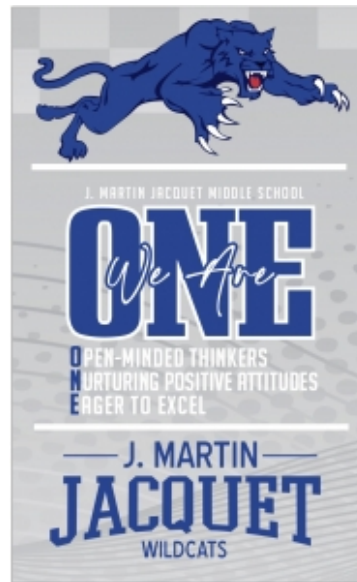


Fort Worth Independent School District

059 Martin J. Jacquet

2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

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.

Vision

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.

Value Statement

We, the J. Martin Jacquet 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.

Our motto:

We are O.N.E.--

- Open-minded thinkers
- Nurturing positive attitudes
- Eager to excel

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.	15
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.	20
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.	24
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	28
Site-Based Decision Making Committee	35
Campus Funding Summary	36
Policies, Procedures, and Requirements	39

Comprehensive Needs Assessment

Revised/Approved: April 2, 2024

Demographics

Demographics Summary

J. Martin Jacquet 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 MS, 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.

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 population includes: 97% 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

Jacquet's Guiding Coalition consists of various stakeholders such as parents, teacher leaders, community members, and campus administration.

Jacquet's Guiding Coalition meets, at minimum, once every six weeks. New for the 2024-2025 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, Lead4Ward, Data Driven Instruction, etc).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Majority of our demographic populations have not achieved their full potential academically or behaviorally. **Root Cause:** We attribute our demographic populations not achieving their full potential academically or behaviorally to needing more systematic, early detection for RTI processes, and routine, consistent case management of identified students.

Problem Statement 2: We must prioritize building positive relationships with students and parents, as a continual process. We must reset expectations daily and not hold on to past behavior issues. **Root Cause:** Jacquet students have severe school behavior challenges due to trauma, the pandemic, and cultural aspects. Additionally, poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Student Learning

Student Learning Summary

After several years in an "Improvement Required" status, or "F" rating, The Texas Education Agency designated Jacquet as a "D" rated campus in the 2024-2025 school year. So, how did we receive a "D" rating and what was the quantitative grade?

Student Achievement Domain

Since J. Martin Jacquet is a secondary 6-8 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 the component score. J. Martin Jacquet received a c scaled score of 55 for the Student Achievement Domain.

School Progress Domain

TEA calculates the School Progress (SP) Domain by analyzing the highest of two parts: Part A (Domain IIA)- 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 (Domain IIB) analyzes J. Martin Jacquet's relative STAAR performance with other secondary 6-8 campuses with similar percentages of economically disadvantaged students. Consequently, for the 2023-2024 school year, J. Martin Jacquet MS received a 59% in Domain IIA, and we received a 60% in Domain II B.

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 2023-2024 TELPAS information, the results indicated that 45% of our students improved their score, 47% remained the same and 12% regressed. When comparing the 2023-2024 TELPAS results with the 2022-2023 TELPAS results, only 12% of students improved, an increase of +33 points! Additionally, in the 2022-2023 school year, we had 0 student to exit TELPAS based on scoring Advanced High and obtaining a "Meets" score on their ELA STAAR. For the 2023-2024 school year, we exited 23 students! We attribute this increase to incorporating listening, speaking, reading, and writing daily instructional initiatives in an effort to intentionally move students in their TELPAS Composite Rating. We received a 76% for our Domain III rating.

Overall School Rating

To summarize, for the 2023-2024 school year, we received a 55% for Domain IA, 59% for Domain 2A, 60% for Domain 2B, and a 76% for

Domain 3. When averaging the highest two percentages, Domain 2B- 60% and Domain 3 at 76%, our overall rating was a 65% (D).

