

# Wichita Falls Independent School District

## Kirby Middle School

### 2022-2023 Campus Improvement Plan



# Mission Statement

The Mission of Kirby Middle School is to create a learning environment that is responsive to the educational, social, and emotional needs of a diverse student body. The staff, parents, and community are committed to facilitate the ability of students to become exceptional, well-rounded critical thinkers who can transcend cultural, environmental, political, and technological boundaries within a global community.

## Vision

The staff, parents, and community of Kirby will create a global learning environment committed to the educational, social, and emotional needs of our student body.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 7
- Priority Problem Statements 9
- Goals 10
  - Goal 1: Recruit, retain, and support teachers and principals. 11
  - Goal 2: Build a foundation of literacy and numeracy. 14
  - Goal 3: Connect high school to career and college 32
  - Goal 4: Improving low performing schools. 37
- State Compensatory 45
  - Budget for Kirby Middle School 46
  - Personnel for Kirby Middle School 46
- Title I Personnel 46
- Addendums 47

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kirby Middle School is made up of 635 students ranging from 6th to 8th grade. It is located at 1715 Loop 11, Wichita Falls, Texas. Kirby is generally a neighborhood school with a large attendance zone. Kirby Middle School feeds into Hirschi High School (IB). Kirby has five feeder elementary schools (Booker T., Burgess, Kate Haynes, Lamar, and Scotland Park), and receives a handful of transfer students from other parts of the district and out of the district.

The demographic breakdown is as follows: African-American 30.3%, Hispanic 36.2%, White 26.3%, American Indian 0.3%, Asian 0.8%, Pacific Islander 0.2%, and Two or more races 6%. Economically disadvantaged students made up 84.9% of the population, ESL/BIL 11.3%, GT 4.1%, Special Education 13.34%, At-Risk 70.2%. There are 301 (47.4%) female students and 334 (52.6%) male students.

### Demographics Strengths

Diverse student population

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Kirby has a high economically disadvantaged population and large at-risk population. **Root Cause:** All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.

# Student Learning

## Student Learning Summary

Kirby Middle School received an “F” rating under the 2018-2019 and was not rated for the 2020-2021 STAAR accountability system. In Domain 1- Student achievement, the scaled score was 57 in 2018-2019 and a scaled score 50 in 2020-2021, Domain 2A Academic Growth scaled score was 56, Domain 2B Relative Performance scaled score was 60, and Domain 3- Closing the Gaps scaled score was 30. The overall scaled score was 51. We were projecting a “C” rating for the 2020-2021 school year but accountability was canceled due to COVID-19. Domain information update will remain the same due to COVID-19 in the 2020-2021 school year. Study Island being used in Hound Hour Intervention, Map NWEA testing and data tracking. Data being used to develop a unique Study Island lesson for each student. Tracking data in each class by each Teacher, Focused walkthroughs, Instructional rounds, Lesson plan feedback and monitoring are some strategies that are being used to improve student performance.

## Student Learning Strengths

Although there are still many gaps, students are coming to Kirby a little more prepared than before.

Counselor failure meetings, placement changes, changes in retaining students, grades vs. test scores.

Celebrating success and rewarding growth!

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. **Root Cause:** There is inconsistent targeted instruction during the school day in classes.

**Problem Statement 2 (Prioritized):** Students continue to perform below grade level in all subject areas. **Root Cause:** Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.

**Problem Statement 3 (Prioritized):** The teacher turnover rate at Kirby has effected consistent instruction. **Root Cause:** Increased responsibilities due the the fact that Kirby is in Improvement Required, as well as an increase in student behavior problems.

# School Processes & Programs

## School Processes & Programs Summary

Curricular: Advanced classes, TEKS Resource System coupled with the district-developed curriculum.

Personnel: recruitment programs, attendance at job fairs, mentoring programs, staff development in & out of the district, curriculum & instruction specialist,

Organizational: HRS (High-Reliability Schools), CKH (Capturing Kids Hearts), NASOT (New Art and Science of Teaching), Get Better Faster Scope and Sequence, Student of the Month, Student Council, CIS (Communities in Schools), Chess Club, Robotics, After-school clubs, One Act Play, Choir, Cheerleader & PepSquad, PALS, Young Men's Club, FCA, Road to College, Hound Hour Clubs, National Junior Honor Society, STEAM 4.0, and Athletics.

## School Processes & Programs Strengths

HRS: Campus is striving for Level 2 certification

CKH: Campus is training in Capturing Kids Heart.

New Teacher mentoring program.

