

Poteet Independent School District



Poteet Junior High School

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Poteet Junior High serves **430 students** across grades 6–8, with a nearly even split of **51.6% female and 48.4% male**. The campus is predominantly **Hispanic/Latino (87%)**, with **10% White** and small percentages of other racial/ethnic groups. Student groups include **73.7% economically disadvantaged, 11.4% Emergent Bilinguals (EBs), 21.9% Special Education**, and **13% identified with dyslexia**. Approximately **3.3% of students are homeless**, and over **82% are identified for intervention support**.

The demographic profile highlights a student body with significant needs in **language acquisition, special education support, and poverty-related barriers**. A strength is the strong representation in CTE (20.7%) and Gifted/Talented (10.9%), showing that the campus provides access to diverse programs. However, the large percentage of students identified as at-risk creates ongoing challenges for attendance, discipline, and academic achievement.

Strengths

The campus provides services to all students with disabilities in an inclusive environment where students receive academic instruction with their non-disabled Poteet Junior High School Generated by Plan4Learning.com 3 of 62 September 4, 2025 11:09 AMpeers. Academic support is provided, where needed, from Special Education staff in the general education classroom. ESL services are provided to students in each grade level by at least one teacher. Dyslexia services are provided by a dyslexia teacher weekly. Gifted and Talented students are provided services through Advisory period extending and enriching their learning. Poteet Junior High is a growing campus within a supportive community in the school and outside the school.

Student Achievement

Summary

In 2025, Poteet JH received an **overall accountability rating of 75 (C)**, improving from an **F (53)** in 2023–24 and regaining stability after two years of fluctuations. On **STAAR 2025**, overall performance was **57% Approaches, 26% Meets, and 9% Masters**.

- **Reading/Language Arts:** 67% Approaches, 36% Meets, 15% Masters. Reading is a relative strength compared to other subjects.
- **Math:** 57% Approaches, 21% Meets, 7% Masters. Math shows low performance at Meets/Masters, indicating students are not progressing beyond basic levels.
- **Science:** 52% Approaches, 28% Meets, 4% Masters. Science performance is well below district averages.
- **Social Studies:** 30% Approaches, 13% Meets, 6% Masters — the lowest-performing subject with significant gaps compared to district (27% Meets).

Subgroup performance: Economically disadvantaged students scored 52% Approaches vs. 68% for non-disadvantaged peers. Emergent Bilinguals are progressing but only **15% reached Meets** compared to 39% non-EB peers. SPED students scored significantly lower across all performance levels.

Strengths

Overall Rating

- **2025: C, 75 points**
- **2024: F, 53 points**

This is a **22-point gain in one year**.

- **Academic Growth:** 75 (60% of students made at least one year’s growth)
- **Relative Performance:** 59

Strengths: Strong growth numbers show teachers are moving kids academically.

Domain 3: Closing the Gaps – 74 (C)

- Jumped from **49 (F) to 74 (C)**.
- Growth for high-focus groups improved, but **academic achievement at Meets level** is still inconsistent across student groups.

Strengths: Emergent bilingual progress improved (50% of points earned).

Problem Statements Identifying Student Achievement Needs

Problem Statement		Root Cause
1	Special education and lowest-performing racial/ethnic groups need higher performance at Meets/Masters.	For our Special Education and our lowest-performing groups, the supports are getting them access, but not mastery. The root cause is not effort -- it's the need for tighter Tier 1 instruction, intentional scaffolds that lead to independence, and targeted small group interventions that push kids beyond 'just passing' into true grade-level performance.

 = Priority

School Culture and Climate

Summary

Poteet Junior High continues to build a campus culture centered on **relationships, safety, and student well-being** while addressing challenges related to behavior, attendance, and retention. Staff and students consistently report that the school is welcoming, supportive, and considerate of individual needs, with strong systems in place for safety and crisis response.

Staffing & Retention:

The campus had a low **teacher turnover rate** in 2025. Distance from home to work is a factor in retention, and campus leadership has prioritized support for new staff. First-year teachers are assigned mentors, participate in new teacher orientation, and receive coaching from the Instructional Specialist. Staff are also celebrated through luncheons, birthday recognitions, and unity-building activities such as campus shirts.

