

# Fort Worth Independent School District

## 059 Martin J. Jacquet

### 2022-2023 Campus Improvement Plan



# Value Statement

We, the J. Martin Jacquet at PLA staff, collectively commit to:

- Cultivating collaboration amongst staff and students.
- Identifying and meeting all students at their levels to close the gaps.
- Providing opportunities for intellectual, physical, social, emotional, and cultural growth.
- Promoting purposeful, ethical and innovative use of technology.
- Inspiring students' curiosity and creativity for life-long learning.

Phalen Leadership Academies Core Values:

- **CHILDREN FIRST:** Work to ensure all interactions and decisions put our scholars first.
- **RESPECT:** Treat others like you would want to be treated.
- **DETERMINATION:** With hard work and superior effort, we can achieve all things.
- **CONTINUOUS IMPROVEMENT:** Try to get better and better everyday.
- **GRATITUDE:** Demonstrate gratefulness for all we have done and the opportunities to serve our scholars and communities.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 9
  - Perceptions 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- District Goals 15
  - District Goal 1: 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
  - District Goal 2: 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. 25
  - District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 34
  - District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 42
- PBIS Committee 47
- Site-Based Decision Making Committee 48
- Campus Funding Summary 49

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

J. Martin Jacquet at PLA Middle School is a Title I 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 sixth through eighth grade. Historically, Fort Worth ISD named J. Martin Jacquet at PLA Paul Lawrence Dunbar Middle School, but in February 2015, at the urging of the Dunbar Alumni Association, the FWISD Board of Education voted to rename the school after Mr. James Martin Jacquet. Principal Jacquet spent 37 years as an educator in the district, serving as a mathematics teacher before spending 17 years as the principal of Paul Laurence Dunbar High School.

In the past five school years,

The following describes our student groups who attend our campus:

African American= 65.3%

Hispanic= 31.6%

White, not of Hispanic Origin= 1.5%

Two or more races: 2%

### Other Campus Demographics

J. Martin Jacquet at PLA population includes: 95.3 % of students who identify as Economically Disadvantaged, 19.5% of students who are emerging bilinguals (English Learners), 13.2 % of students receive Special Education services, and a student mobility rate of 31.2%, which is double the percentage rate when compared to the mobility rate of the state of Texas.

Our stakeholders include the parents, community members (FW Advisory Board), school board members, teachers, administrators, and students. Our guiding coalition includes our stakeholders, teacher leaders, and campus administration.

### Demographics Strengths

On March 30th, 2022, the FWISD Board of Education approved a new partnership with Phalen Leadership Academies to deliver additional educational resources and targeted support for more than 630 students at Jacquet Middle School. Jacquet is currently identified as a Tier 4, Improvement Required (IR) campus by the Texas Education Agency (TEA). While the "Improvement Required" rating is an unfortunate rating for

our campus, we see the rating as an opportunity to turn the campus completely around by implementing a rigorous curriculum (90-minute math and RLA classes daily), focused professional development for staff, and an opportunity to rebuild authentic partnerships with parents and the stop six community.

Our Fort Worth Advisory Board include partnering community members, administrators, and Phalen leadership. The Board meets, at minimum, six times per year to discuss upcoming events and/or community concerns relating to the leadership of Jacquet and the partnership with Phalen.

In addition to the Fort Worth Advisory Board, Jacquet's Guiding Coalition consists of various stakeholders such as parents, teacher leaders, and campus administration. Jacquet's Guiding Coalition meets, at minimum, once every three weeks. New for the 2022-2023 school year, Jacquet provides staff the opportunity to bring concerns and possible solutions to our optional faculty town hall meetings. During town hall meetings, Jacquet's Guiding Coalition charge is to listen to staff without rebuttal statements, affirm stake in their concerns, and to analyze their proposed solutions.

In complete partnership with Fort Worth ISD, Jacquet's campus administration attends FWISD principal meetings, assistant principal meetings, and new and on-going curriculum training initiatives (i.e., Carnegie Math training, new STAAR questioning training, etc). Additionally, in complete partnership with PLA, Jacquet's campus administration attends bi-weekly Principal Learning Community (PLC) meetings with the entire Phalen network. During Phalen's network PLC meetings, Jacquet's administration focuses on fidelity on instructional systems and progress towards student performance goals.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** When comparing BOY MAP scores to EOY MAP scores, 40% of all Jacquet students met projected growth in Reading (i.e, 6th grade=41%, 7th grade=42%, and 8th grade=37%). **Root Cause:** We attribute this low percentage to the failure of systematically identifying tiered groups , the interventions, or lack of interventions, and the tracking of their progress.