Teachers who are adequately trained in Google operating systems

Trained staff in the NASOT.

Fidelity checks for programs that are implemented.

Instructional Rounds

CIL

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased. **Root Cause:** Lack of availability of technology and training for content-specific areas and content-specific strategies.

**Problem Statement 2:** Special programs are not aligned with the needs/desire of students, to provide a well-rounded education. **Root Cause:** Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

**Problem Statement 3:** Lack of accurate collection or recording of data for bullying, drug, violence, and suicide prevention. **Root Cause:** Student mental health issues increasing in and out of school; confidentiality laws broken

# Perceptions

## Perceptions Summary

Parents are kept up to date on school events through- Parentlink, Skyward, Social Media, Remind, Peach Jar, Class Tag, newsletters, Parent Engagement Meetings, etc. Student, teacher, parent compact distributed & signed yearly. Parents are free to request meetings with school staff. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. GoGuardian and Gaggle alerts to monitor students' online behavior. Teachers are vigilant in school safety efforts, before, during, and after school. Capturing Kids' Hearts is a campus-wide program. Discipline is handled in accordance with the discipline demerit system and push-in discipline system.

## Perceptions Strengths

- Road to College
- Social Media
- Parentlink
- Most announcements are communicated in English & Spanish
- Campus police officers are visible and supportive
- Campus safety drills were completed with fidelity
- High Spanish speaking staff members
- PTO
- Parent Engagement Night
- CKH
- KirbyHound Help page
- Young Men's Club
- Junior League
- FCA



### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Lack of parent involvement. **Root Cause:** Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.

**Problem Statement 2:** Need for proactive behavior support and discipline management in all classrooms. **Root Cause:** Student behavior is interfering with academic learning so students are missing Tier 1 instruction.

# Priority Problem Statements

**Problem Statement 5:** Kirby has a high economically disadvantaged population and large at-risk population.

**Root Cause 5:** All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 1:** There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps.

**Root Cause 1:** There is inconsistent targeted instruction during the school day in classes.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased.

**Root Cause 3:** Lack of availability of technology and training for content-specific areas and content-specific strategies.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Lack of parent involvement.

**Root Cause 4:** Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** Students continue to perform below grade level in all subject areas.

**Root Cause 2:** Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 6:** The teacher turnover rate at Kirby has effected consistent instruction.

**Root Cause 6:** Increased responsibilities due the the fact that Kirby is in Improvement Required, as well as an increase in student behavior problems.

**Problem Statement 6 Areas:** Student Learning

# Goals

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** Reduce the number of teachers requesting transfers to other WFISD schools from 20 in 2021-2022 to 5 in 2022-2023 by the Spring of 2023.





**Evaluation Data Sources:** WFISD Human Resources Spring 2023 transfer list.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> New Teacher Mentoring program where each new staff member to Kirby will be provided with a peer mentor for a minimum of one year. All new staff to Kirby this year will participate in a new teacher mentoring and coaching program. The requirement is to meet with the new staff members at least once a month.</p> <p>New teachers will participate in the WFISD First Year Teacher Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine collaboration on best practices, research based strategies, classroom management, curriculum, technology integration, and high effective teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> 211.E.11.6239.00.048.8.30.000 - Title 1 Part A, - General, Campus Instructional Leaders - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Build time into daily schedule for Professional Learning Communities (PLC) for Math and Reading to meet as teams. Designated administrator and curriculum specialist coordinators will meet once a week in PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Data driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Curriculum Specialists Campus Instructional Leaders (CIL) School Improvement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide teachers the opportunity to attend professional development workshops to help improve instructional techniques. It will be designed to support improving student achievement. Teachers will also participate in Instructional Rounds to observe instructional strategies within the school and district to help improve instructional practices. Teachers and administrators may take part in campus visits to other schools for instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teaching strategies to improve academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Campus Instructional Leaders (CIL)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Campus Instructional Leaders - Title 1 Part A, Teacher Staff Development Travel - Title 1 Part A - 211 13 6411 00 048 3 30 000 - \$2,000</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The WFISD School Improvement Coordinator will work with teachers and administrative team to improve instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores on Unit Assessment, MAP testing, and 2023 STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> School Imp. Specialist-75% - SCE, Kirby Imp. Specialist-25% - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if the staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will meet all guidelines regarding the Highly Qualified status for teachers and paraprofessionals by the end of the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The campus will purchase technology such as instructional Chromebook stands, Chromebooks, licenses, web cameras, swivls, wireless keyboards and mice, microphone system, splitter cables, SMART Boards, iPevo pens, headphones, and chargers to help with routine collaboration on best practices, district, and campus policies and procedures, classroom management, curriculum, technology integration, staff involvement, etc., that result in highly effective teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Have sufficient resources to train teachers and kids in using technology to improve learning and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Technology</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Online Services/ Maint. agreements - Title 1 Part A - 211 11 6248 00 048 3 30 000 - \$9,000</p>	Formative		
	Nov	Feb	May