Safety & Security:

Multiple systems ensure student and staff safety. The **Campus Police officer and SRO** are visible throughout the day, supported by canine units for drug prevention. The **Raptor system** monitors all visitors, while the **SmartPass system** controls hallway traffic to reduce disruptions. **Security cameras** and locked classroom doors provide additional layers of safety. Crisis protocols are comprehensive, including **suicide prevention training, threat assessment teams, mental health first aid for all staff, and district crisis team involvement as needed.**

Behavior & Climate Supports:

A **behavior rubric** is used across classrooms, and consistent rules, consequences, and social contracts are being implemented. Bullying prevention includes **guidance lessons, anonymous reporting, grade-level assemblies, and mediation for involved students**. Students with emotional needs receive counseling and support from campus professionals. Attendance remains a priority, with the campus goal set at **92%**, and incentives offered for strong attendance and low discipline referrals.

Student & Staff Culture:

Students demonstrate care by welcoming new peers, walking them through schedules, and supporting those with special needs. Staff cultivate relationships through cooperative group work, advisory programs, and SEL activities. Health instruction for 7th graders emphasizes healthy lifestyle choices. Staff cohesion is fostered through luncheons, celebrations, and daily collaboration. Aggie Nation, athletics, UIL, and community traditions further build school pride and identity.

Strengths

Strengths

- Safe, welcoming environment with robust **safety protocols** (Raptor, SmartPass, cameras, locked doors, SRO/police presence).
- Comprehensive **bullying, drug, suicide prevention, and crisis management systems.**
- Students and staff demonstrate a culture of care, inclusivity, and support for new students and those with special needs.
- Staff recognition events and campus-wide unity activities build positive morale.
- Strong staff and student pride through **Aggie Nation, athletics, pep rallies, and traditions.**
- Mentorship and coaching support provided to new and first-year teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 Attendance has declined across the school year, dropping below 90% by the 6th six weeks.	Although the campus emphasizes celebrations and recognition, daily student engagement and motivation require stronger alignment with interventions, accountability systems, and family communication.
2 Frequent redirection and discipline incidents can reduce instructional time and impact learning for students who need additional academic support	Students who struggle behaviorally often have concurrent academic gaps. Strengthening the connection between behavior RTI/BIP and academic RTI/IEP will ensure interventions address both areas simultaneously.
3 Students with emotional or behavioral disabilities do not always have the coping skills needed to manage frustration in the classroom.	Staff are still growing in their ability to identify early signs of frustration and implement proactive de-escalation strategies. Additional training and resources can further enhance these skills.
4 Chronic absenteeism reduces consistency in instruction and can contribute to disengagement or behavior issues.	Many families need stronger awareness and support systems around the impact of daily attendance on student success. Expanding parent education and attendance interventions will increase consistency.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Poteet Junior High employs approximately **42.8 full-time staff**, including **26.8 full-time teachers**, resulting in a **student-to-teacher ratio of 14.7:1**. This ratio is favorable compared to state averages and supports the opportunity for smaller-group instruction and relationship-building.

The teaching staff demonstrates a **range of experience levels**, with **16.4% beginning teachers**, **26.5% with 1–5 years**, and **28.7% with 6–10 years of experience**. Another **28% of staff hold over 11 years of experience**, with **15.7% in the 21–30 year range**. This distribution reflects a healthy mix of new and veteran educators, though the high proportion of teachers in their first five years (43%) suggests a continued need for **mentoring, coaching, and support structures to ensure retention and effectiveness**.

In terms of diversity, the staff is primarily **Hispanic (53%)**, aligning closely with the student population (87%). The remaining staff are **White (35.8%)** and **African American (11.2%)**. The cultural and linguistic alignment between the staff and student body is a strength, as it enhances communication, representation, and cultural responsiveness.

The **average teacher salary of \$57,490** is comparable to regional averages, but the challenge of recruiting and retaining experienced educators remains, particularly in specialized areas such as bilingual education, math, and science.

