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# Equity and Inclusion

Equity and Inclusion

## Demographics

### Demographics

JT Stevens Elementary (JTS) is located in the Wedgewood neighborhood and is both a neighborhood school within the Fort Worth ISD and a district Gold Seal Program of Choice campus. In addition to the neighborhood students, half of the student population is part of an applied learning program through the district's Gold Seal Programs of Choice. Our campus is represented by many diverse populations for a total of 447 students. Our student population consists of 38% Hispanic, 24% White, 32% African American, and 6% Other. 10% of our students are Emergent Bilingual (EB). We are a Title I campus, meaning that a majority of our students' families are below the national poverty level, with 64% of our students qualifying for free or reduced lunch. We have pre-kindergarten through fifth grade with Early Childhood Special Education for students as young as 3 years old. Our special education programs educate students in self-contained special education classes and inclusion classes. Our special education students range in variety of diagnosis with 17% of our student population participating in one of our programs or models, including speech. Likewise, we have 8% of our students identified as having dyslexia and receiving interventions and or strategies to help them be successful in their learning. Additionally, our campus offers a Gifted and Talented program for grades



## Student Learning

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During the 2021/2022 school year, JTS received a "C" rating from the Texas Education Agency (TEA). This replaced the "F" rating that was received during the 2018/2019 school year. During the 2019/2020 and 2020/2021 school years, there were no STAAR assessments given by the Texas Education Agency (TEA). Student

NWEA MAP data shows that 36% of our students have met projected growth measures for the middle of the year math test. Our goal is to increase that to 50%

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## **School Processes & Programs**



# Perceptions

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Currently JTS uses Restorative Practices and PBIS strategies. These are all aligned with our vision, mission, goals and values to accelerate academic and social-emotional success of our students and to prepare them for success in the real world by having the skills these programs provide. These skills include fostering strong personal traits that support community and family building, collaborative conflict resolution, and on grade-level reading by third grade.

The programs that we offer at JTS are applied learning programs, Special Education, Gift and Talented, and Dyslexia. Currently, students in the applied learning program must apply through the district's Gold Seal Program of Choice. Students are able to enter this program only if they have completed this application. It is open to all students grades K through 5th.

Likewise, we have several special education programs and models at JTS. We offer Early Education programs that allow students with special needs to begin school as young of three-years old. These programs include Special Education Self-Contained, Special Education Inclusion PK, and Special Education Inclusion K. We also offer an inclusion program in which students are enrolled in a general education classroom and receive push-in support from a special education teacher. We currently have 17% of our students participating on one of our special education programs or models.

In addition, we have a dyslexia program that identifies students through teacher referrals, MAP reading data points, the MTSS process and/or parent referrals. When a student is referred for testing, the school counselor completes the paperwork with the needed academic information provided by the classroom teacher (s). Testing is completed by the special education department. Those individuals identified as having dyslexia are provided 504 services that may include the dyslexia program that provides 4 days of instruction each week for 45 minutes each day. We currently have 8% of our students identified as dyslexic and who receives supports through 504 or SPED services.

The Gift and Talented Program is based on the district model that identifies students beginning in kindergarten through observational lessons that members of the district GT team facilitate. Students in other grades are identified by a committee that reviews and nominates testing, parent questionnaire, teacher questionnaire, and a student portfolio. The students in the GT program participate in the online program that includes a curriculum in specific areas of giftedness that incorporates Renzulli and Tynker. We currently have 7% of our students participating in GT services.

Campus administration supports teachers in creating their own broad plans and specific plans based on the district scope and sequence and the current student data. The teachers are provided PLC time to plan specific plans that focuses on Demonstrations of Learning and reteaching/intervention plans. The weekly lesson plans include Student Expectation (TEKS), Resources, Lesson Frame (Objective), Guiding Questions for Higher Order Thinking, Activation of Prior Knowledge, Modeling, Guided Practice, Independent Practice, Writing/Reading Opportunities, Collaboration Plan/Accountable Talk/Inquiry, Differentiation, Closure/Reflection.

The campus has a master schedule that includes special rotations that provide planning periods, lunches, assistant duties and scheduled PLCs that have a draft plan for the school year.

The classroom management is based on Restorative Practices and building relationships of trust with the students. The teachers and students develop together a class Respect Agreement. Additionally, the classes have Positive Behavioral Interventions and Supports (PBIS) in place. All classrooms provide a positive rewards system in place. Between the Restorative Practices and the PBIS there are few discipline referrals at JTS.

The SBDM expressed that JTS is becoming a nurturing environment with positive experiences for the students because of the many different opportunities available. The number of teachers that connect with students and their families have also increased. They also mentioned the strong PTA support that directly contributes to the students and staff.

