

Fort Worth Independent School District
059 Martin J. Jacquet
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
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 2024.	16
Goal 2: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	16
Goal 3: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	18
Campus Funding Summary	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

J. Martin Jacquet Middle School is a Title-1 public school located in the Stop Six community of Fort Worth, Texas. We are a Fort Worth ISD middle school campus that serves students from 6th grade through 8th grade. Previously, the school was named Paul Lawrence Dunbar Middle School but in February of 2015, at the urging of the Dunbar Alumni Association, the FWISD Board of Education voted to rename the school after Mr. James Martin Jacquet, who spent 37 years as an educator in the district. He changed countless lives, first serving as a mathematics teacher before spending 17 years as the principal of Paul Lawrence Dunbar High School.

Our current ethnic distribution is 57.43% Black or African American, 33.84% Hispanic or Latino, 1.07% White, 0.15% Asian, 1.52% Mixed Races, and 5.51% other.

Our reported country of birth breakdown is as follows:

United States	Congo/Congo DR	Mexico	Rwanda	Somalia	Kenya	Honduras	Burundi	Puerto Rico	Tanzania
430	16	13	5	5	4	3	3	3	2

At-risk data shows Economic Disadvantage as the top category with 99.54% (650 Students) Limited English Proficiency follows the top category with 33.69% (220 Students). Additional at-risk categories are Special Education (13.32%), 504 Program students (9.49%) and Dyslexia (6.13%).

Enrollment trends at Jacquet have been steady for the past five school years.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
654	678	687	646	640

Although enrollment trends have remained steady, there has been an increase in the Limited English Proficiency student category of over 100 students.

Special programs on our campus include Computer and Technology Education, Bilingual ESL, Fine Arts including Dance, Choir, and Band. We also house a Gateways to Technology program which aligns with the aviation program at Dunbar High School. Our campus also participates in UIL Athletics, fielding teams in football, boys' and girls' basketball, track, and soccer, and volleyball.

The primary mission of school leadership and the Jacquet staff to empower students by meeting their social, emotional, physical, and academic needs.

Our stakeholders are connected to the school and involved in the decision-making process through community engagement events, district and campus-wide surveys. The school also maintains a strong presence on all social-media outlets as a means of communicating with parents, the community and other stakeholders.

Demographics Strengths

- J. Martin Jacquet Middle school consists of a diverse population of students.
- Additionally, the faculty and staff of J. Martin Jacquet Middle School are as diverse as the student population.
- Due to the development of effective organizational procedures and policies, classroom management training for identified staff, as well as the presence of mentoring programs such as My Brother's Keeper and formerly Girl's Inc, the rate of disciplinary disruptions in the immediate academic environment as decreased and has had an immediate positive impact on the level of student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low involvement of parents, volunteers, and community stakeholders in school-wide goals focused activities. **Root Cause:** Jacquet currently does not have a Parent-Teacher Association and functioning Site-Based Decision-Making Team, which normally consists of Campus Leadership, teachers, parents, and community members/leaders was disbanded as a result of low participation by members.

Student Learning

Student Learning Summary

Due to the pandemic, Spring of 2020 and SY 2020-21 have been challenging in getting stable data. For comparison purposes, the data presented is from 2018-2019, the last year where complete uninterrupted assessments were conducted. An analysis of differences in grade level content and student groups was conducted in comparison to district percentages and the percentages of the 2017-2018 SY. , and a deeper dive into the achievement data of the number of SSI students who were placed at the campus over the last three years.