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. <b>Root Cause:</b> There is inconsistent targeted instruction during the school day in classes.</p>
<p><b>Problem Statement 2:</b> Students continue to perform below grade level in all subject areas. <b>Root Cause:</b> Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.</p>
<p><b>Problem Statement 3:</b> The teacher turnover rate at Kirby has effected consistent instruction. <b>Root Cause:</b> Increased responsibilities due the the fact that Kirby is in Improvement Required, as well as an increase in student behavior problems.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased. <b>Root Cause:</b> Lack of availability of technology and training for content-specific areas and content-specific strategies.</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** Increase the percentage of students meeting grade-level standard on STAAR Reading from 30% in 2022 to 40% in 2023.

**Evaluation Data Sources:** STAAR, Unit Assessments, Interim Assessments, and MAP Testing Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher and Leadership teams will receive instructional strategy training through Region 9 and WFISD</p> <p>Teachers will create lesson plans, using the lesson plan format provided, based on data from previous STAAR scores and MAP data.</p> <p>Walkthrough visits will confirm improved instructional practice in each classroom. Region 9 support staff will visit classes 2-4 times a month providing feedback. WFISD District Admin, Curriculum Team, and CILs will conduct weekly observations with feedback. Campus Admin will preform two T-TESS documented walkthroughs a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be fully trained by the end of the first semester.</p> <p>Teachers will created data driven lessons that meet the needs of the students based on the TEKS.</p> <p>Assessment data will reflect a 10% improvement in scores as compared to 2022 and 2023 STAAR results across all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Certified Teaching Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will collaborate in PLC teams to share strategies and plan engaging, concept-based lesson plans that include instructional strategies as part of the learning experiences and teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to plan engaging lessons to ensure improved instruction.</p> <p>Campus PLC structures will be standardized in order to ensure effective lesson planning and assessment development.</p> <p>Job embedded lesson plans that focus on student engagement and rigor will be developed by Region 9 support staff and implemented into classrooms.</p> <p>Teachers and staff will monitor growth base on MAP data, unit assessment, and interim assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Region 9 Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will implement the concepts learned in instructional training and include the strategies within the classroom.</p> <p>Lesson plans will reflect the use of the strategies. Walkthrough visits by campus administrators will ensure that instructional strategies concepts are implemented with fidelity.</p> <p>Campus administrators will provide intervention for teachers who are not implementing the strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit assessment score results will reflect a 10 % improvement in scores as compared to Unit Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal District Secondary Curriculum Specialist Region 9 Staff Campus Instructional Leaders (CIL)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - General, - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using previous STAAR results, Interim Assessments, Formative Assessments, Intervention period data, and MAP Test.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year STAAR results will improve by 10% as compared to previous year STAAR results for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Teachers Campus Instructional Leaders (CIL)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Tutorials will be offered before, during, and after school in reading.</p> <p>Hound Hour intervention for reading, math and science will be based on the individual need of the student and students will be groups according to needs.</p> <p>During Hound Hour Intervention small group interventions and online instructional programs will be implemented.</p> <p>Tutorial buses will be provided to students on Monday - Thursday of each week.</p> <p>Subs will be provided for teachers to have small group focused tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on 2022 STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School improvement Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Kirby Tutoring - Focus/Priority Funds - 211 11 6118 67 048 3 30 000 - \$15,000, Tutor Bus - Focus/Priority Funds - 211 34 6294 67 048 3 30 000 - \$4,000, Subs for Teacher Tutoring Small Groups - SCE - 211 11 6112 00 048 3 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Purchase researched-based supplemental supplies and materials for reading, such as: library books, magazines, student readers, practice STAAR reading materials approved by curriculum specialist, dictionaries, bilingual dictionaries, vocabulary for success book, color overlays, etc... to increase the rigor for our students so that they will be able to master the STAAR test.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide various resources for teachers in order to use best-practice research based strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Curriculum Specialists Campus Instructional Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Reading Materials - Focus/Priority Funds - 211 11 6329 00 048 0 30 000 - \$2,000, STAAR Test Booklets/ Testing and Study Materials - Title 1 Part A - 211 11 6339 00 048 3 30 000 - \$2,000</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students will be identified and scheduled in foundations, on-level, and advanced reading classes based on prior state reading scores. The classes will provide appropriate level instruction for upcoming exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or master the 2023 STAAR reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - General</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Title 1 and SEC will pay for teachers and paraprofessionals who will be scheduled in reading classes to help special education students by lowering the student to teacher ratio. Funds will be used to upgrade and enhance school wide instructional programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement on STAAR and English Language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Salary and Benefits - Title 1 Part A - 211.E.11.6119.00.048.8.30.000 - \$140,097, Salary and Benefits - SCE - \$168,296, Salary and Benefits - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Texas English Language Proficiency Assessment (TELPAS) will be utilized to assess Limited English Proficient (LEP) students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement on STAAR and English Language acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist LPAC Coordinator ESL/ELL Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Summer School will be provided for students that did not meet passing expectation on their Reading STAAR test. This would provide the 30 hours of Accelerated Instruction that is required under HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> With the extra hours of instruction then the students should be more prepared for the upcoming school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. <b>Root Cause:</b> There is inconsistent targeted instruction during the school day in classes.</p> <p><b>Problem Statement 2:</b> Students continue to perform below grade level in all subject areas. <b>Root Cause:</b> Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** Increase the percentage of students meeting grade-level standard on STAAR Math from 16% in 2022 to 26% by May 2023.