Strengths

Our school takes pride in maintaining a favorable student–teacher ratio, which allows for more personalized and targeted instruction. This ensures that each student receives the attention and support they need to thrive academically, fostering an environment where individual learning needs are met effectively.

We are committed to reflecting the diversity of our student body within our teaching staff. With a strong alignment of teacher diversity to our predominantly Hispanic student population, we are able to provide culturally relevant teaching and create a more inclusive and understanding school environment.

Our team is composed of a balanced mix of new and experienced staff, which brings a dynamic blend of fresh ideas and seasoned expertise to our educational approach. This combination enriches our teaching practices and supports a collaborative learning environment for both students and teachers.

We have experienced very low turnover in staff over the past few years, which speaks to the positive work environment and strong community we have cultivated. This stability allows us to maintain continuity in our educational programs and build lasting relationships with our students and their families.

The implementation of the Teacher Incentive Allotment (TIA) initiative has been a strategic move to enhance our recruitment and retention efforts. By recognizing and rewarding effective teaching, we are able to attract and retain high-quality educators who are dedicated to student success.

The HB2 pay increase to teacher salaries has further strengthened our ability to attract and retain talented educators. By offering competitive compensation, we demonstrate our commitment to valuing and investing in our teachers, which in turn benefits our students.

Our use of the District of Innovation (DOI) status has provided us with the flexibility to hire staff who are best suited to meet the needs of our students. This innovative approach allows us to think outside the box and bring in educators who can contribute to our school's mission and goals.

Finally, we have established a positive and growth mindset culture within our school. This culture encourages both students and staff to embrace challenges, learn from feedback, and persist in the face of setbacks. By fostering a supportive and optimistic environment, we empower our school community to achieve their full potential.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Ongoing need for induction, mentoring, and professional growth opportunities.	High percentage of teachers in their first five years
2 Recruitment and retention challenges in high-need content and bilingual/ESL areas.	Rural school and competitive salary

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Poteet Junior High prioritizes collaboration, alignment, and data-driven instruction to support student success. All grade levels share **common daily planning time** and participate in **weekly PLCs**, while **planning/PD days** throughout the year allow for extended collaboration and vertical alignment. Campus leaders and counselors also engage in professional learning through the **Annual TASSP Conference**, while teachers attend PD during the school year and summer to acquire new strategies that improve student outcomes.

Curriculum & Instructional Materials:

High-quality instructional resources are provided across all content areas: **Amplify (RLA)**, **Carnegie (Math)**, **Lowman (Social Studies)**, and **Summit K12 (Science)**. Electives are supported with programs such as **Robotify** and **E-Dynamic Learning**. The master schedule provides **interventions during Advisory**, and **tutoring outside the school day**. Teachers utilize the **TEKS Resource System (TRS)** and **TCR** to guide instruction and create unit assessments.

Intervention Resources and Curriculum:

To drive school improvement as outlined in our CNA and CIP, we utilize a strategic suite of digital resources that provide **differentiated, data-driven instruction** for both intervention and acceleration across core subjects.

- **Study Island (Science & Social Studies):** This program provides standards-aligned practice, immediate feedback, and built-in remediation to help students **master essential science and social studies concepts** and prepare for state assessments. Teachers use the data dashboard to quickly identify skill gaps and assign targeted, high-impact lessons for improvement and enrichment.
- **iXL (8th Math & Algebra 1) & MATHia (All Math Grades):** These platforms are critical for personalized math mastery. **iXL** offers comprehensive practice and diagnostic tools for **8th-grade math and Algebra 1 skills**. **MATHia**, an intelligent, 1:1 math learning platform, provides an **adaptive learning path** to ensure students achieve deep, conceptual understanding. It uses artificial intelligence to mimic a human tutor, adjusting instruction in real time to provide personalized support (intervention) or advanced content (acceleration) based on individual needs.
- **Zearn (Math 6th & 7th):** Zearn's daily digital lessons provide engaging, grade-level math instruction with **built-in, just-in-time foundational support** (learning acceleration). This research-backed approach ensures students catch up on unfinished learning in the context of their current grade-level content, promoting deep conceptual understanding.
- **Amplify (RLA):** Our RLA program, supported by Amplify, leverages **evidence-based, high-quality curriculum** (e.g., Amplify CKLA/ELA) and associated tools like Boost Reading to support a Multi-Tiered System of Supports (MTSS). This ensures all students, from those needing explicit foundational skills remediation to those ready for complex text analysis, receive instruction that is **aligned with the Science of Reading** and prepares them for high school rigor.