2019 STAAR 6-8 (PEMIS Subset Applied)

059 J. M Jacquet MS

Subject and Grade	2018	2019	Diff	2018	2019	Diff	2018	2019	Diff	FWISD Dist. 2019		
	APP	APP		Meets	Meets		Mastery	Mastery		App	Meet	Master
6th Math	36%	46%	10	11%	13%	2	3%	6%	3	63%	20%	5%
7th Math	39%	24%	-15	8%	5%	-3	4%	0%	-4	43%	10%	1%
8th Math	61%	69%	8	21%	27%	6	2%	5%	3	70%	39%	9%
Algebra 1	100%	91%	-11	75%	50%	-25	38%	23%	-15	77%	47%	23%
ALL Gr. Lvls Math	45%	46%	1	13%	15%	2	3%	4%	1	70%	35%	15%
All SpEd Math	26%	44%	18	19%	28%	9	10%	14%	4			
All ELL Math	50%	49%	-1	13%	12%	-1	3%	2%	-1			
All Eco Dis Math	45%	45%	0	14%	14%	0	3%	3%	0			
All Afr. Amer. Math	38%	41%	3	10%	14%	4	2%	4%	2			
All Hispanic Math	60%	54%	-6	19%	16%	-3	5%	3%	-2			
6th Reading	35%	46%	11	14%	17%	3	3%	8%	5	54%	24%	10%
7th Reading	47%	42%	-5	20%	19%	-1	8%	7%	-1	63%	35%	20%
7th Writing	46%	33%	-13	19%	9%	-10	3%	1%	-2	54%	25%	8%
8th Reading	66%	62%	-4	17%	16%	-1	6%	5%	-1	60%	27%	7%
English I	91%	92%	1	91%	71%	-20	0%	8%	8	57%	36%	5%
ALL Gr. Lvls Rdg	49%	49%	0	17%	17%	0	5%	7%	2	64%	35%	12%
All SpEd Rdg	28%	34%	6	19%	26%	7	4%	9%	5			
All ELL Rdg	45%	42%	-3	10%	15%	5	2%	5%	3			
All Eco Dis Rdg	48%	48%	0	16%	17%	1	5%	6%	1			

059 J. M Jacquet MS

All Afr. Amer Rdg	42%	46%	4	13%	13%	0	4%	6%	1			
All Hispanic Rdg	64%	54%	-10	24%	24%	0	8%	9%	1			
8th Science	40%	55%	15	18%	23%	5	4%	7%	3	65%	30%	11%
8th Social Studies	36%	27%	-9	8%	7%	-1	1%	3%	2	50%	20%	9%

Summative (STAAR Data)

- 2018-2019 SY-All Level content area scores were consistent with the all level student groups campus on averages. Campus performed at 46% in math, 49% in reading, 33% in writing, 55% in science and 27% in social Studies. The percentages are below district percentages with the widest variances in 6th and 7th Grade Math (-19 %), 7th grade reading and writing (-21%) and 8th social studies (-23%) in the approaching category.
- 7th grade reading, writing, math declined from the from the 2018 to the 2019 school year in all categories (approaches, meets and masters). See PEMIS subset for details.
- 8th grade social studies is 23% (below district in 2018-2019 and tool a decline from the previous year of 9%)
- 6th grade reading and math, although below the district with a variance of -19% had a double-digit gain in the approaching category from 2018 to 2019 of 11% and 10% respectively.
- 8th grade science, although below the district with a variance of 10% had gains in all categories (approaching-15%, meets-5% and mastery-3%)
- Algebra I, English I above grade high school course took a decline in from the 2018 to 2019 school year, however performance is still above the district in all categories (approaching, meets and master). See PEMIS subset for details
- 2018-2019 SY – All Level Student Groups (SpEd, ELL, Eco Dis, Afr. Amer. And Hispanic) data show no significant change from thee 2018 to 2019. Data is consistent with content averages across the board with the exception of Hispanic and ELL students.
 - Hispanic students showed a decrease in both reading and math in 2018 to 2019 SY with the largest variance in reading (-10%) in the approach’s category. Although data shows a decline Hispanic students continue to perform below the district but above the campus overall in both math and reading at a rate of 6% -10% respectively.
 - Special Ed students continue to perform below district averages at -30% in math and reading. However, from 2018-2019 the student group show gain in all categories (approaches, meets, and masters) in both reading and math with the largest variance in increase at the approach level in Math (18%)

Formative Assessment (Campus Interim Assessment STAAR comparison)

Content	Approaches			Meets			Mastery		
	Interim 1 2019-20	Interim 2 2019-20	STAAR 2018-19	Interim 1 2019-20	Interim 2 2019-20	STAAR 2018-19	Interim 1 2019-20	Interim 2 2019-20	STAAR 2018-2019
Math	48%	45%	44%	14%	10%	16%	4%	2%	4
Reading	47%	40%	46%	18%	6%	19%	8%	0%	7
Science	41%	47%	55%	15%	21%	23%	5%	4%	7
Social St	31%	42%	27%	6%	13^	7%	3%	5%	3

**2019-2020 SY two formative assessment were given one in the fall and one in the spring prior to the pandemic.

- Fall interim assessments indicate students were performing at or above 2018-2019 in all content areas in the approaching category with the exception of science which had a 14% decrease,
- Spring interim assessments indicate students had a slight decrease from the first interim assessment but continue to perform above in social studies with a variance of +15% for social studies.
- Across the board in the meets and mastery category students continued to perform lower than on the 2018-2019 STAAR Assessment. (See Campus comparison of interim and STAAR assessment above).

