Fort Worth Independent School District

069 McLean 6th Grade Center

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

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This number does not take into account the number of students that are accepted to the school through the districts transfer enrollment system. Historically, the campus has accepted approximately 50 students. As with many public schools in the state, enrollment in public schools is dropping, for various reasons. As such, our campus will be working to better attrack and retain families in our school.

Our of the 378 students that roll over to us, 122 of the students are emerging bilinguals.

McLean 6th grade serves a diverse student body. The largest student group is Hispanic 57.8%, followed by 35.6% White, 3.9% African American.

McLean 6th Grade's population includes: 63% Economically Disadvantaged, 59% At Risk, 30% English Learners, 29% Gifted and Talented, 9% Sped Ed

More than half of the students at McLean 6th are economically disadvantaged, and 30% of the population are second language English learners. McLean 6th grade placed in the top 50% of all schools in Texas for overall test scores (Math proficiency is top 50%, and reading proficiency is top 30%) The student to teacher ratio is approximately 20:1 and is higher than the Texas state level of 15:1

McLean 6th grade employs and retains a highly-qualified and talented staff. Most of the teaching staff has 6-15 years of teaching of experience, and there is very little turnover. Most recently, with the states Teacher Incentive Allotment, Mc6 has 4 teachers that are recognized by the state as being either a Master level or exemplary level teacher. Which means they are highly effective in their content area of either Math or Reading.

Demographics Strengths

McLean 6th TEA school report card rating for 2022 recieved in A in school progress and a B in the Closing the Gaps. This means that our campus our of the 16 posiable areas that the state measures achivement our campus met or exceed 13 of them. All of our populations of students are being successful and showing more than a years worth of growth when the leave our campus.   District level leaders in other districts have contacted me to find out what we are doing to meet this level of success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hispanic enrollment in honors level math courses is 42% and reading courses is 43% which is disproportionate to the 62% of Hispanic students enrolled at McLean 6th.   **Root Cause:** Schools of choice have been recruiting students from feeder campuses and targeted students that would be identified to take Honors level courses.

Student Learning

Student Learning Summary

The Texas accountability system measures both student achievement and student growth on STAAR. Domain III measures the academic progress for state-defined student groups. All students met performance targets for academic growth on the 2022 STAAR test in both reading and math. All student groups met performance targets for academic achievement in Reading. Three student groups did not meet the target for academic achievement in math: English Learners, Economically Disadvantaged, and Hispanic. Additionally, the campus missed the target for academic language proficiency.

Student Learning Strengths

White students are in the 85% percentile on National norm achievement test according to NWEA MAP data in Math and in the 95% percentile in Reading. McLean 6th Grade has a strong Accelerated Math program. Students perform well, and it is one of the reasons parents elect to transfer students to McLean 6th Grade.

discuss planning, teaching, data, student work and engage in PD sessions. Data meetings are scheduled where teachers and the Instructional Leadership Teams take a deep data dive following the data driven protocol. Student work is analyzed and root causes for misconceptions are addressed as well as the next action steps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):

Priority Problem Statements

Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.

Root Cause 1:

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

- Parent surveys and/or other feedback

Action Step 4 Details	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	

Action Step 4: Reward and recognize students for academic success.

    Intended Audience: Teachers

    Provider / Presenter / Person Responsible: Admin

    Date(s) / Timeframe: All year

    Collaborating Departments: All departments

    Delivery Method: In Person

    Funding Sources: Ron Clark Academy House system App and other resources - SCE (199 PIC 24) - 199-11-6299-001-069-24-273-000000- - $4,250

Action Step 3 Details	Reviews

Action Step 3: Collaborative planning: lessons, calendar, etc.
 	
    Intended Audience: Teachers
 	
    Provider / Presenter / Person Responsible: Department Chairs, Admin
 	
    Date(s) / Timeframe: All year
 	
    Delivery Method:	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Problem Statements: Student Learning 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.	**Formative**			**Summative**
Intended Audience: Admin, Master Scheduler	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Sarah Fezio				
Date(s) / Timeframe: All year				
Collaborating Departments: ELA, Math				
Delivery Method: In Person				

Action Step 2 Details	Reviews			
Action Step 2: Identify students and provide Before School interventions and enrichment.	**Formative**		Mar	**Summative**
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: ELA, Math teachers, Data Analyst				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 3 Details	Reviews
Action Step 3: Identify students and provide targeted Saturday intervention camps: EBs, math & reading.	
Intended Audience: Teachers	
Provider / Presenter / Person Responsible: ELA, Math - ntended	

Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Reading from 39% to 43% May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:
2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Delivery Method: In Person				
Action Step 1: Create and utilize common formative and common unit assessments.	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Department Chairs, Admin				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 2 Details	Reviews
Action Step 2: Review and analyze student work.	
Intended Audience:	
Provider / Presenter / Person Responsible: Department Chairs, Admin	
Date(s) / Timeframe: All year	

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy**

Problem Statements: Student Learning 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.		**Formative**		**Summative**
Intended Audience: Admin, Master Scheduler	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Sarah Fezio				
Date(s) / Timeframe: All year				
Collaborating Departments: ELA, Math				
Delivery Method: In Person				
Action Step 2 Details		Reviews		
Action Step 2:				

| Date(s) / Timeframe: All year | | | | |
| Delivery Method: ~~In Person~~ | | | | |

	0% No Progress	■ Accomplished	→ Continue/Modify	✕ Discontinue

Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students who meet or exceed projected growth on EOY MAP Growth Mathematics from 44% to 68% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:
2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews		
Action Step 1: Create and utilize common formative and common unit assessments.		**Formative Reviews**		**Summative**
Intended Audience: Teachers		**Nov**		
Provider / Presenter / Person Responsible: Department Chairs, Admin				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 3 Details	Reviews

Action Step 3: Collaborative planning: lessons, calendar, etc.
 	
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Department Chairs, Admin
    Date(s) / Timeframe: All year
    Delivery Method:	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Evaluation Data Sources: STAAR, STAAR Interim assessments or district benchmarks

Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/ delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
 È ti   g:

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:
2.5, 2.6

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Create and utilize common formative and common unit assessments.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Department Chairs, Admin				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 2 Details	Reviews			
Action Step 2: Review and analyze student work.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Department Chairs, Admin				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 3 Details	Reviews			
Action Step 3: Collaborative planning: lessons, calendar, etc.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Department Chairs, Admin				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

Action Step 4 Details	Reviews			
Action Step 4: Model lessons to improve instruction.	Formative			Summative
Intended Audience: Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: ELA and/or Math teachers				
Date(s) / Timeframe: All year				
Delivery Method: In Person				

0% No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.   **Root Cause**:

Problem Statements: Student Learning 1

Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.   **Root Cause**: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Evaluation Data Sources: STAAR, STAAR interim assessments

Improve the quality of Tier 1 instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/ delivery and performance data.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1

Teachers and Data Analyst 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.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: All teachers, Data Analyst

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy**

Problem Statements: Student Learning 1

Utilize the PLC Framework systems and processes to improve instruction.

Strategy's Expected Result/Impact: Increase the percentage of Bil/ESL students meeting or mastering STAAR Math from 17% to 40% by May 2024.

Staff Responsible for Monitoring: Admin, ELA Dept, Math Dept, Data Analyst

Title I:
2.5, 2.6

Problem Statements: Student Learning 1

Problem Statement 1: 2022-2023 EOY MAP data in Math and Reading indicate that 44% of EB students are Meeting or exceeding projected growth in Math and 49% of EB students are Meeting or exceeding projected growth in Reading.   **Root Cause**: Us of ELPS and TELPAS Rubric in daily instruction in conjunction with Language objectives have not been systematically prioritized.

Action Step 3 Details				Reviews			
Action Step 3: Recognize students for improved attendance during a six weeks.				**Formative**			**Summative**
Intended Audience: Students				**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Cabrera, House Leaders							
Date(s) / Timeframe: Once per six weeks							
Collaborating Departments: Houses							
Delivery Method: In Person							

Action Step 4 Details				Reviews			
Action Step 4: Reporting cycle SART meetings				**Formative**			**Summative**
Intended Audience: Parent				**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Parent, Admin, Stay in School Coordinator							
Date(s) / Timeframe: Once per six weeks							
Collaborating Departments: Student Retention							

0%... No Progress	Accomplished	→ Continue/Modify	✗ Discontinue	

Daily absentee report will be printed daily after ADA and Family engagement Specialist will call home for every student that below 90% or close to below 90%

Strategy's Expected Result/Impact: Student attendance will improve and we will have less chronically absent students

Staff Responsible for Monitoring: Veronica Lopez, Natalie Cabrera and Karen Brown

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews	
Action Step 1: Family engagement Specialist will call home for every student that below 90% or close to below 90%		**Formative**	**Summative**
Intended Audience: Parents			
Provider / Presenter / Person Responsible: Family Engagement Specialist, Attendance clerk			
Date(s) / Timeframe: Daily			
Delivery Method: Phone			

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

Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024.