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## 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 2024.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 79% to 85% by May 2024.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 72% to 77% by May 2024.

Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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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 2024.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 44% to 50% by May 2024.

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Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 35% to 50% by May 2024.

Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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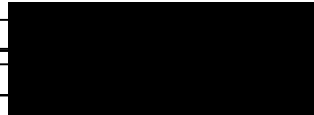
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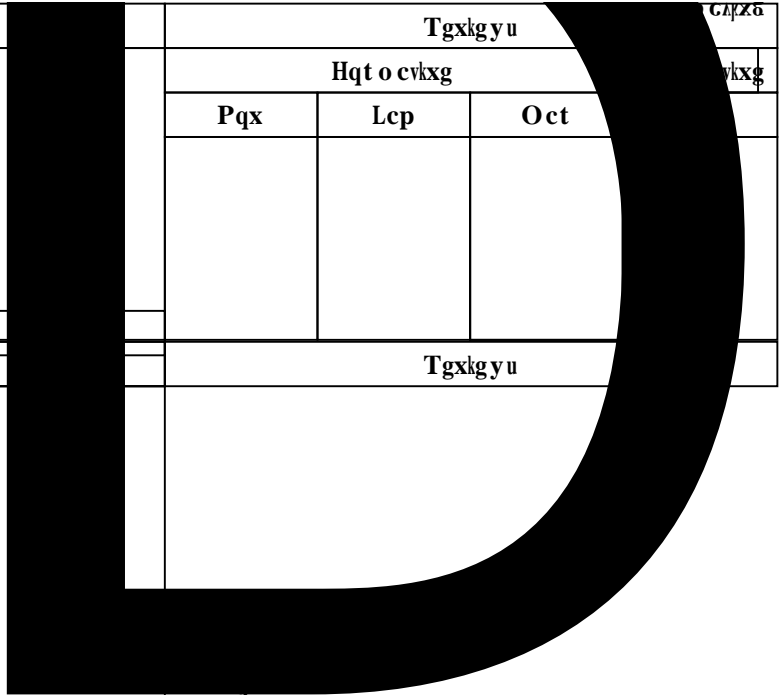
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Early Math

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

Increase the percentage of PK students who score On Track on Circle Math from 79% to 85% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 61% to 70% by May 2022.

Improve the quality and alignment of Tier 1 instruction for all students through the use of the math unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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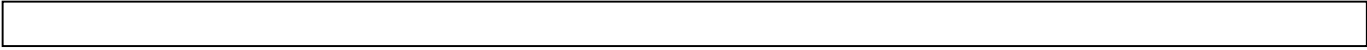
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Early Math

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

Increase the percentage of Kinder students who score On Track on TX-KEA Math from 49% to 55% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus from 40% to 50% by May 2022.

Improve the quality and alignment of Tier 1 instruction for all students through the use of the math unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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CCMR

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

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus from 17% to 50% by May 2024.

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Improve the quality and alignment of Tier 1 instruction for all students through the use of the reading unit and lesson internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

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	Pqx	Lcp	Oct	Lwpg



Learning Environment (based on the BOE constraints)

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

Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance)





<b>Rtqdn g o "Uvcvg o gpn"3</b>	<b>Tqqv"Ecwug</b>
<b>Rtqdn g o "Uvcvg o gpn"3</b>	<b>Tqqv"Ecwug</b>

Learning Environment (based on the BOE constraints)

<b>Cevkqp"Uvgr"4"Fgycknu</b>		<b>Tgxkyu</b>	
<b>Cevkqp"Uvgr"4&lt;</b> <b>Kpygpfgf"Cwfkpeg&lt;</b> <b>Rtqxkfgt"l"Rtgugpygt"l"Rgtuqp"Turqpukdng&lt;</b> <b>Fcvg*u+"l"Vko ghtc o g&lt;</b> <b>Eqmcdqtcvkpi"Fgrctv o gpvu&lt;</b> <b>Fgnkxgt{"Ogvjqf&lt;</b>	<b>Hqt o cvkxg</b>		<b>Uwo o cvkxg</b>
	<b>Pqx</b>		

**Rtqdn g o "Uvcvg o gpv"3**

**Tqqv"Ecwug**

Learning Environment (based on the BOE constraints)

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

Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1.4% to 0.5% by May 2024.

Gxcnwvkqp"Fcvc"Uqwtegu<

Align and leverage programs, resources, and multi-tiered systems of support to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate.