Diagnostic Data (NWEA MAP 2020-2021)

MOY National Norm Mean RIT Score (Math)

KG	150.13
01	170.18
02	184.07
03	196.23
04	206.05
05	214.7
06	219.56
07	224.4
08	228.12

MOY National Norm Mean RIT Score
(Rdg)

KG	146.28
01	165.85
02	181.2
03	193.9
04	202.5
05	209.12
06	213.81
07	217.09
08	220.52

JMS 059 -Math MAP

	BOY	MOY	Diff
Diagnostic Assessment			
All grade level math	208	211	3.5
6th grade math	203	205	2.1
7th grade math	208	212	3.8
8th grade math	211	217	6.7

JMS 059 -Reading MAP

	BOY	MOY	Diff
Diagnostic Assessment			
All grade level reading	204	203	-0.3
6th grade reading	199	199	0.5
7th grade reading	204	203	-1.7
8th grade reading	209	209	0.3

Diagnostic Data used from the 2020-201 school year NWEA MAP -Nationally Norm assessment.

- All grade level averages in reading and math are performing at the mean level of a 4th grade student at indicated on the beginning of the year (BOY) assessment
- 6th grade is performing on average based on the RIT at a 3rd grade level for both math (RIT -203) and Reading (RIT- 199).
- 7th grade is performing at on average 4th grade level for both math (RIT-208) and Reading (RIT-204)
- 8th Gr. is performing at an average 4th grade level for math (RIT-211) and a 5th grade level for Reading (RIT -209)
- The 2020-2021 Middle of Year (MOY) assessment in math indicates an increase on average in the RIT scores, however the grade equivalency did not change.
- The 2020-2021 Middle of Year (MOY) assessment in reading indicates a slight decline in the overall reading RIT score from and 1 point decline all grade level reading and in 7th grade. 6th and 8th had not change.

Other essential campus data

GPC Placement

Reading and Math Deeper Dig -

5th Gr. GPC Students (currently in the building)

Year	(# DNM) Math	(# DNM)	# Combined
		Rdg	
2018	24	34	15
2019	39	47	25
**2020	105	82	69
Totals all grade level (DNM)	168	156	109
Percent Placed	25%.	25%.	17%.

**Number of students placed in 6th grade who did not meet based on 4th grade scores (no STAAR Data available for 2019-2020 SY)

A significant number of students are placed through Grade Placement Committee during their 6th grade year who did not meet standard on their reading and/or math. 2020-2021 SY calculations based on 5th grade STAAR Assessment Year are depicted in the chart above.

- 25% of the student population in reading did not meet standard in their 5th grade year
- 25% of the student population in math did not meet standard in their 5th grade year at the
- 18% of the student population did not meet in both reading and math

Core Teacher experience allocation

Teacher Years of experience	# assigned in 2020-2021	# assigned 2019-2020	# assigned 2018-2019
0 -1 year	16	14	13
2-5 years	8	9	9
6-11 Years	4	4	6
12 and above	6	5	4

2020-2021 of teacher allocated to the campus twenty-four core teachers possess under five years of experience with 16 of those having zero to a half of a year experience due to the pandemic.

- Reading - 4 out of 8 Reading /ELA teachers fall into the zero to one category
- Math - 7 out of 8 Math teachers fall into the zero to one category

Student Learning Strengths

J. Martin Jacquet has a student body with great potential to be high achieving students. The campus in 2019 was moving in a trajectory of the slow progression of student growth in two key areas:

- 6th Gr. math, reading, and 8th Gr Science showed a double-digit gain from 2018-2019 in the approach's category. (6th Gr. Math +10%), (6th Gr. Rdg +11%), (8th Gr. Sci +15%)
- The Special Education (SpED) group was lower than the campus and district percentage across the board. However, the student group showed double-digit growth from previous years in 6th-grade math (+38,24,26), reading (+24,+20,+13) in three categories, and 8th-grade science (+13) in the approach's category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th grade math students scored 46% on the 2018-2019 STAAR which is 19% below the district average. **Root Cause:** Walkthrough data and PLC observations indicate that common assessments and student work samples are not used to drive Tier One instructional practices.