Moving forward, J. Martin Jacquet Middle School has a growth goal for the 2024-2025 school year to move from a "D" rating to a "B" rating by increasing our Domain 2A score from a 59% to a 79%, increasing our Domain 2B score (School Progress) from a 60% to an 80%, and by increasing our Domain 3 score from a 76% to an 86% thereby increasing our overall score from a 65% to an 83%.

Student Learning Strengths

At J. Martin Jacquet 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.

Since ELA I, Biology, and Algebra I students are advanced classes in secondary 6-8 campuses, the data shows that students involved in GT or advanced classes are performing. As we move Jacquet forward, it's important that we also make sure that students who are in on-level courses are meeting grade-level expectations, at minimum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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: 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).

Problem Statement 3: 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.

School Processes & Programs

School Processes & Programs Summary

J. Martin Jacquet 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 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 2023-2024 school year, our campus provided 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.
- Campus-Wide DDI protocol
- 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 (Prioritized): Jacquet is a unique campus that requires "best fit" staffing to serve our student demographics. An understaffed campus and a high turnover rate

for teachers and administration plays a critical role in daily school processes. **Root Cause:** We have to prioritize completely staffing the campus, with certified teachers, prior to the first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

Problem Statement 2: The "Jacquet Way" for daily instruction to students must include explicit tenets of first-time quality instruction. **Root Cause:** We must prioritize the Jacquet Way for daily instruction to students. Intentional tier one instruction is currently not our first defense in combatting behavior issues and/or issues relating to unacademically-ready students.

Perceptions

Perceptions Summary

J. Martin Jacquet's vision statement states, "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.

Perceptions Strengths

We strive to connect more with our parents and families. We want parents to feel more comfortable in calling, or coming in to the school, and getting their needs met.

This school year, we are focusing on rebuilding our PTO and volunteer opportunities for parents and community members. We encourage parents and community members 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have not built strong partnerships with parents and the stop six community. **Root Cause:** We must regain the faith from parents and community members that we can propel the school forward in academics and behavior expectations. Parents must have consistent, organized, and structured opportunities to participate in school events, and/or outlets to hear their voices/concerns, at least once per six weeks.

Problem Statement 2: We need consistent school-wide activities for students to promote a positive school culture. **Root Cause:** We have unintentionally reinforced negative student behavior by removing incentives and activities central to a middle schooler's experience.

Priority Problem Statements

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 1: 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 1 Areas: Student Learning

Problem Statement 2: We have not built strong partnerships with parents and the stop six community.

Root Cause 2: We must regain the faith from parents and community members that we can propel the school forward in academics and behavior expectations. Parents must have consistent, organized, and structured opportunities to participate in school events, and/or outlets to hear their voices/concerns, at least once per six weeks.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Jacquet is a unique campus that requires "best fit" staffing to serve our student demographics. An understaffed campus and a high turnover rate for teachers and administration plays a critical role in daily school processes.

Root Cause 3: We have to prioritize completely staffing the campus, with certified teachers, prior to the first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Majority of our demographic populations have not achieved their full potential academically or behaviorally.

Root Cause 4: We attribute our demographic populations not achieving their full potential academically or behaviorally to needing more systematic, early detection for RTI processes, and routine, consistent case management of identified students.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: April 2, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 56% to 65% by May 2025.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 60% to 70% by May 2025.

High Priority

Evaluation Data Sources: MAP EOY 2024 and MAP EOY 2025

Strategy 1: 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's Expected Result/Impact: We expect to increase the percentage of Jacquet students who meet Grade Level Expectations in reading on both STAAR Reading and MAP EOY. I will know that this strategy is effective by reviewing key summative assessments: Campus-Based Assessment Data, Interim STAAR data, MAP Growth (Fall to Winter), and EOY Preliminary STAAR Data.

Staff Responsible for Monitoring: AP, Data Analyst/Instructional Specialist.