These platforms are essential components of our plan to **close achievement gaps, increase standards mastery, and promote continuous student growth** across all identified need areas.

Assessment & Data-Driven Instruction:

Assessment is layered to provide a full picture of student progress. Students participate in **MAP assessments three times per year**, **TEKS Ready assessments**, and **local common assessments housed in DMAC**. These assessments provide teachers with formative and summative data at multiple levels of rigor. Departments collaborate to disaggregate data and plan responsive instruction, with alignment reinforced in **faculty meetings, PLC agendas, and walkthroughs**.

Technology & Instructional Tools:

The campus supports 21st-century learning with **1:1 Chromebooks**, interactive **NewLine teacher panels**, teacher laptops, and **document cameras**. Teachers leverage **Google Classroom, online textbooks, and instructional programs** to provide access to lessons and assessments digitally.

Enrichment & Acceleration:

Gifted and Talented students are supported with **accelerated coursework, project-based learning, STEM, and enrichment trips**. Teachers employ strategies such as the **Fundamental 5** and **Kagan structures** to engage students in meaningful ways, while the

Strengths

Strengths

- Common planning time and weekly PLCs allow for collaboration, vertical alignment, and sharing of best practices.
- Multiple assessments (MAP, TEKS Ready, DMAC, common assessments) provide rich data sources for instructional planning.
- Reinforcement classes, advisory interventions, and after-school tutorials offer multiple opportunities for students to close gaps.
- Instructional strategies such as Fundamental 5 and Kagan are consistently implemented.
- Integration of technology enhances instruction and mirrors state testing environments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Teachers benefit from MAP, TEKS Ready, and DMAC assessments, but using the data for timely, targeted instructional adjustments varies across classrooms.	While multiple assessment systems are in place, consistent structures for immediate data translation into reteach plans and small-group interventions are still developing.
2 Instruction is aligned to TEKS and STAAR expectations, but depth of rigor and questioning strategies is not always consistent across classrooms.	Teachers are working to strengthen practices that push more students beyond Approaches toward Meets and Masters through higher-order questioning and aligned lesson design.
3 PLCs and department meetings strengthen vertical alignment, but cross-curricular collaboration opportunities remain limited, particularly in literacy, math, and technology integration.	Structures are strong within departments, but there is room to grow in systematic cross-department collaboration so that students experience cohesive skills transfer across all subjects.

★ = Priority

Family and Community Engagement

Summary

Parent Participation:

Poteet Junior High invites families to participate in a variety of school-based events such as **Donuts with Dads, Muffins with Moms, Bingo with Grandparents, Fall and Spring Open Houses, and Awards Ceremonies**. Families are also welcomed at extracurricular activities including **athletics, pep rallies, UIL competitions, fine arts, and spirit events**. The addition of the **Aggie Monthly newsletter** and the **Aggie Nation student-led broadcasts** have provided families with more consistent updates and a window into daily campus life. These efforts have increased visibility into student success and strengthened the school-home connection.

Despite these opportunities, **parent participation remains lower at the junior high level compared to elementary**, particularly in academic-focused events. This gap is reflected in survey data and anecdotal observations that parents are more present for extracurriculars than for instructional or intervention-related activities.

Community Partnerships:

PJH benefits from ongoing partnerships with the **City of Poteet, local restaurants and businesses, Atascosa County Precinct #2, and Poteet ISD departments**. These partners provide resources, sponsorships, and opportunities that support both students and staff. Campus leadership has worked to expand parent involvement in **athletic parent meetings** and foster community presence through **district-wide events** such as the GT Fair. Moving forward, there is a need to increase partnerships that focus not only on celebrations, but also on **academic reinforcement and family learning opportunities**.