School Processes & Programs

School Processes & Programs Summary

For the 2020-2021 School year, after reviewing the STAAR data 2019, Student Achievement 51%, School Progress 55 %, Closing the Gaps 53%, the campus chose to focus on how to increase teacher capacity to design and implement curriculum-aligned instruction to the students. The teachers were instructed on how to deliver effective lessons to increase student mastery. The school year 2020-2021 involved the following:

- Weekly PLCs incorporated into the campus master schedule.
- Instructional focus included alignment, deconstructing TEKS, lesson planning, and formative assessments.
- Support from Instructional Coaches provided weekly PLCs to address professional development, COSTA's Level of Thinking, Differentiation, and Scaffolding, Formative Assessment Digital Training, Lesson Planning, MAP Data Training, Analyzing Student Data, Deconstructing the TEKS, and Student Engagement.
- Administration and Instructional Coaches conducted virtual instructional surveys with students about the delivery of virtual instruction. Also, instructional coaching tools were conducted with teachers to gain insight into desired professional developments. Based on the results, the majority of teachers desired professional development to grow in student engagement and digital software.
- The counselor department used Bulletin 100 course sequence prerequisites to schedule students for honors classes. There are about 100 students who participate in the advanced classes. Some eighth-graders are receiving high school credit while in middle school taking the following: 25-Biology, 20-Algebra 1, 23-English 1, 7-Geometry, 2-Algebra(8th Gr at HS level)
- Inclusion teachers provide daily services to the campus special populations.
- Increased learning time is provided to 6th and 7th grade struggling learners in ELA who are scheduled for the 90-minute block class. All 6th and 7th-grade students in Math receive increased learning time during the scheduled 90-minute block class.
- 7th and 8th-grade at-risk boys are assigned to mentors through My Brothers Keepers.
- Students and parents are giving the opportunity to select courses of their choice for the academic school year.
- The interview committee consisted of administrators and teachers who collaborated to select the best “fit” for vacant teaching positions. The committee selected candidates from the district Frontline Program. Also, the committee worked closely with alternative certification programs such as ECAP and Teach For America.

School Processes & Programs Strengths

- Weekly PLCs
- Campus Common Assessments (rigor based on STAAR questions and Lead4ward high leverage tools). Data meetings are held after each assessment. Teachers used data to develop re-teach lessons
- Instructional Coaches supporting teachers with High Leverage Tools (Planning Conversation Guide, Pre-Observation, Post-Observation, Analyzing Student Learning).
- Staff turn - over rate was 23% at the beginning of the 2020-21 school year.
- 91% of the students feel that they are given opportunities to interact with the teacher during virtual instruction.
- 87% of the students feel that they are offered several opportunities to communicate and interact with classmates.

- 88 % of the students feel that they understood the structure of the virtual classes.
- 82% of the teachers feel that all students are being educated.
- 78% of the students feel that there are supportive relationships in the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2020-2021 Panorama Survey data results show 32% of students express that they are engaged during instruction. **Root Cause:** Teachers have not been adequately trained on student engagement activities such as Kagan strategies and QTEL.

Perceptions

Perceptions Summary

Jacquet is located in Fort Worth's legendary Stop Six community. The overall risk of crime in the attendance area is 42% higher than the National Average. The median household income is \$18, 695. Jacquet has a high mobility rate among teachers and administrators. From the 2011-2012 to the 2020-2021 school year, Jacquet has had a total of 6 different principals.

Jacquet received an F accountability rating from TEA in 2018-2019. As a result of Jacquet's turnaround status, it is transitioning into a school under the FWISD Leadership Academy Initiative under Texas Senate Bill 1882 for the 2021-2022. The partnership is designed to deliver immediate support and create a positive transformation that benefits both students, staff and the Jacquet community.

The most significant 2020-2021 Panorama Survey results from students include:

- 68% of students at J Martin Jacquet Middle School indicated they are not excited about going to class.
- 52% of students feel when their teachers ask how you are doing, they are really not interested in their answer.
- 62% would not be excited to have the same teacher again in the future.
- 81% do not talk about ideas from classes when they aren't in school.
- 72% do not feel connected to the adults at Jacquet.