**Evaluation Data Sources:** STAAR, Unit Assessments, Interim Assessments, and MAP Testing Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher and Leadership teams will receive instructional strategy training through Region 9 and WFISD</p> <p>Teachers will create lesson plans, using the lesson plan format provided, based on data from previous STAAR scores and MAP data.</p> <p>Walkthrough visits will confirm improved instructional practice in each classroom. Region 9 support staff will visit classes 2-4 times a month providing feedback. WFISD District Admin, Curriculum Team, and CILs will conduct weekly observations with feedback. Campus Admin will preform two T-TESS documented walkthroughs a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be fully trained by the end of the first semester.</p> <p>Assessment data will reflect a 10% improvement in scores as compared to 2019 &amp; 2021 STAAR results across all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Certified Teaching Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Staff Development Subs - Title 1 Part A - 211 11 6112 00 048 3 30 000 - \$1,000, Teacher Extra Duty - Title 1 Part A - 211 11 6118 00 048 3 30 000 - \$1,000, Teacher Extra Duty for PD - Title 1 Part A - 211 13 6118 00 048 3 30 000 - \$1,438</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will collaborate in PLC teams to share strategies and plan engaging, concept-based lesson plans that include instructional strategies as part of the learning experiences and teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to plan engaging lessons to ensure improved instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will implement the concepts learned in instructional strategies training to include the instructional strategies in the classroom.</p> <p>Lesson plans will reflect the use of the strategies. Walkthrough visits by campus administrators will ensure that the instructional concepts are implemented with fidelity.</p> <p>Campus administrators will provide intervention for teachers who are not implementing the strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement instructional strategies, The unit assessment results will reflect a 10 % improvement in scores as compared to the first unit assessment data with each administration.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals District Secondary Curriculum Specialists Region 9 Staff Campus Instructional Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using the previous STAAR, Interim Assessments, Formative Assessments, Intervention period data, and MAP Testing.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year STAAR results will improve by 10% as compared to previous year STAAR results for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Teachers Campus Instructional Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Purchase researched based supplemental supplies and materials, math notebooks and calculators for math.</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards..</p> <p><b>Strategy's Expected Result/Impact:</b> Research based supplemental supplies and materials will aide teachers with preparing lessons that are rigorous and engaging while also meeting the needs of students in order to close the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist District Curriculum Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Supplies and Materials - Title 1 Part A - 211 11 6329 00 048 3 30 000 - \$2,000, Instructional Classroom Supplies/ Materials - Title 1 Part A - 211 11 6399 00 048 3 30 000 - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Tutorials will be offered before, during, and after school in Math.</p> <p>Hound Hour intervention for math will be based on the individual need of the student and students will be grouped according to needs.</p> <p>During Hound Hour Intervention small group interventions and online instructional programs will be implemented.</p> <p>Tutorial buses will be provided to students on Monday - Thursday of each week.</p> <p>Boot camps will be used to tutor students as needed.</p> <p>Provide subs for teachers to have small group focuses tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on the 2023 Math STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Online Services/Maint. Agreements - Title 1 Part A - 211 11 6248 00 048 0 30 000 - \$9,000</p>	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students will be identified and scheduled in foundations, on-level, and advanced math classes based on prior state math scores. The classes will provide appropriate level instruction for upcoming exams. Purchase researched-based supplemental supplies and materials for Math, STAAR Master, calculators, batteries, practice STAAR math materials approved by curriculum specialist, etc...</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or master the 2023 STAAR math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Classroom Supplies/Materials - Title 1 Part A - 211 11 6399 00 048 3 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. <b>Root Cause:</b> There is inconsistent targeted instruction during the school day in classes.</p>
<p><b>Problem Statement 2:</b> Students continue to perform below grade level in all subject areas. <b>Root Cause:</b> Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased. <b>Root Cause:</b> Lack of availability of technology and training for content-specific areas and content-specific strategies.</p>