Uvtcygi {}u"Gzrgevfgf"TguwnvIk o rcev<

Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi<

Fcvg\*u+!"Vko ghtc o g<  
Eqmcdqtcvkpi"Frctv o gpvu<  
Fgnkxgt{"Ogvjqf<



Foster collaborative partnerships with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes

<b>Rtqdn g o "Uvcvg o gpv"3</b>	<b>Tqqv"Ecwug</b>
<b>Rtqdn g o "Uvcvg o gpv"3</b>	<b>Tqqv"Ecwug</b>



Learning Environment (based on the BOE constraints)

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

Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 4 to 7 by May 2024.

Gxcnwckqp"Fcvc"Uqwtegu<

Convene a committee of stakeholders to plan and promote high-impact family engagement activities during the outside of regular school hours, as evidenced by participation in key strategic events from 4 to 7 by May 2024.

Uvtcygi {}u"Gzrgevfgf" TguwnvIk o rcev<

Uvchh" Tgurqpukdng" hqt" Oqplvqtkpi<

Vkvnq"K<





VGC"Rtkqtkvkgu<

GUH"Ngxgtu<

Rtqdng o "Uvcvg o gpvu<

Cevkqp"Uvgr"4"Fgvcknu	Tgxkgyu			
Cevkqp"Uvgr"4< Kpygpfgf"Cwfkpeg< Rtqxfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< Fcvg*u+"l"Vko ghtc o g< Eqmedqtevkpi"Fgrctv o gpvu< Fgnkxgt{"Ogvjqf<	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"5"Fgvcknu	Hdt o Tgxkgyu 2 #			
Cevkqp"Uvgr"5< Kpygpfgf"Cwfkpeg< Rtqxfgt"l"Rtgugpvg"l"Rgtuqp"Turqpukdng< Fcvg*u+"l"Vko ghtc o g< Eqmedqtevkpi"Fgrctv o gpvu< Fgnkxgt{"Ogvjqf<	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Cevkqp"Uvgr"6"Fgvcknu	Tgxkgyu			
Cevkqp"Uvgr"6<				

Rtqđng o "Uvcvg o gpvu<

Cevkqp"Uvgr"3"Fgycknu	Tgxkgyu			
Cevkqp"Uvgr"3<  Kpvgpfgf"Cwfkppeg< Rtqxifgt"l"Rtgugpygt"l"Rgtuqp"Turqpukdng< Fcvg*u+l"Vko ghtc o g< Eqmedqtevkpi"Fgretv o gpvu< Fgnkxgt{"Ogvjqf<	Hqt o cvkxg			Uwo o cvkxg
	Pqx	Lcp	Oct	Lwpg
   				

Rtqđng o "Uvcvg o gpv"3



**Rctgpv"Gpicigopv**

<b>Fkvtkev I qcn</b>	<b>Uejqqn Rgthqt o cpeg Qdlgevksxg</b>	<b>Uvtcvgi {</b>	<b>Cevkqp Uvgr</b>	<b>Tguqwtegu"Pggfgf</b>	<b>Fguetkrvkqp</b>	<b>Ceeqwpv"Eqfg</b>	<b>C o qwpv</b>
<b>Uwd/Vqvcn</b>							
<b>Dwfigvgf"Hwpf"Uqwteg"C o qwpv</b>							
<b>-1/"Fkhhtgpeg</b>							

**Ikhvgf" ("Vcngpvgf"\*3; ;"RKE"43+**

<b>Fkvtkev I qcn</b>	<b>Uejqqn Rgthqt o cpeg Qdlgevksxg</b>	<b>Uvtcvgi {</b>	<b>Cevkqp Uvgr</b>	<b>Tguqwtegu"Pggfgf</b>	<b>Fguetkrvkqp</b>	<b>Ceeqwpv Eqfg</b>	<b>C o qwpv</b>
<b>Uwd/Vqvcn</b>							
<b>Dwfigvgf"Hwpf"Uqwteg"C o qwpv</b>							
<b>-1/"Fkhhtgpeg</b>							

**URGF"\*3; ;"RKE"45+**

<b>Fkvtkev I qcn</b>	<b>Uejqqn Rgthqt o cpeg Qdlgevksxg</b>	<b>Uvtcvgi {</b>	<b>Cevkqp Uvgr</b>	<b>Tguqwtegu"Pggfgf</b>	<b>Fguetkrvkqp</b>	<b>Ceeqwpv Eqfg</b>	<b>C o qwpv</b>
<b>Uwd/Vqvcn</b>							
<b>Dwfigvgf"Hwpf"Uqwteg"C o qwpv</b>							
<b>-1/"Fkhhtgpeg</b>							
<b>I tcpf"Vqvcn"Dwfigvgf</b>							
<b>I tcpf"Vqvcn"Urgpv</b>							
<b>-1/"Fkhhtgpeg</b>							