**Problem Statement 2:** When comparing BOY MAP scores to EOY MAP scores, 33% of all Jacquet students met projected growth in Mathematics (i.e., 6th grade=30%, 7th grade=27%, and 8th grade=33%). **Root Cause:** We attribute this low percentage to the failure of systematically identifying tiered groups , the interventions, or lack of interventions, and the tracking of their progress.

# Student Learning

## Student Learning Summary

The Texas Education Agency designated Jacquet as a "F" rated campus in the 2019-2020 school year. In comparison to the 2020-21 STAAR, Grade 6 Mathematics increased by 14% and Grade 7 ELAR increased by 15% in students approaching grade level expectations. Although Jacquet experienced mild (single-digit) to moderate (double-digit) increases in student performance during the 2021-2022 school year, unfortunately, we still expect that the rating will remain the same.

The table below describes the student performance for each performance level and each tested subject.

Table 1.1 SY 2021-2022 Summary of Student Performance from STAAR

2021-22 STAAR	% Approaches	% Meets	% Masters
Math 6th Grade	39%	7%	3%
	14% increase from 2021	3% increase from 2021	2% increase from 2021
Math 7th Grade	16%	4%	1%
	1% decrease from 2021	2% decrease from 2021	1% decrease fro, 2021
Math 8th Grade	37%	9%	2%
	7% decrease from 2021	5% decrease from 2021	1% decrease from 2021
ELAR 6th Grade	44%	18%	7%
	7% increase from 2021	7% increase from 2021	3% increase from 2021
ELAR 7th Grade	62%	27%	10%
	15% increase from 2021	4% increase from 2021	2% increase from 2021
ELAR 8th Grade	59%	26%	10%
	4%	3% increase from 2021	5% increase from 2021
Science 8th Grade	36%	14%	3%
	6% increase from 2021	3% increase from 2021	2% increase from 2021
Social Studies 8th Grade	29%	10%	1%
	6% increase from 2021	4% increase from 2021	5% increase from 2021

Before we can move J. Martin Jacquet at PLA from a "F" rating, I think it's important to understand how TEA calculated this rating. TEA

calculates our score using the following three domains: Student Achievement, School Progress, and Closing the Gaps. Below, I'll briefly break down each domain's calculation and I will correlate those calculations to our campus instructional goals for the 2022-2023 school year.

### **Student Achievement Domain**

Since J. Martin Jacquet @PLA is a middle school campus, STAAR Performance is 100% of the Student Achievement (SA) Domain. To calculate STAAR Performance, one must add the total STAAR tests from each subject and find the percentage of all tests rated "Approaching", "Meets", and "Masters". Once having the total percentage points, one must divide the total percentage points by 3, which represents the average of each rating, and this number represents your component score. J. Martin Jacquet at PLA received a component score of 22 with a scaled score of 51 for the Student Achievement Domain.

J. Martin Jacquet at PLA needs a minimum component score of 38 in order to receive a "C" rating from TEA. We have to aim for 33% (+17%) of all students to "Meet GLEs" in each grade level, in each of the above subjects. Additionally, we have to aim for 11% of all students to "Master GLEs" in each grade level, in each of the above subjects. By increasing 17 percentage points in the "Meets GLE or above" category and by increasing 6 percentage points in "Master GLEs," J. Martin Jacquet at PLA will also increase a total of 23 percentage points in "Approaches GL or Above" (17% + 6%), without solely focusing on "Approaches GL or above."