**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** Increase the percentage of students meeting Meets grade-level standard on 8th-grade STAAR Science from 27% to 37% by May 2023.

**Evaluation Data Sources:** STAAR, Unit Assessments, and Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher and Leadership teams will receive instructional strategies training through Region 9 and WFISD.</p> <p>Teachers will create lesson plans, using the lesson plan provided, based on data from the previous STARR scores and MAP data.</p> <p>Walkthrough visits will confirm improved instructional practice in each classroom. Region 9 support staff will visit the campus 2-4 times a month to assist with implementation and provide feedback. CILs will conduct weekly observations with feedback. Campus Admin will preform two T-TESS documented walkthroughs a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement instructional strategies. The unit assessment score results will reflect a 10% improvement in scores as compared to the first unit assessment data with each administration.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CILs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using previous STAAR, Formative Assessments, Intervention Period Data, Map Test data, and Interim Assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year STARR results will improve by 10% as compared to the previous year STAAR results for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School improvement Specialist Teachers Campus Instructional Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Tutorials will be offered before, during, and after school in Science.</p> <p>During Hound Hour Intervention small group interventions and online instructional programs will be implemented.</p> <p>Tutorial buses will be provided to students on Monday - Thursday of each week.</p> <p>Bus for boot camps will be used to tutor students as needed.</p> <p>Provide subs for teachers to have small group focused tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on 2023 STAAR 8th grade Science</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialists CILs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science materials needed for classroom instruction, including materials for lab experiments to help support reading instruction and comprehension in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on 2023 STAAR 8th grade science</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist CIL</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Instructional classroom supplies/materials - Title 1 Part A - 211 11 6399 00 048 3 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May
<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>			

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. <b>Root Cause:</b> There is inconsistent targeted instruction during the school day in classes.</p>
<p><b>Problem Statement 2:</b> Students continue to perform below grade level in all subject areas. <b>Root Cause:</b> Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.</p>





**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** Increase the percentage of students meeting grade-level standard on 8th-grade STAAR Social Studies from 14% to 24% by May 2022.

**Evaluation Data Sources:** STAAR, Unit Assessments, and Interim Assessments.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher and Leadership teams will receive instructional strategy training through Region 9 and WFISD</p> <p>Teachers will create lesson plans, using the lesson plan format provided, based on data from previous STAAR scores and MAP data.</p> <p>Walkthrough visits will confirm improved instructional practice in each classroom. Region 9 support staff will visit classes 2-4 times a month providing feedback. WFISD District Admin, Curriculum Team, and CILs will conduct weekly observations with feedback. Campus Admin will preform two T-TESS documented walkthroughs a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement instructional strategies. The common assessment score results will reflect a 10% improvement in scores as compared to the first common assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Campus Instructional Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Tutorials will be offered before, during, and after school in Social Studies.</p> <p>Hound Hour for intervention for Social Studies will be based on individual need of the student and students will be grouped according to needs.</p> <p>During Hound Hour Intervention small group interventions and online instructional programs will be implemented</p> <p>Tutorial buses will be provided to students on Monday - Thursday of each week.</p> <p>Boot camps will be used to tutor students as needed.</p> <p>Provide subs for teachers to have small group focuses tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on 2023 STAAR 8th grade History</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School improvement Specialist CILs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Subs for Teacher Small Group Tutoring - Title 1 Part A - 211 11 6112 00 048 0 30 000 - \$1,000</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using previous STAAR results, Formative Assessment, Intervention Period data, MAP test data, and Interim Assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year STAAR results will improve by 10% as compared to previous year STAAR results for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Teachers CILs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Studies materials needed for classroom instruction, including materials to help support reading instruction and comprehension in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on STAAR 8th grade Social Studies</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIL Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Supplies and Materials - Title 1 Part A - 211 11 6399 00 048 3 30 000 - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. <b>Root Cause:</b> There is inconsistent targeted instruction during the school day in classes.</p> <p><b>Problem Statement 2:</b> Students continue to perform below grade level in all subject areas. <b>Root Cause:</b> Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.</p>