Evaluation Data Sources: Cycle Reports

Utilize Positive Behavior Reinforcement Strategies

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

Staff Responsible for Monitoring: McCloud, Gilbreath, Royal

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Train teachers and staff on how to use Branching Minds	**Formative**			**Summative**
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: MTSS Specialist				
Date(s) / Timeframe: Yearly and as needed				
Collaborating Departments: MTSS				
Action Step 2 Details	Reviews			
Action Step 2: Conduct Restorative Practices training with faculty and staff				
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: MTSS/Restorative Practices department				
Date(s) / Timeframe:				

Action Step 1 Details			Reviews		
Action Step 1: Conduct weekly check-ins with At Risk students			**Formative**		**Summative**
Intended Audience: Students			**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Gilbreath, Royal						
Date(s) / Timeframe: weeky as needed						
Collaborating Departments: Counseling						
Delivery Method: in person						

Action Step 2 Details			Reviews		
Action Step 2: Restorative Practices Professional Development will take place with a targeted team and teachers for on-going support			**Formative**		**Summative**
Intended Audience: Students and staff on the "Changelings" team			**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Restorative Practices Department - T. Harkowa						
Date(s) / Timeframe: September - May 2023						
Delivery Method: In person on going through out the school year.						

0% No Progress	Accomplished	→ Continue/Modify	✖ Discontinue

Utilize progressive discipline practices.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for Bil/ESL students from 20% to 15% by May 2024

Staff Responsible for Monitoring: admin team, Gilbreath, Royal

Problem Statements: Student Learning 2

Action Step 1 Details			Reviews		
Action Step 1: Train teachers on a campus wide discipline protocol			**Formative**		**Summative**
Intended Audience: Teachers			**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: McCloud						
Date(s) / Timeframe: yearly						
Delivery Method: In person						

Action Step 2 Details	Reviews			
Action Step 2: Follow discipline procedures outlined in the Student Code of Conduct	Formative			Summative
Intended Audience: Students, Teachers, Admin	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Admin team **Date(s) / Timeframe:** ongoing				

0%- No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Problem Statement 2: 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading.   **Root Cause**: Campus systems for intermittent checks and balances for students goals and progress were not created/used. Additionally, do teachers and student core beliefs for levels of expectations aligned to campus core beliefs.

Problem Statement 1: ADA for 2022-2023 was 94.7%. This is lower than the campus goal of 97%. This lower % of ADA is keeping campus from receiving state distinctions in Math and Reading   **Root Cause**: Campus system for holding students and families accountable for absences were not consistent. Additionally, SART meetings and filing for court action was not implemented until the second semester.

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

Action Step 3 Details	Reviews
Action Step 3: Incorporate Parent Educator Programs - such as Raising highly Capable kids - This is a 13 week program and Restorative practices for families **Intended Audience:**	

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: Students will participate in various activities to teach and engage them in character and personality skills.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: students **Provider / Presenter / Person Responsible:** counselors, house leaders **Date(s) / Timeframe:** 2x per six weeks **Collaborating Departments:** counseling **Delivery Method:** in person during house meetings **Funding Sources:** Career and college materials - CTE (199 PIC 22) - - $1,679				
0%... No Progress Accomplished Continue/Modify ✕ Discontinue				

Problem Statement 2: 59% of Special Education students are projected to Meeting grade level expectation on STAAR Math and 24% of Special Education students are projected to Meeting grade level expectation on STAAR Reading.

State Compensatory

Budget for 069 McLean 6th Grade Center

$4,250.00

0

We don't have programs that are budgeted through these funds

Title I Personnel

Name	Position	Program	FTE
Sarah Fezio	Assess Data Analyst		

Campus Funding Summary

Title I (211)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		Data Analyst	211-13-6119-04N-069-30-510-000000-24F10	$84,472.00
						Sub-Total	$84,472.00
						Budgeted Fund Source Amount	$55,234.78
						+/- Difference	-$29,237.22

SCE (199 PIC 24)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	4	Ron Clark Academy House system App and other resources	Contracted instructional services	199-11-6299-001-069-24-273-000000-	$4,250.00
						Sub-Total	$4,250.00
						Budgeted Fund Source Amount	$4,250.00
						+/- Difference	$0.00

Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Supplies for Parent meetings	Supplies and materials for parental involvement	211-61-6399-04L-069-30-510-000000-24F10	$1,588.00
						Sub-Total	$1,588.00
						Budgeted Fund Source Amount	$1,588.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							$0.00
						Sub-Total	$0.00

069 McLean 6th Grade Center