### **School Progress Domain**

TEA calculates the School Progress (SP) Domain by analyzing the highest of two parts: Part A- Academic Growth and Part B- Relative Performance. Part A refers to the academic growth a student experiences, from the previous test year to the current test year, in Math and Reading Language Arts (RLA). Part B analyzes J. Martin Jacquet's relative STAAR performance with other middle schools with similar percentages of economically disadvantaged students (95.3% ED). In 2019, J. Martin Jacquet @PLA's SP Part B score was one point higher than Part A. Still, TEA takes the higher of the two parts, which is also compared to the highest score between SP and SA when considering the overall school rating. As a leadership team, it will be important for us to analyze School Progress Part A and Part B equally since in 2019, there was only a one point difference between the two. During the SY 2021-2022, we will make sure that our teams have a starting point rating for each student's previous STAAR test. From there, we would track all year to aid in value added growth. Additionally, as the new leader, I question whether 95.3% Economically Disadvantaged is a true percentage representation of students at J. Martin Jacquet at PLA. When considering the task of moving the campus from the "F" rating, I think it's important to make sure that 95.3% is an accurate percentage to evaluate whether we are in the appropriate "Percentage of Economically Disadvantaged Range."

### **Closing the Gaps**

Unlike the previous domains, the Closing the Gaps Domain analyzes differentials: SPED, ED, Race/Ethnicity, ELLs, and continuously enrolled or non-continuously enrolled students. The Closing the Gaps Domain has four components: STAAR "meets" for Math and RLA (Academic Achievement), Academic Growth data from SP Part A, English Language Proficiency (TELPAS data), and STAAR performance data from the SA Domain. Here, I'll do a brief summary of TELPAS and MAP Data and how applying this information will help Jacquet improve our Closing the Gaps score.

When analyzing our SY 2021-2022 TELPAS information, only 18% of all grade levels improved their Composite Rating. Moreover, 28% of students regressed and 54% of students remained the same, according to their Composite Rating. On a brighter note, when we analyze three

different data sources, the student data aligns. For the 2021-2022 school year, Jacquet will incorporate listening, speaking, reading, and writing daily instructional initiatives in an effort to intentionally move students in their TELPAS Composite Rating.

Table 1.2: SY 2021-2022 MAP Growth-Math

Student Group	% Met Projected Growth	
	BOY-to-MOY	BOY-to-EOY
All Students	36%	33%
Hispanic	36%	32%
African American	35%	32%
White		
Econ Dis	36%	33%
English Learner	34%	29%
SPED	31%	23%

Table 1.3: SY 2021-2022 MAP Growth-Reading English

Student Group	% Met Projected Growth	
	BOY-to-MOY	BOY-to-EOY
All Students	52%	40%
Hispanic	52%	45%
African American	53%	36%
White		
Econ Dis	53%	40%
English Learner	51%	50%
SPED	41%	16%



## Student Learning Strengths

At J. Martin Jacquet at PLA Middle School, we have hardworking students who have an abundance of potential. As the faculty and staff of Jacquet, our continued job will be to tap into that potential. We exhibited strengths in the following areas:

- 100% of ELA I students received an "Approaching" score.
- 88% of ELA I students received a "Meets" score.
- 100% of Biology students received an "Approaching" score.
- 87% of Biology students received a "Meets" score.
- 92% of Algebra I students received an "Approaching" score.
- 67% of Algebra I students received a "Meets" score.
- 42% of Algebra I students received a "Masters" score.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** On the MAP EOY, 6th grade students had an average RIT score of 199 (3rd grade level), 7th grade students had an average RIT score of 201 (3rd grade level), and 8th grade students had an average RIT score of 204 (4th grade level). **Root Cause:** Students are lacking a strong foundation in reading. Along with the other components of the science of reading, we would like to make sure there is a strong emphasis on phonemic awareness and phonics (decoding and encoding).

# School Processes & Programs

## School Processes & Programs Summary

J. Martin Jacquet at PLA employs staff who are committed to redefining excellence. All staff are either certified or they're in the process of meeting all certification requirements in their academic teaching area. Unique to Jacquet, our leadership teams consists of teacher leaders, specialists, and admin who collectively refer and recruit staff members to be on our team. Jacquet Leadership teams spearhead the process of recruiting, hiring, assigning, and retaining high-quality educators.

The Jacquet Admin Team, along with PLA's leadership, created the master schedule to align with campus instructional goals. Students have 8 periods per day, 45 minutes each period; however, two of those periods are double-blocked for math and reading subjects. This double-blocked schedule means that *all* Jacquet students receive 90 minutes of math and 90 minutes of RLA every day. It's important to note that we've changed our schedule to reflect the intended student performance goals that we plan to meet this school year.