Communication:

Multiple methods of communication are utilized, including **SMORE newsletters, Remind groups, the district website, and social media platforms**. Communication has been further strengthened through the **Aggie Monthly newsletter**, which highlights events, academics, and important dates, as well as teacher-parent contacts via phone and email. Letters and flyers are provided in both **English and Spanish** to ensure accessibility. Staff also use **Google Calendar** for internal communication and scheduling, ensuring clarity among faculty. Communication systems are strong, and parent surveys suggest that many families want to know **how to support student learning at home** beyond checking grades or attending events.

Strengths

- Variety of family events scheduled during the school day and evenings (Donuts with Dads, Muffins with Moms, Open Houses, Awards, Bingo with Grandparents).
- Strong extracurricular programs (Band, Sports, Spirit Groups, FFA, UIL, GT) provide multiple avenues for family participation.
- Aggie Monthly newsletter and Aggie Nation broadcasts increase transparency and school pride.
- District Parent Liaison and Crisis Counselors provide resources and services to families.
- Partnerships with local businesses and city/county entities provide resources to enhance student/staff success.

School Organization

Summary

Poteet Junior High is intentional in structuring time and systems to support teacher collaboration, data-driven instruction, and student interventions. The **master schedule** is designed to maximize instructional time and provide layers of support. Daily **Advisory periods** are dedicated to prescribed interventions and enrichment opportunities, including UIL events and project-based learning. The schedule also includes **reinforcement classes in Reading and Math**, common conference times for grade-level teachers, and tutoring opportunities outside of the regular school day.

Teachers are given structured opportunities to collaborate. **Grade-level PLCs** occur within the school day, where teachers analyze student data and plan for targeted instruction and interventions. **Monthly department meetings** focus on vertical alignment and instructional planning, creating greater cohesiveness across grade levels and subjects. Teachers also participate in school committees that influence policy (such as SBDM) and department leads serve on the **Campus Leadership Team**, ensuring teacher voice in decision-making.

The school has a structured **SPED program** that includes inclusion, co-teach, and resource models. Four special education teachers/case managers are strategically assigned: two by department, one by grade level for reading and math, and one for ISS support, ARD paperwork, and functional needs. This distribution is designed to ensure that students receive both instructional and compliance support.

Organizational systems extend beyond instruction. Students benefit from **free breakfast and lunch**, as well as campus traditions like **grade-level assemblies, electives fairs, school tours, and educational field trips** that reinforce academic learning and help prepare them for high school transitions. Coordination with the high school further strengthens pathways for **CTE and dual programming opportunities**.

Professional growth is embedded into the organizational structure. Teachers collaborate during **assigned staff development days**, supported daily by an **Instructional Specialist**. PD is targeted to campus needs and data trends, ensuring relevance. Additionally, a **daily study hall period** provides academic support, with teachers rotating to assist students.

Strengths

- Built-in time for PLCs, grade-level collaboration, and vertical alignment meetings.
- SPED models offered: Co-Teach, Resource, Inclusion, Support and Monitor
- Advisory time dedicated to interventions, enrichment, UIL, and project-based learning.
- Reinforcement classes in Reading and Math support closing achievement gaps.
- Strong structures for teacher leadership (SBDM, Campus Leadership Team, department leads).
- Access to an Instructional Specialist for coaching and support.
- Coordination with high school ensures CTE pathways and shared staff resources.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1 While collaboration structures exist, consistency in implementation of interventions across all grade levels varies.	Staff confidence and capacity for supporting academic needs that is outside of their expertise.
2 Communication between middle school and high school for transition programming, while present, can be further systematized to strengthen continuity of support.	Varying master/bell schedules, conflicts with extracurriculars, and access to staff more than one time a day

 = Priority

Technology

Summary

Technology Integration:

Poteet Junior High is a **1:1 campus**, with every student having access to a Chromebook in every classroom. The core curriculum in **Reading, Math, Social Studies, Science, and electives** is digitally driven, with assignments, lesson activities, and tests accessed online. Elective offerings such as **Computer Programming** and **Aggie Nation** extend technology integration further. The Computer Programming elective introduces students to coding and prepares them for **PTECH pathways** at the high school level. Aggie Nation provides students with hands-on experience in journalism through the creation of a monthly newspaper, production of the yearbook, and management of communication broadcasting. Students design polls, graphics, visuals, and edit photos using professional software, integrating reading, writing, and technology skills while capturing and celebrating student learning.