Perceptions Strengths

- Family liaison, 2 Interventionist Specialists, and 2 Counselors are available on campus to support students and families.
- Weekly school-wide calls are sent every week to notify parents of important jacquet updates.
- The student survey reports 79% feel their teachers are respectful towards them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the 2020-2021 Panorama Survey, 68% of students at J Martin Jacquet Middle School indicated they are not excited about going to class. **Root Cause:** Walkthrough data reveals instructional engagement continues to be a growth area for teachers during instructional walkthroughs.

Priority Problem Statements

Problem Statement 1: Low involvement of parents, volunteers, and community stakeholders in school-wide goals focused activities.

Root Cause 1: Jacquet currently does not have a Parent-Teacher Association and functioning Site-Based Decision-Making Team, which normally consists of Campus Leadership, teachers, parents, and community members/leaders was disbanded as a result of low participation by members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 6th grade math students scored 46% on the 2018-2019 STAAR which is 19% below the district average.

Root Cause 2: Walkthrough data and PLC observations indicate that common assessments and student work samples are not used to drive Tier One instructional practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2020-2021 Panorama Survey data results show 32% of students express that they are engaged during instruction.

Root Cause 3: Teachers have not been adequately trained on student engagement activities such as Kagan strategies and QTEL.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Based on the 2020-2021 Panorama Survey, 68% of students at J Martin Jacquet Middle School indicated they are not excited about going to class.

Root Cause 4: Walkthrough data reveals instructional engagement continues to be a growth area for teachers during instructional walkthroughs.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Support Systems and Other Data

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

Goals

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 2024.





Performance Objective 1: Increase the percentage of students who score at meets or above in English 1 from ___% to ___% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 2: CCMR

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





Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from __% to __% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy will be completed by incoming leadership team.</p> <p>Funding Sources: Extra duty for tutoring outside contract hours - SCE (199 PIC 24) - 199-11-6116-001-059-24-243-000000- - \$3,425, Computer Lab Assistant (TA III) - Title I (211) - 211-11-6129-04N-059-30-510-000000-22F10 - \$28,000, Data Analyst - Title I (211) - 211-13-6119-04N-059-30-510-000000-22F10 - \$79,611</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: CCMR

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

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from ___% to ___% by May 2022.
 Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Strategy will be completed by incoming leadership team. Funding Sources: Extra duty for tutoring outside contract hours - SCE (199 PIC 24) - 199-11-6116-001-059-24-243-000000- - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the percentage of students who are chronically absent from ___% to ___% by May 2022.





Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Goal 3: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from ___% to ___% by May 2022.





Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Strategy will be completed by incoming leadership team. Funding Sources: Supplies and materials for instruction - Title I (211) - 211-11-6399-04N-059-30-510-000000-22F10 - \$37,457	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: 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 ___ to ___ by May 2022.





Strategy 1 Details	Reviews			
Strategy 1: Strategy will be completed by incoming leadership team. Funding Sources: Title I Intervention Specialist - Title I (211) - 211-31-6119-04N-059-30-510-000000-22F10 - \$52,712	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>				

Goal 3: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2022.

Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from X% to Y% by May 2022.

Strategy 1 Details	Reviews			
Strategy 1: Strategy will be completed by incoming leadership team. Funding Sources: Supplies for parent and family engagement - Title I (211) - 211-61-6399-04L-059-30-510-000000-22F10 - \$3,465	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	1	Computer Lab Assistant (TA III)	Teacher Assistant	211-11-6129-04N-059-30-510-000000-22F10	\$28,000.00
2	1	1	Data Analyst	Instructional Coach	211-13-6119-04N-059-30-510-000000-22F10	\$79,611.00
3	2	1	Supplies and materials for instruction	Supplies and materials for instructional use	211-11-6399-04N-059-30-510-000000-22F10	\$37,457.00
3	3	1	Title I Intervention Specialist	Title I Intervention Specialist	211-31-6119-04N-059-30-510-000000-22F10	\$52,712.00
3	4	1	Supplies for parent and family engagement	Supplies and materials for parental involvement	211-61-6399-04L-059-30-510-000000-22F10	\$3,465.00
Sub-Total						\$201,245.00
Budgeted Fund Source Amount						\$201,245.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	1	1	Extra duty for tutoring outside contract hours	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-059-24-243-000000-	\$3,425.00
2	2	1	Extra duty for tutoring outside contract hours	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-059-24-243-000000-	\$3,500.00
Sub-Total						\$6,925.00
Budgeted Fund Source Amount						\$6,925.00
+/- Difference						\$0.00
Grand Total						\$208,170.00