Students who are not making adequate progress are targeted through MTSS. Branching minds is the platform used to monitor MTSS interventions of Tier 2 and Tier 3 students. Jacquet's SST is in the process of developing concrete operational systems to rapidly identify students who need intervention supports.

During the 2021-2022 school year, our campus provides breakfast in the classroom to all 6th through 8th students to support behavioral expectations, social emotional learning needs, and student classroom performance.

## School Processes & Programs Strengths

- Daily PLCs; Monday through Thursday we focus on academic planning, analyzing data, and first time quality instruction. On Fridays we focus on behavioral intervention support with Jacquet interventionists, counselors, family engagement specialist, and campus administration.
- All Reading and Math Teachers have Reading and Math Coaches
- We require identified Reading and Math Teachers, who need extra support, to meet with their assigned instructional coach a minimum of 45 minutes per week to support lesson planning and other instructional needs.
- Campus Common Assessments (rigor based on STAAR questions and Lead4ward high leverage tools). Data meetings are held after each assessment and teachers use the data to develop re-teach lessons.
- Instructional coaches supporting teachers with High Leverage Tools (Planning Conversation Guide, Pre-Observation, Post-Observation, Analyzing Student Learning).

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers were not given Professional Development specific to increasing instructional practices which lead to increasing student achievement. **Root Cause:** Provided PD did not target instructional practices to implement in the classroom to support critical thinking.

# Perceptions

## Perceptions Summary

J. Martin Jacquet at PLA's vision statement is In active partnership with families and community, we will foster a relevant and high-quality education while preparing every scholar to become life-long learners in order to succeed as a productive citizen in a global society. Our mission statement states, " Jacquet Middle School believes all scholars have potential to achieve success while empowering their social and emotional learning. The culture of Jacquet Middle School will be unwavering in setting high expectations for all, frequent progress monitoring of all scholars, provide relevant opportunities for high-impact learning, and the implementation of 21st century technology to compete in a competitive global society." Moreover, we have adopted the motto that "We are O.N.E" which essentially means that we are creating a sustainable learning community where we dream big, believe in ourselves and achieve greatness.

This school year, we are focusing on rebuilding our PTO and volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process through the site-based decision making committee which meets a minimum of six times per year.

The Family Engagement Specialist supports families by making personal phone calls, making home visits, providing supports with technology, and providing other resources.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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

- Capacity and resources data
- Budgets/entitlements and expenditures data

# District Goals

**District Goal 1:** 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.

**School Performance Objective 1:** Increase the percentage of 6th grade RLA students who "master" Grade Level Expectations (GLEs) in reading from 7% to 10% by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy's Expected Result/Impact:** By consistently using Lexia, students will increase their Lexile Levels. Therefore, JMS will monitor students' Lexile Levels at three critical points: (1) BOY (2) MOY (3) EOY. We expect to see at least a 10% increase in students' Lexile Levels from BOY to MOY and MOY to EOY.

**Staff Responsible for Monitoring:** Reading Interventionists, Reading Coach, Instructional Specialist, and Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**





Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> JMS students will have a set daily time in which they will use Lexia during the 90-minute RLA period. <b>Intended Audience:</b> 6th, 7th, and 8th grade students <b>Date(s) / Timeframe:</b> All JMS at PLA, RLA teachers <b>Provider / Presenter / Person Responsible:</b> Reading coach- Rashna Gladney and Instructional Specialist- Danielle Martin <b>Collaborating Departments:</b> FWISD RLA Curriculum <b>Delivery Method:</b> During PLC RLA, Science, and Social Studies Period	Formative			Summative
	Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<p><b>Action Step 2:</b> Jacquet Admin, FWISD RLA curriculum specialists, the reading coach, and instructional Specialists will train JMS at PLA RLA teachers on how to build 30-minute, guided Lexia lessons with the specific regard to the role of the teacher and the student during the Lexia engagement process.</p> <p><b>Intended Audience:</b> All JMS at PLA, RLA teachers</p> <p><b>Date(s) / Timeframe:</b> By September 16th, 2022</p> <p><b>Provider / Presenter / Person Responsible:</b> Reading coach- Rashna Gladney and Instructional Specialist- Danielle Martin</p> <p><b>Collaborating Departments:</b> FWISD RLA Curriculum</p> <p><b>Delivery Method:</b> During PLC RLA, Science, and Social Studies Period</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Staff Responsible for Monitoring:** Reading Interventionists, Reading Coach, Instructional Specialist, and Principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Staff Responsible for Monitoring:** Reading Interventionists, Reading Coach, Instructional Specialist, and Principal