Access and Equity:

All faculty members are equipped with **Surface Pro devices**, increasing instructional mobility and flexibility. Every classroom has a **TV in-line panel**, allowing teachers to cast from their devices for direct-teach and live presentations. **Document cameras** are provided in core classrooms to enhance instructional modeling. Through **ClassLink LaunchPad**, students and staff have single sign-on access to digital apps and resources, improving both access and data security. Equity is further supported through reliable device access, but gaps persist in at-home internet connectivity for some students.

Professional Development:

The technology department provides on-demand, individualized staff training, while technology resources such as Google Suite, shared drives, and live Google Calendars streamline communication and data access. The TV in-line panels are also used for **parent meetings, staff training, and grade-level assemblies**. Teachers have access to multiple instructional platforms (DMAC, MAP, Kahoot, etc.) that simulate state testing, offer instant feedback, and support data-driven instruction.

Strengths

Strengths:

- 1:1 student-to-device ratio with reliable Chromebook access.
- Aggie Nation journalism and yearbook courses provide authentic, real-world technology applications.
- Comprehensive teacher tools (Surface Pros, TV panels, document cameras) to support instruction.
- Google Suite for streamlined communication and collaboration.
- Use of **CrisisGo, Verkada cameras, and alarm systems** for safety/security.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 Ongoing barriers in off-campus connectivity for students.	uneven student access to reliable internet outside of school.
2 Poteet Jr. High lacks technology replacement hardware to regulate damaged devices .	Technology that is outdated is hard to replace immediately which creates some classrooms not having the needed devices for every student.
3 Rostering of programs, curriculum platforms, staff, and students is not fully integrated in a timely manner, resulting in delays with access to digital learning resources at the start of school. Students and teachers often do not have accounts, class lists, or curriculum access ready before instruction begins, which impacts learning momentum	Inefficient coordination between district-level rostering processes, vendor setup, and campus-level scheduling creates delays in syncing programs. Lack of a standardized timeline and accountability system prevents full integration before the first week of school.

★ = Priority



Goals

Goal 1

Goal 1: Increase Academic Achievement Across All Core Content Areas

Performance Objective 1 High Priority

Increase overall STAAR Meets Grade Level performance from 26% to 40% and Masters from 9% to 15% by May 2026. Strategy 1.1a: Implement structured, TEKS-aligned lesson planning with embedded formative assessments (ESF 5.1). Strategy 1.1b: Provide targeted PLC data reviews every 3 weeks using MAP, STAAR item analysis, and DMAC reports to reteach TEKS. Strategy 1.1c: Expand after-school and Saturday tutorials with prioritized invitations for EB, SPED, and economically disadvantaged students.

Evaluation Data Source: STAAR, MAP, DMAC

Strategy 1

Houghton Mifflin/NWEA (MAP) is research based and supports students and educators by creating assessments that measures growth and proficiency. Student data corroborates with current programs in use by teachers reinforcing or providing interventions.

Strategy's Expected Result/Impact: Improve overall performance of campus in content areas, specifically Math and Reading.

Staff Responsible for Monitoring: Campus Administration
Instructional Specialist
Classroom Teachers

Funding Sources: 211 Title I Part A Funds, \$7,016

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Performance Objective 1.2: Increase Math Meets, Science Meets, Social Studies Meets, and RLA Meets performance. Strategy 1.2a: Launch math/science intervention blocks during the school day, prioritizing spiral review and problem-solving. Strategy 1.2b: Provide professional development on rigor and questioning strategies to push more students from Approaches to Meets/Masters. Strategy 1.2c: Use Lead4Ward resources and released STAAR blueprints to design assessments aligned to STAAR rigor. Strategy 1.2d: Use of Lowman Curriculum to best align with priority standards and TEKS, STAAR, etc.