**Goal 3:** Connect high school to career and college

**Performance Objective 1:** 100% of students will be promoted to the next grade for the 2022-2023 school year.

**Evaluation Data Sources:** 2022-2023 Campus retention report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will monitor students who are identified as at-risk of dropping out. Support for these students may be provided through counseling, mentoring, and accelerated instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist At-Risk Coordinator Counselors</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Salaries &amp; Benefits - SCE - \$66,600, Salaries &amp; Benefits - Title 1 Part A - \$103,400, Covid Aides - SCE - \$40,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title 1 funds shall be utilized to establish or improve programs for education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs office monthly</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Campus Social Worker College / Career Counselors</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Social Worker - SCE</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Campus Social Worker College / Career Counselors</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Kirby has a high economically disadvantaged population and large at-risk population. <b>Root Cause:</b> All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.</p>





**Goal 3:** Connect high school to career and college

**Performance Objective 2:** Increase school-wide activities that allow students to explore college and career opportunities from 2 to 3 opportunities by May 2023.

**Evaluation Data Sources:** Master Schedule, logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During the 2022-2023 school year, 7th and 8th graders will be exploring career paths in Career Exploration and College/Career Prep classes. 8th grader will visit the CEC.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and continuing education and/or career opportunities post secondary.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors College / Career Counselors</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> MSCCA will work with students to provide information and activities that connect them to an interest that can lead to a career path.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students enrolled in the tech apps classes will understand engineering and programming foundations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Tech apps/Robotics teacher College &amp; Career Counselors</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Supplies and Materials - General</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Road to College program will come and mentor students of all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide supplies to accommodate students with hands-on learning, in areas such as Science, Technology, Engineering, Arts, and Math (STEAM), Texas Alliance for Minorities in Engineering (TAME), and makerspace activities that extend learning to a higher level.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase of student participation in the various activities listed above.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist Technology teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Counselors will attend training possibly including but not limited to, the Texas School Counselor Association Conference to learn more about different issues dealing with child and adolescent counseling, at-risk youth, multicultural and social justice issues, etc.</p> <p>Social Worker will attend training, possibly including but not limited to Texas School Social Worker Conference to provide a wide array of effective techniques and programs to enhance working with the challenges found in today's school settings and to gain new strategies and tools to empower children, parents, and school personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors and Social Workers will be educated about the most updated information concerning Social Emotional issues that our demographics may face.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Social Worker</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	May
<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>			

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Kirby has a high economically disadvantaged population and large at-risk population. <b>Root Cause:</b> All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased. <b>Root Cause:</b> Lack of availability of technology and training for content-specific areas and content-specific strategies.</p>

**Goal 4:** Improving low performing schools.

**Performance Objective 1:** Increase the number of school-provided family involvement activities from 5 times a year to 6 or more for 2022-2023.

**Evaluation Data Sources:** Agenda, sign-in, minutes, and surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parents will be invited to a variety of forums so that they can share ideas and concerns and help propose solutions for concerns and implementation processes for ideas. Title 1 funds shall be utilized to provide materials needed to help in family engagement for the parent to be better able to help their students at home. Materials such as, but not limited to copy paper, for printing materials, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Coffee with counselors Breakfast and Behaviors Sodas and Study Skills Resource Nights (Going into the Community/Education Hours for Parents/ Guardians) Refrigerator Notes Fall Carnival/Crime Stoppers STARRY Counseling Services Watch D.O.G.S.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Counselors Social Worker</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Parent Involvement - Title 1 Part A - \$2,012, Food for parent involvement - Title 1 Part A</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parents will be invited to give input and feedback in developing the Parent Engagement Policy. Title funds will be used to purchase items such as, but not limited to, folders, paper, printing materials, snacks, crafts, markers for students, parents, and community engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent participation and voice.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialist</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Encourage the community to volunteer on campus to be father figures and volunteer time to help provide a positive male role model on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive role model presences on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Improvement Specialists</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Kirby has a high economically disadvantaged population and large at-risk population. <b>Root Cause:</b> All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Lack of parent involvement. <b>Root Cause:</b> Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.</p>

**Goal 4:** Improving low performing schools.





**Performance Objective 2:** Reduce the number of yearly discipline incidents from referrals by 30% as compared to the previous 2021-2022 school year.

