from ___% to ___% by May 2025.

Strategy 1: Campus will offer family events throughout the year, to inform, engage and create community and a sense of belonging to our families.

Staff Responsible for Monitoring: Family Engagement Specialist, Principal

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Content/Academic themed parent information nights Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist, Admin Date(s) / Timeframe: Multiple events per year, ongoing Delivery Method: In person Funding Sources: Family Engagement Specialist - TITLE I (211) - 211-61-6129-04L-069-30-510-000000-25F10 - \$32,208	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Parent engagement events, non-academic Intended Audience: Parents Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: ongoing Delivery Method: In person Funding Sources: Supplies needed for parent events - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-069-30-510-000000-25F10 - \$1,098, Office staff support - UNDISTRIBUTED (199 PIC 99) - 199-52-6121-XXX-069-99-273-000000- - \$300	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Maintain a well kept building addressing minor maintenance needs as they arise Intended Audience: All Stakeholders Provider / Presenter / Person Responsible: Principal and Head custodian Date(s) / Timeframe: August - May Collaborating Departments: Maintenance Funding Sources: Resources needed for Work orders and general maintenance for the upkeep of the building - UNDISTRIBUTED (199 PIC 99) - 199-51-6499-XXX-069-99-273-000000- - \$250	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Campus will offer student centered events throughout the year, to inform, engage and create community and a sense of belonging.

Staff Responsible for Monitoring: Admin, Family Engagement Specialist, Counselors

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Students will participate in various activities to teach and engage them in character and personality skills. Intended Audience: Students Provider / Presenter / Person Responsible: Counselor, Family Engagement Specialist Date(s) / Timeframe: ongoing Delivery Method: In person, electronic	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 3: Campus will maintain current information on website and social media sites and campus newsletters.





Staff Responsible for Monitoring: Assistant Principal, counselors

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Weekly calendar meetings to include social media needs. Intended Audience: All stakeholders Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: Weekly Collaborating Departments: All Delivery Method: In person	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Hispanic students at McLean 6th Grade are underrepresented in honors-level math and reading courses, with enrollment rates of 42% and 43%, respectively, compared to the school's overall Hispanic population of 62%. Root Cause: Schools of choice have been actively recruiting students from feeder campuses, specifically targeting those who would be eligible for honors-level courses. This has resulted in a disproportionate enrollment of Hispanic students in these advanced courses at McLean 6th Grade.
Perceptions
Problem Statement 2: As low enrollment, tends to plague the state in public education. Some families from feeder elementary school look for alternative options for their child after elementary school. Root Cause: Some families are making decisions based on fear and misinformation being shared on various social media platforms. Additionally, we need to do a better job of marketing our campus and recruiting and retaining our families earlier with a targeted focus on 4th grade students.

Title I

2.4: Opportunities for all children to meet State standards

EB students and economically disadvantage students are underperforming in growth metrics in math and reading. The root cause analysis points to needs of professional development for teachers and supports in aggressive monitoring and scaffolding strategies.

2.5: Increased learning time and well-rounded education

Needs to improve structured interventions and enrichment opportunities during regular school hours. The root caused is the inconsistency use of targeted interventions, during advisory or in-class differentiation and aggressive monitoring.

2.6: Address needs of all students, particularly at-risk

It was indentified that our at-risk students needed more targeted internvionts as well as additional supports. The root cause states from inconsistency in the implementation of Multi-tiered Systems of Support (MTSS) and insufficient training for staff on data-driven instructions and intervention strategies, leading to gaps in addressing the academic and social-emotional needs of at-risk student population.

4.1: Develop and distribute Parent and Family Engagement Policy

As a campus we need to create a system on ensuring we reach families in our school. There is a gap in receiving quantitative feedback from parents, students, and teachers.

4.2: Offer flexible number of parent involvement meetings

By recognizing that while parents engagement events are offered throughout the year, their scheduling may not be flexible enough to accommodate all parents, particularly those with challenging work schedules. This has led to a decrease in parent participation , especially among the economically disadvantage families.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-069-30-510-000000-25F10	\$32,208.00
Sub-Total							\$32,208.00
Budgeted Fund Source Amount							\$32,208.00
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Supplies needed for parent events	Supplies and materials for parental involvement	211-61-6399-04L-069-30-510-000000-25F10	\$1,098.00
Sub-Total							\$1,098.00
Budgeted Fund Source Amount							\$1,098.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	3	Supplies for students and tutoring	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-069-11-273-000000-	\$5,648.67
2	1	2	3	Extra duty for teacher tutoring or supplies for students	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-069-11-273-000000-	\$5,648.67
3	1	2	2	Extra duty pay and supplies for students	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-069-11-273-000000-	\$5,648.66
Sub-Total							\$16,946.00
Budgeted Fund Source Amount							\$16,946.00
+/- Difference							\$0.00

GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	Enrichment materials for advanced level learners	OTHER READING MATERIALS		\$2,419.00
Sub-Total							\$2,419.00
Budgeted Fund Source Amount							\$2,419.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Supplies and resources needed for students in Special Education	INSTRUCTIONAL MATERIALS		\$2,897.00
Sub-Total							\$2,897.00
Budgeted Fund Source Amount							\$2,897.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	4	Awards and incentives for growth and achievement and supplies needed	Supplies and materials for instructional use	199-11-6399-001-069-24-273-000000-	\$3,200.00
Sub-Total							\$3,200.00
Budgeted Fund Source Amount							\$3,200.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	2	2	3	Professional Development	Contracted professional development	199-13-6411-001-069-25-273-000000	\$888.00
Sub-Total							\$888.00
Budgeted Fund Source Amount							\$888.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	7	Books for students	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-069-99-273-000000-	\$2,928.00
1	2	1	8	Professional Development for Teachers	STAFF DEVELOPMENT MISC CONTRACTED SERVICES	199-13-6299-XXX-069-99-273-000000-	\$3,000.00
4	4	1	2	Office staff support	SECURITY AND MONITORING EXTRA DUTY/OT - SUPPORT	199-52-6121-XXX-069-99-273-000000-	\$300.00
4	4	1	3	Resources needed for Work orders and general maintenance for the upkeep of the building	PLANT MAINT & OPERATION MISC OPERATING COSTS	199-51-6499-XXX-069-99-273-000000-	\$250.00
Sub-Total							\$6,478.00
Budgeted Fund Source Amount							\$6,478.00
+/- Difference							\$0.00
Grand Total Budgeted							\$66,134.00
Grand Total Spent							\$66,134.00
+/- 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