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a Dean of Instruction to consistently implement the DDI Protocol. The Dean of Instruction will facilitate daily lesson internalization meetings and weekly data meetings with JMS PLCs.</p> <p>Intended Audience: ELA Grades 6th through 8th Math Grades 6th through 8th Science Grades 8th Social Studies 8th</p> <p>Provider / Presenter / Person Responsible: Dean of Instruction, AP, and Principal</p> <p>Date(s) / Timeframe: June 2024 (Hiring); Implementation August 2024-May 2025</p> <p>Collaborating Departments: Math and ELA</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase Summit K12 for intervention support for ELL students (Reading, Writing, Speaking, and Listening).</p> <p>Intended Audience: ELA Teachers, ELL Students</p> <p>Date(s) / Timeframe: July 2024 Purchase</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6321-XXX-059-11-273-000000- - \$15,595.50</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: I will purchase supplies.</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-059-11-273-000000- - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: I will purchase supplies.</p> <p>Funding Sources: - GT (199 PIC 21) - \$1,147</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
<p>Action Step 5: I will purchase supplies.</p> <p>Funding Sources: - CTE (199 PIC 22) - \$1,683</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 6 Details	Reviews			
<p>Action Step 6: I will purchase supplies</p> <p>Funding Sources: - SPED (199 PIC 23) - \$10,543</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 7 Details	Reviews			
Action Step 7: I will purchase supplies Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-059-24-273-000000- - \$7,424	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 8 Details	Reviews			
Action Step 8: I will purchase supplies Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-059-25-273-000000 - \$1,616	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 9 Details	Reviews			
Action Step 9: I will purchase supplies Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6399-XXX-059-99-273-000000- - \$13,884	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 10 Details	Reviews			
Action Step 10: I will conduct a Leadership Meeting for J. Martin Jacquet MS Department Leads and a Professional Development for Teachers. We will go through Lexia for all departments to implement at J. Martin Jacquet MS in an effort to increase Reading outcomes for grades 6-8. At JMS, we cannot depend on solely ELA to do the "Reading" work for our students. We have to be ALL IN. Additionally, SPED staff must meet the expectation of Lexia and not rely on students being "SPED" as a defense for non-progression in reading. Intended Audience: J. Martin Jacquet Department Leads and Teachers Provider / Presenter / Person Responsible: Dr. Barrett and Kerry Evans Date(s) / Timeframe: July and August 2024 Collaborating Departments: All departments Funding Sources: - BASIC (199 PIC 11) - 199-11-6116-XXX-059-11-273-000000- - \$1,488.50	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
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.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 70% to 80% by May 2025. Increase the percentage of African American students who score meets or above in English 1 from 90% to 100% by May 2025.

High Priority

Evaluation Data Sources: STAAR EOY 2024 and STAAR

Strategy 1: Develop the capacity of 6-8 ELA teachers to implement the FWISD Literacy Framework (Savvas/Lexia) through targeted professional development in critical thinking and writing short and extended constructed responses thoroughly using district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Increase understanding and application of Savvas (HQIM)

Staff Responsible for Monitoring: Principal, Assistant Principal-ELA, Dean of Instruction, and Instructional Coach

Title I:


2.4


- **TEA Priorities:**


Improve low-performing schools


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: We will complete 8-hour pull outs for all teachers, once per six weeks, to internalize lessons embedded within FWISD Curriculum. During the pullout, we will hire substitutes for teachers to attend the pullout.</p> <p>Intended Audience: ELA Teachers</p> <p>Provider / Presenter / Person Responsible: PLC Leads</p> <p>Date(s) / Timeframe: October 2024-March 2025</p> <p>Collaborating Departments: ELA</p> <p>Delivery Method: In- Person</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

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.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 55% to 65% by May 2025.

Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Mathematics from 54% to 64% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MAP EOY 2024 and MAP EOY 2025

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.