Targeted Support Strategy - Additional Targeted Support Strategy





**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**Staff Responsible for Monitoring:** All subject teachers, ELAR/SS Inclusion teachers, Math/Science Inclusion teachers, Assistant Principal- ELAR, Assistant Principal-Math, Assistant Principal-Science, Assistant Principal-Social Studies, Reading Coach, Reading Interventionists

**Strategy 5:** All RLA teachers will set the foundation by collectively using the close reading strategy, PRIDE. When implementing PRIDE, students will Preview and Predict, Read and Re-Read, Investigate Signposts, Define Key Words, and Explain Text Evidence.

**Strategy's Expected Result/Impact:** By the beginning of the 2nd six weeks, all JMS at PLA teachers will receive content professional development on the close reading strategy, PRIDE. Science, Social Studies and Elective courses will assign one content

reading article.

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Beginning Mid October 2022, RLA teachers will assign 1 Stretch A3K Article every other week. For each Stretch Article, RLA teachers, the Instructional Specialist, Reading Interventionist, RLA Department Lead, and the RLA Administrator will monitor students' usage of the close reading strategy, PRIDE.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 1:** 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.

**School Performance Objective 2:** Increase the percentage of 6th grade RLA students who meet GLEs in reading from 18% to 33% by May 2023.

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy's Expected Result/Impact:** By consistently using Lexia, students will increase their Lexile Levels. Therefore, JMS will monitor students' Lexile Levels at three critical points: (1) BOY (2) MOY (3) EOY. We expect to see at least a 10% increase in students' Lexile Levels from BOY to MOY and MOY to EOY.

**Staff Responsible for Monitoring:** Reading Interventionists, Reading Coach, Instructional Specialist, and Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**





Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Science 7 and Social Studies 7 courses will write a minimum of once a week in each of their classes. Teachers will make sure that students complete the following tasks: 1. Write 8-10 sentences 2. Use appropriate punctuation 3. Use appropriate capitalization 4. Use evidence to back up a claim in the form of "For example".	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 1:** 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.

**School Performance Objective 3:** Increase the percentage of 7th grade RLA students who meet GLEs in reading from 27% to 33% by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**District Goal 1:** 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.

**School Performance Objective 4:** Increase the percentage of 7th grade RLA students who "master" GLEs in reading from 10% to 16% by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**District Goal 1:** 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.

**School Performance Objective 5:** Increase the percentage of 8th grade RLA students who meet GLEs in reading from 26% to 33% by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**District Goal 1:** 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.

**School Performance Objective 6:** Increase the percentage of 8th grade RLA students who "master" GLEs in reading from 10% to 14%.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

**District Goal 1:** 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.

**School Performance Objective 7:** Increase the percentage of African American students who meet GLEs in reading from 7% to 20% by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.



**District Goal 1:** 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.

**School Performance Objective 8:** Increase the percentage of African American students who "master" GLEs in reading from 2% to 7% by May 2023.

**High Priority**





**HB3 District Goal**

**Strategy 1:** Develop the capacity of ELA teachers to implement the FWISD Literacy Framework ensuring that JMS at PLA teachers utilize Lexia 30 minutes per day.

**Strategy 2:** Improve the quality and alignment of Tier 1 (FWISD Instructional Framework) instruction for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy 3:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**Strategy 4:** Develop the capacity of teachers across content areas to implement Disciplinary Literacy as noted on the FWISD Disciplinary Literacy Framework.

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Supplemental Curriculum &amp; Assessment Materials - \$44,450 will be used towards supplemental curriculum, such as Second Step, Edgenuity, NWEA, and BAS, that supports our data-driven adaptive learning program.</p> <p><b>Funding Sources:</b> - Title I (211) - 211-13-6399-04N-059-30-510-000000-23F10 - \$44,450</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**District Goal 2:** 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.