**Evaluation Data Sources:** Campus discipline data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> New campus staff will be trained in Capturing Kids Hearts.</p> <p>Teachers will implement a social contract for each of their classes, do good things and a launch in an effort to build relationships and be proactive with classroom behaviors and management.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be evaluated and provided services as needed in special programs to include Serenity House (drug-free, positive decision making, team-building), Region 9 mentoring, CEC Student Mentors, Young Men's Group Mentors, FCA Guest Speakers, JLWF Hearts Group</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student connectedness to school and community and lower number of behavior incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students and staff will receive training on personal responsibility (formerly Hot Topics), bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution, prevention of unwanted physical or verbal aggression, anti-violence techniques, as applicable to grade/level of the student.</p> <p><b>Strategy's Expected Result/Impact:</b> 6th Leadership and Tech Apps Classes 7th Health and Career Exploration Classes 6-8th PE Classes and College/Career Prep Classes</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals School Improvement Specialist Counselors Campus Social Worker</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who are assigned to the Disciplinary Alternative Education Program (DAEP)/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County detention will be monitored. Students at County Detention will be administered a pre and post-test before transitioning back to the home campus. Students who transition back to the home campus will have a transition meeting with administrators, counselors, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Entry/Re-entry checklist for transition</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will identify and monitor student attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing and tardy tracking</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance, reduce tardies, which creates more present students with time on task to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Attendance Clerks District Attendance staff</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Rewards and recognition for student achievement including Study Island progress, Perfect attendance, A/B Honor roll, Presence in class, and Caught in the act.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will earn Rewards/ Recognition, Perfect attendance awards, Honor Roll, Study Island Awards thus increasing student learning and reducing poor behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Teachers and Staff</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Kirby has a high economically disadvantaged population and large at-risk population. <b>Root Cause:</b> All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.</p>

**Goal 4:** Improving low performing schools.

**Performance Objective 3:** Improve the overall Student Achievement Performance Indicator in Domain 3 scaled score from 30% to 60% for EcoDis students.

**Evaluation Data Sources:** Reading/Math Demographic Group data  
 Common Assessment scores  
 Interim Assessment  
 STAAR Scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.                      Additional technology and technological resources, iPevo pens, headphones/headsets, and licenses possibly including but not limited to PearDeck, Study Island, Brain Pop, Padlet, Gimkit, Ed Puzzle, Flocabulary, Scholastic, Gizmos) will be purchased for students to create more modern digital lessons for students.                      Math supplies and books for book clubs/literature circles will be purchased. Dry erase film for chalkboards, tables, and desks, whiteboard collaborator set, flexible seating, classroom whiteboards, document cameras and dry erase board will be purchased to help in student instruction.                      Copy paper, card stock, pencils, pencil sharpeners, pens, highlighters, composition books, Expo markers, erasers, binding combs, ink cartridges, folders, poster board, dividers, construction paper, testing materials, data tracking materials from the print shop, and additional resources will be purchased for STAAR specific subjects (Reading and Math).  <b>Strategy's Expected Result/Impact:</b> Increased STAAR, and TELPAS scores.  <b>Staff Responsible for Monitoring:</b> Principal, All Staff</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> State Compensatory Education (SCE) funds will be used to upgrade and enhance school-wide instructional programs. Additional staff will provide support to at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores due to more access to technology, chargers charging station and instructional supplies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, School Improvement Specialist, Federal Programs Office</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Prepare incoming 6th grade students for a successful transition to middle school through counselors scheduling at the elementary school, and orientation night/welcome walk or pup camp, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with knowledge of opportunities available to them at the middle school level will have less anxiety about transition and life at middle school</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Improvement Specialist Counselors Social Worker</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</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>			

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Kirby has a high economically disadvantaged population and large at-risk population. <b>Root Cause:</b> All of Kirby feeder schools have a high economically disadvantaged population and large at-risk population.</p>

### Student Learning

**Problem Statement 1:** There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps. **Root Cause:** There is inconsistent targeted instruction during the school day in classes.

**Problem Statement 2:** Students continue to perform below grade level in all subject areas. **Root Cause:** Students come to Kirby with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.

### Perceptions

**Problem Statement 1:** Lack of parent involvement. **Root Cause:** Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.