Title I:

2.4, 2.5

- TEA Priorities:

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





- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Using Title I funds, I will hire an extra mathematics teacher. for grade 6 math. Intended Audience: Math 6 students Provider / Presenter / Person Responsible: Math AP, Dean of Instruction, Principal Date(s) / Timeframe: June 2024 Funding Sources: - TITLE I (211) - 211-11-6119-04N-059-30-510-000000-25F10 - \$64,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will have designated tutoring days/times as well as identified Saturday Quest days.</p> <p>Intended Audience: JMS Core, Tested Teachers</p> <p>Provider / Presenter / Person Responsible: Assistant Principal- ELA and Math</p> <p>Date(s) / Timeframe: September 2024 through April 2024</p> <p>Collaborating Departments: Core-Departments</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6116-04N-059-30-510-000000-25F10 - \$3,253.50</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 65.2% to 75% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 59.1% to 65% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOY 2024 and STAAR EOY 2025

Strategy 1: 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's Expected Result/Impact: Increase understanding and application of the Carnegie Curriculum (HQIM)

Staff Responsible for Monitoring: Principal, Assistant Principal Math, Dean of Instruction, and Instructional Coach





Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: We will complete 8-hour pull outs for all teachers, once per six weeks, to internalize lessons embedded within FWISD Curriculum. During the pullout, we will hire substitutes for teachers to attend the pullout.</p> <p>Intended Audience: Math Teachers</p> <p>Provider / Presenter / Person Responsible: PLC Leads and Math AP</p> <p>Date(s) / Timeframe: October 2024-March 2025</p> <p>Delivery Method: In-Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Jacquet is a unique campus that requires "best fit" staffing to serve our student demographics. An understaffed campus and a high turnover rate for teachers and administration plays a critical role in daily school processes. **Root Cause:** We have to prioritize completely staffing the campus, with certified teachers, prior to the first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 33%(20% in May 2023) to 43% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% (19% in May 2023) to 37% by May 2025.

Strategy 1: 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's Expected Result/Impact: We expect to increase the percentage of Jacquet students who meet Grade Level Expectations in reading on both STAAR Reading and MAP EOY. I will know that this strategy is effective by reviewing key summative assessments: Campus-Based Assessment Data, Interim STAAR data, MAP Growth (Fall to Winter), and EOY Preliminary STAAR Data. Students who are not meeting mid-year marks will be provided extra intervention time during the school day.

Staff Responsible for Monitoring: AP, Dean of Instruction

Title I:

2.5





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.</p> <p>Intended Audience: ELA Teachers, Dean of Instruction, ELA AP</p> <p>Provider / Presenter / Person Responsible: July through April</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Majority of our demographic populations have not achieved their full potential academically or behaviorally. **Root Cause:** We attribute our demographic populations not achieving their full potential academically or behaviorally to needing more systematic, early detection for RTI processes, and routine, consistent case management of identified students.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 30% (8% in May 2023) to 35% by May 2025.

Increase the percentage of African American students students scoring at MEETS or above on STAAR Math from 20%(5% in May 2023) to 27% by May 2025.

High Priority

Evaluation Data Sources: STAAR Interim and Summative Data

Strategy 1: Improve Tier 2 Math intervention focusing on targeted, identified TEKS.

Strategy's Expected Result/Impact: Monitor tiered student groups

Staff Responsible for Monitoring: Math Teachers, Math AP, Dean of Instruction





Title I:

2.4

- **TEA Priorities:**

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

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide contracted services, during the school day, for students who are not meeting adequate progress. Intended Audience: JMS Math Students Date(s) / Timeframe: January 2025 through April 2025 Funding Sources: - TITLE I (211) - 211-11-6299-04N-059-30-510-000000-25F10 - \$23,711.80	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

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.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 10% to 7% by May 2025.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus from 30% to 20% by May 2025.