**School Performance Objective 1:** Increase the percentage of 6th grade Math students who "master" GLEs from 3% to 8% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**Strategy 1:** Improve Tier 1 Math instruction using Carnegie Math to focus on the Develop component of instruction by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Math Interventionist and Instructional Assistant  <b>Funding Sources:</b> - Title I (211) - 211-13-6119-04N-059-30-510-000000-23F10 - \$60,000, - Title I (211) - 211-11-6129-04N-059-30-510-000000-23F10 - \$29,120	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 3:** Develop the capacity of 6-8 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

**Strategy 4:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

**Strategy 5:** Using data from the identified key summative assessments (i.e., MAP, District Assessments, and Unit Assessments) and formative assessment data (i.e., MOLs and DOLs), JMS at PLA Math teachers will create the following lists: (1) Students who are on borderline "approaching to meets" , and (2) students who are borderline "meets to masters". Based on grade level power standards, two days per week and one day respectively for each group, teachers will implement small group instruction during the school day.

**Strategy's Expected Result/Impact:** JMS at PLA Math teachers will use BOY MAP to drive instruction by addressing students by specific skills within the JMS Power Standards. At the MAP MOY, we expect to see at least a 7% increase on the percentage of JMS students who are "meeting" grade level expectations in Math.

**Staff Responsible for Monitoring:** Math Administrator, Instructional Specialist, Math Teachers, Math Department Lead

**TEA Priorities:**

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

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

**Strategy 6:** JMS at PLA will identify power standards used on a rotation basis for MOLs (Mastery of Learning).

**District Goal 2:** 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.

**School Performance Objective 2:** Increase the percentage of 6th grade Math students who "meet" GLEs from 7% to 23% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 2:** 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.

**School Performance Objective 3:** Increase the percentage of 7th grade Math students who "master" GLEs from 1% to 10% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 2:** 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.

**School Performance Objective 4:** Increase the percentage of 7th grade Math students who "meet" GLEs from 4% to 20% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 2:** 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.

**School Performance Objective 5:** Increase the percentage of 8th grade Math students who "master" GLEs from 3% to 10% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 2:** 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.

**School Performance Objective 6:** Increase the percentage of 8th grade Math students who meet GLEs from 8% to 24% in Math by May 2023.

**High Priority**

**HB3 District Goal**



**District Goal 2:** 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.

**School Performance Objective 7:** Increase the percentage of African American students who meet GLEs in Math from 6% to 10% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 2:** 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.

**School Performance Objective 8:** Increase the percentage of African American students who master GLEs in Math from 2% to 7% in Math by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 40% to 45% by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on on MAP Growth Math from 33% to 40% by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase the percentage of 8th grade Science students who "master" GLEs from 3% to 15% in Science by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** The science 7 teacher will aid in increasing the percentage of 7th grade RLA students who "meet" GLEs in reading from 27% to 33% by May 2023.

**High Priority**

**HB3 District Goal**

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 5:** The science 6 teacher will aid in increasing the percentage of 6th grade RLA students who "meet" GLEs in reading from 18% to 33% by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 6:** Increase the percentage of 8th grade Social Studies students who "master" GLEs from 5% to 10% by May 2023.



**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 7:** The social studies 7 teacher will aid in increasing the percentage of 7th grade RLA students who "meet" GLEs in reading from 27% to 33% by May 2023.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 8:** The social studies 6 teacher will aid in increasing the percentage of 6th grade RLA students who "meet" GLEs in reading from 18% to 33% by May 2023.





**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) by 5% by May 2023.

**Evaluation Data Sources:** Student Attendance Data

**Strategy 1:** Attendance Restoration per six weeks

**Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Attendance Restoration- M-R (4:30 to 6:30 PM) and Saturdays (9 am to 12 pm)  <b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6116-001-059-24-273-000000- - \$9,690	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel by 20% by May 2023.

**High Priority**

**Strategy 1:** Develop an effective Jacquet SST (Student Support Team) who meets weekly to discuss specific students identified in Branching Minds or recommended by staff.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students and/or SPED students by 20% by May 2023.





**High Priority**

**Evaluation Data Sources:** FWISD Discipline Data

**Strategy 1:** Develop an effective Jacquet SST (Student Support Team) who meets weekly to discuss specific students identified in Branching Minds or recommended by staff.

**Strategy's Expected Result/Impact:** Jacquet at PLA expects this strategy to aid in early intervention.

**Staff Responsible for Monitoring:** Jacquet's student support team: Counselors- Ms. Rudd and Ms. Hunnicutt, Interventionists-- Mrs. Hart, Mrs. Overstreet.