# State Compensatory

## Budget for Kirby Middle School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 4.375

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Kirby Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Albert, Beverly	Teacher	0.125
Dougherty, Ana	Teacher	0.125
Gregory, David	Teacher	0.125
Henderson, Garret	Teacher	0.125
Honeycutt, Verna	Teacher	0.125
Johnson, Deneka	Social Worker	1
Kent, Jackson	Teacher	0.125
Lerma, Luz	Teacher	0.125
Lowery, Marty	Teacher	0.125
McClung, Hana	Teacher	0.125
McNeese, Christopher	Teacher	0.125
Mills, Nanette	School Improvement Specialist	0.75
Sandoval, Gabriel	College & Career Advisors	1
Slayton, Stephanie	Teacher	0.125
Smith, Malia	Teacher	0.125
Smith, Lisa	Teacher	0.125

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baka, Christine	Teacher: 6thG-SC Hound Intervention Hr	School Wide	.125
Bryant, Elizabeth	Teacher: 6thG-SC Hound Intervention Hr	School Wide	.125
Callahan, Leslie	CIL-Math / 8thG-M Hound Intervention Hr.	School Wide	.25
Cook, Amanda	Teacher: 6thG-RM Hound Intervention Hr	School Wide	.125
Frank, Robert Michael	Teacher: 8thG-M Hound Intervention Hr	School Wide	.125
Krueger, Crystal	CIL -SS / 8thG-RM Hound Intervention Hr	School Wide	.25
McConnel, Bridget	CIL-Science/8thG-RM Hound Intervention	School Wide	.25
McCurdy, Joyce	Teacher: 6thG-RMS Hound Intervention Hr	School Wide	.125
Mills, Nanette	School Improvement Specialist	School Wide	.25
Rask, Aaron	Teacher: 6thG-MS Hound Intervention Hr	School Wide	.125
Snowden, Brandice	Teacher: 6thG-RS Hound Intervention Hr	School Wide	.125
Stanley, Tameka	CIL -ENG/ 6thG-RS Hound Intervention Hr	School Wide	.25
Vacant	Teacher: 8thG-RM Hound Intervention Hr	School Wide	.125
Vacant	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.125
Vacant	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.125
Vacant	Instructional Aide	School Wide	1
Vanarsdall, Cary	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.625
Young, Joshua	Teacher: 8thG-M Hound Intervention Hr	School Wide	.125

# Addendums



**2022-23 Title I Campus Budget**

Kirby Middle School Alston Calliste

Estimated 2022-23 Title I Budget Allocation: **\$275,425**

Estimated Discretionary Funds: **\$39,988**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	048	3	30	000	\$1,000	Substitutes
211	11	6118	67	048	3	30	000	\$15,000	Tutoring
211	11	6118	00	048	3	30	000	\$1,000	Teacher Extra Duty Stipend
211	13	6118	00	048	3	30	000	\$1,438	Teacher Extra Duty Stipend for PD
211	11	6119	00	048	3	30	000	\$235,437	Teacher Salaries, Stipends & Benefits
211	11	6129	00	048	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	048	3	30	000		Region Esc Services
211	11	6248	00	048	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	048	3	30	000	\$9,000	On-line services/Maint agreements
211	34	6294	67	048	3	30	000	\$4,000	Student busing for tutorials
211	11	6297	00	048	3	30	000		Printing
211	11	6299	00	048	3	30	000		Contracted Services - For Students: SEL Curriculum/CKH
211	11	6299	00	048	3	30	000		Contracted Services - For Students
211	13	6299	00	048	3	30	000	\$1,000	Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	048	3	30	000	\$2,000	Instructional Reading materials/books
211	11	6339	00	048	3	30	000	\$2,000	STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	048	3	30	000		Technology
211	11	6396	00	048	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	048	3	30	000		Software/Licenses
211	11	6399	00	048	3	30	000	\$1,000	Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	048	3	30	000	\$2,000	Teacher Staff Development Travel (not registration)
211	11	6412	00	048	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$275,425</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$2,370</b>	
211	61	6239	00	048	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	048	3	30	215		PFE Contracted Services
211	61	6297	00	048	3	30	215	\$500	PFE Printing
211	61	6399	00	048	3	30	215	\$1,400	PFE Supplies
211	61	6411	00	048	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	048	3	30	215	\$470	PFE Snacks
<b>TOTALS</b>								<b>\$2,370</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered Non-transferrable: Must remain in PFE

Principal Signature: *Alston Calliste*

Date: 8/18/2022