Evaluation Data Sources: ADA Data and Discipline Data

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement, and improve outcomes on community/student/staff surveys

Strategy's Expected Result/Impact: We expect to increase our ADA by 2% and lower the percentage of African American students being marginalized by instruction due to excessive discipline practices

Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: After-school tutoring for at-risk students who meet one of the following criteria: (1) JMS students who are not maintaining a 70 in two or more subjects in the foundation curriculum (Reading and Math) in the current semester.</p> <p>Intended Audience: All Teachers and Students</p> <p>Provider / Presenter / Person Responsible: FES, Support Staff, Teachers</p> <p>Date(s) / Timeframe: 09/2024 through May 2025</p> <p>Delivery Method: We will purchase student conductor to conduct tardy sweeps.</p> <p>Funding Sources: - TITLE I (211) - 211-11-6398-04N-059-30-510-000000-25F10 - \$1,746.50</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Jacquet is a unique campus that requires "best fit" staffing to serve our student demographics. An understaffed campus and a high turnover rate for teachers and administration plays a critical role in daily school processes. **Root Cause:** We have to prioritize completely staffing the campus, with certified teachers, prior to the first day of instruction. Additionally, teachers should be included in the referral, interview, and hiring process as a team effort to hire the "best fit" for the students we serve.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.





Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Develop a PTO and increase the amount of community partnerships with JMS.

Title I:

4.1, 4.2

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Increase the percentage of parents signed up for the PTO from 0% to 30%.	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: We have not built strong partnerships with parents and the stop six community. Root Cause: We must regain the faith from parents and community members that we can propel the school forward in academics and behavior expectations. Parents must have consistent, organized, and structured opportunities to participate in school events, and/or outlets to hear their voices/concerns, at least once per six weeks.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 35% to 20% by May 2025.

Strategy 1: Develop the role of the Family Engagement Specialist.

Strategy's Expected Result/Impact: I expect to see a decrease in the number of out of school suspensions for African American students.





Title I:

4.1

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire a second family-engagement specialist specifically supporting families of African American boys, 6th through 8th grade.</p> <p>Intended Audience: Family Engagement Specialist</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Funding Sources: - TITLE I (211) - 211-61-6129-04L-059-30-510-000000-25F10 - \$32,276</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase PBIS Rewards/Navigate 360</p> <p>Intended Audience: All JMS Teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Assistant Principal</p> <p>Date(s) / Timeframe: September 16th, 2024</p> <p>Collaborating Departments: All departments</p> <p>Funding Sources: - TITLE I (211) - 211-11-6299-04N-059-30-510-000000-25F10 - \$2,497</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Majority of our demographic populations have not achieved their full potential academically or behaviorally. **Root Cause:** We attribute our demographic populations not achieving their full potential academically or behaviorally to needing more systematic, early detection for RTI processes, and routine, consistent case management of identified students.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 15% to 35% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 15% to 35% by May 2025.

Strategy 1: Gather bi-yearly parent perception data and address the data.


Strategy's Expected Result/Impact: Increase parent perceptions.


Title I:


4.1

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: I will purchase supplies.</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-059-30-510-000000-25F10 - \$3,372</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: We will gather parent perception data through 6th Grade Camp (Orientation for 6th grade Camp), Meet the Teacher Night, Literacy Night (10/01/24), and Math Night (03/26/25). During those parent meetings, we will provide printed report cards and MAP BOY/MOY Testing results.</p> <p>Intended Audience: JMS Parents and Students</p> <p>Provider / Presenter / Person Responsible: Teachers and Counselors, Teacher Assistants, Office Staff and Security Staff</p> <p>Date(s) / Timeframe: Wildcat PUP Camp (6th Grade Orientation) (08/01/24) Meet the Teacher Night (08/07/24) Literacy Night (10/01/24) Math Night (03/26/25)</p> <p>Collaborating Departments: All departments</p> <p>Funding Sources: - TITLE I (211) - 211-61-6116-04L-059-30-510-000000-25F10 - \$625, - TITLE I (211) - 211-11-6121-04N-059-30-510-000000-25F10 - \$625, - TITLE I (211) - 211-31-6116-04N-059-30-510-000000-25F10 - \$500, - TITLE I (211) - 211-61-6129-04L-059-30-510-000000-25F10 - \$250</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: We have not built strong partnerships with parents and the stop six community. **Root Cause:** We must regain the faith from parents and community members that we can propel the school forward in academics and behavior expectations. Parents must have consistent, organized, and structured opportunities to participate in school events, and/or outlets to hear their voices/concerns, at least once per six weeks.