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Counselor will be a member of the SST.  <b>Funding Sources:</b> Social Emotional Support Personnel - Title I (211) - 211-31-6119-04N-059-30-510-000000-23F10 - \$36,087	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Develop after school and Saturday school detention opportunities rather than removing students from daily instruction and into ISS.

**Strategy's Expected Result/Impact:** Decrease the amount of ISS placements for less egregious offenses.

**Staff Responsible for Monitoring:** Teachers and Administrators





**TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

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

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop attendance and discipline plan with heavy emphasis on after school and Saturday detention  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-059-30-510-000000-23F10 - \$13,913	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.





**School Performance Objective 4:** 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 0 to 6 by May 2023.

**Strategy 1:** By the end of the 2022-2023 school year, JMS @ PLA will offer at least three courses through our parent involvement community, Wildcat/Parent University.

**Strategy's Expected Result/Impact:** Through relevant topics and courses, the amount of parent involvement will increase at J. Martin Jacquet @ PLA Middle School.

**Staff Responsible for Monitoring:** Family Engagement Specialist

**Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Parent University Topics and Events  <b>Funding Sources:</b> - Parent Engagement - 211-61-6399-04L-059-30-510-000000-23F10 - \$2,916	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** By the end of the 2022-2023 school year, JMS at PLA will offer one family or student engagement activity per month.

**Strategy's Expected Result/Impact:** We will aim for 75 families per engagement activity.

**Staff Responsible for Monitoring:** Family Engagement Specialist, Campus Administrators, etc.





**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

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

**- Results Driven Accountability**

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Literacy Night and Math Night  <b>Funding Sources:</b> - BEA (199 PIC 25) - 199-61-6499-001-059-25-273-000000 - \$1,382	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# PBIS Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
6th Grade	Donna Alford	Grade-Level Lead
7th Grade	Casie Jackson	7th Grade Team Lead
8th Grade	Gwendolyn Goynes	Math 8 Teacher, Grade 8 Lead
Administrator	Jacqlene Jacques	8th Grade Administrator
Administrator	Channa Barrett	Principal
Administrator	Shannon Kneeland	Culture and Climate Specialist
PLA Intern	Kesha Hill	PLA Intern



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jacqueline Jacques	8th Grade Administrator
Administrator	Channa Barrett	Principal
PLA Intern	Kesha Hill	PLA Intern
Administrator	Shannon Kneeland	Climate and Culture Specialist
Classroom Teacher	Rian Hill	Math 7 Teacher, Math Department Chair
Classroom Teacher	Jonathan Yeager	Science Teacher 6-7, Science DC
Classroom Teacher	Rachel Stonecipher	ELAR Teacher, ELAR Department Chair
Classroom Teacher	Mst Sgt Whitfield Whitfield	Classroom Teacher, Electives Department Chair
Instructional Specialist	Danielle Martin	Instructional Specialist

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	8	4	1		Supplies and materials for professional development	211-13-6399-04N-059-30-510-000000-23F10	\$44,450.00
2	1	1	1		Instructional Coach	211-13-6119-04N-059-30-510-000000-23F10	\$60,000.00
2	1	1	1		Teacher Assistant	211-11-6129-04N-059-30-510-000000-23F10	\$29,120.00
4	3	1	1	Social Emotional Support Personnel	Counselor	211-31-6119-04N-059-30-510-000000-23F10	\$36,087.00
4	3	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-059-30-510-000000-23F10	\$13,913.00
<b>Sub-Total</b>							\$183,570.00
<b>Budgeted Fund Source Amount</b>							\$183,570.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-059-24-273-000000-	\$9,690.00
<b>Sub-Total</b>							\$9,690.00
<b>Budgeted Fund Source Amount</b>							\$9,690.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-059-30-510-000000-23F10	\$2,916.00
<b>Sub-Total</b>							\$2,916.00
<b>Budgeted Fund Source Amount</b>							\$2,916.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	2	1		Snacks for parents to promote participation	199-61-6499-001-059-25-273-000000	\$1,382.00
<b>Sub-Total</b>							\$1,382.00
<b>Budgeted Fund Source Amount</b>							\$1,382.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$197,558.00
<b>Grand Total Spent</b>							\$197,558.00
<b>+/- Difference</b>							\$0.00