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Darrin Stafford	FES
Classroom Teacher	John Whitfield	Teacher
Non-classroom Professional	Peggy Saldivar	FES
Classroom Teacher	John Bassett	Teacher
Parent	Maria Estella Gerardo	PARENT
Classroom Teacher	Rian Hill	Math Teacher
Classroom Teacher	Donna Alford	Math Teacher and Interventionist
Professional Non-Teaching Staff	Charrita Hunnicutt	Counselor
Instructional Specialist	Porscha Land	Instructional Coach
Community Representative	Twyla Masterson	Community Member
Community Representative	Wanda McKinney	Community Member
Classroom Teacher	Shantuan Taylor	Teacher
Paraprofessional	Felecia Myers	FWAS Coordinator
Classroom Teacher	Monique Richardson	Teacher
Administrator	Channa Barrett	Principal

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04N-059-30-510-000000-25F10	\$64,000.00
2	1	1	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-059-30-510-000000-25F10	\$3,253.50
3	2	1	1		Contracted instructional services	211-11-6299-04N-059-30-510-000000-25F10	\$23,711.80
4	1	1	1		Equipment	211-11-6398-04N-059-30-510-000000-25F10	\$1,746.50
4	3	1	1		Family Engagement Specialist	211-61-6129-04L-059-30-510-000000-25F10	\$32,276.00
4	3	1	2		Contracted instructional services	211-11-6299-04N-059-30-510-000000-25F10	\$2,497.00
4	4	1	2		Family Engagement Specialist	211-61-6129-04L-059-30-510-000000-25F10	\$250.00
4	4	1	2		Extra duty for family engagement activities after hours (Teachers)	211-61-6116-04L-059-30-510-000000-25F10	\$625.00
4	4	1	2		Extra duty/Overtime (Support Staff)	211-11-6121-04N-059-30-510-000000-25F10	\$625.00
4	4	1	2		Extra duty for counseling services after hours	211-31-6116-04N-059-30-510-000000-25F10	\$500.00
Sub-Total							\$129,484.80
Budgeted Fund Source Amount							\$129,484.80
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	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-059-30-510-000000-25F10	\$3,372.00
Sub-Total							\$3,372.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$3,372.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-059-11-273-000000-	\$15,595.50
1	1	1	3		INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-059-11-273-000000-	\$5,000.00
1	1	1	10		INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-059-11-273-000000-	\$1,488.50
Sub-Total							\$22,084.00
Budgeted Fund Source Amount							\$22,084.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	4		GENERAL SUPPLIES		\$1,147.00
Sub-Total							\$1,147.00
Budgeted Fund Source Amount							\$1,147.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	5		GENERAL SUPPLIES		\$1,683.00
Sub-Total							\$1,683.00
Budgeted Fund Source Amount							\$1,683.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	6		GENERAL SUPPLIES		\$10,543.00
Sub-Total							\$10,543.00
Budgeted Fund Source Amount							\$10,543.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	7		Supplies and materials for instructional use	199-11-6399-001-059-24-273-000000-	\$7,424.00
Sub-Total							\$7,424.00
Budgeted Fund Source Amount							\$7,424.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	8		Supplies and materials - instruction	199-11-6399-001-059-25-273-000000	\$1,616.00
Sub-Total							\$1,616.00
Budgeted Fund Source Amount							\$1,616.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	9		SCHOOL LEADERSHIP GENERAL SUPPLIES	199-23-6399-XXX-059-99-273-000000-	\$13,884.00
Sub-Total							\$13,884.00
Budgeted Fund Source Amount							\$13,884.00
+/- Difference							\$0.00
Grand Total Budgeted							\$191,237.80
Grand Total Spent							\$191,237.80
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024