Strategy 1

Integrate Lowman Social Studies, Math, Science resources into common assessments and PLC planning to ensure alignment of instructional activities, questioning strategies, and STAAR rigor. Teachers will use Lowman's leveled passages, DBQs (document-based questions), and vocabulary supports during instruction to increase student engagement with primary sources and academic language. PLCs will analyze student performance on Lowman-based formative checks in DMAC to identify misconceptions and plan reteach/interventions. Purchase Lowman STAAR Blitz for all tested subjects for teachers to utilize for the STAAR bootcamp.

Strategy's Expected Result/Impact: DMAC assessments, TEKS Ready, STAAR

Staff Responsible for Monitoring: Instructional Specialist
Social Studies Teachers
Campus Admin

Funding Sources: 410 Instructional Materials Allotment, \$1,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

Implementing a Blended, Differentiated Academic Support Model to Accelerate Standards Mastery. This strategy focuses on intentionally using adaptive and standards-aligned digital platforms to deliver a Multi-Tiered System of Supports (MTSS) for targeted intervention and acceleration across core content areas. Math (6th, 7th) Zearn: Utilize Zearn daily as a core learning accelerator. Teachers will assign Zearn's digital lessons to provide just-in-time foundational support that is tightly linked to the current grade-level content, ensuring students "catch up" while "moving forward" with their peers. Math (8th, Alg 1, ALL); iXL & MATHia- MATHia will serve as the primary personalized, adaptive practice for all students to build conceptual mastery. iXL will be used for targeted, skill-specific practice and benchmark review for 8th Grade/Algebra 1. Teachers will monitor real-time progress data from both platforms to inform small-group instruction and assign specific concepts for mastery. Science & Social Studies: Study Island- Integrate Study Island into unit planning for both formative assessment and differentiated review. Teachers will assign targeted "Blue Ribbon" lessons to students needing intervention on specific standards or use the content for enrichment and acceleration of high-performing students.

Strategy's Expected Result/Impact: Academic Achievement (Proficiency)
Increase the percentage of students meeting or exceeding grade-level proficiency on state and local assessments by [X]% in RLA, Math, Science, and Social Studies. This will be achieved by providing consistent, standards-aligned practice and closing skill gaps identified by the CNA.

Student Growth (Value-Added)
Increase the average student growth percentile (SGP) for tested subjects. The adaptive nature of MATHia and Amplify's targeted paths will ensure that instruction is constantly adjusted to maximize the learning rate of every student, leading to higher growth scores.

Funding Sources: 270 RLIS Title V Part B, \$6,700

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
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Strategy 3

Bluebonnet Learning will be purchased to provide a research based curriculum for math courses. Professional development will also be utilized to support our teachers with the new materials.

Strategy's Expected Result/Impact: Improved mathematics success and teacher effectiveness

Staff Responsible for Monitoring: Instructional Specialist, Campus Administration

Funding Sources: 410 Instructional Materials Allotment, \$1,350

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress			
November	January	March	June

Performance Objective 3

Poteet Junior High will strive to enhance overall student academic performance and ensure that all students meet or exceed state academic standards, Poteet Jr. High will implement targeted instructional strategies and personalized support programs.

Evaluation Data Source: MAP, TEKS READY, DMAC

Strategy 1

Improve Library Science Services utilizing Region 20 Educational Resources Cooperative to include: living science materials.

Funding Sources: 211 Title I Part A Funds, \$1,534

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Poteet Jr. High will participate in the Gifted/Talented Services Cooperative through ESC Region 20.

Strategy's Expected Result/Impact: Increase academic success.

Staff Responsible for Monitoring: GT Coordinator

Funding Sources: 199 Gifted and Talented, \$1,667

Title I: 2.5.1

Formative Reviews

November

January

March

June

Strategy 3

Imagine Learning Digital Libraries 6-12 Comprehensive all site licences for all core subjects. Advanced placements and World Languages. Includes credit recovery, initial credit, and interventions.

Strategy's Expected Result/Impact: Students are able to earn credit and be provided interventions.

Staff Responsible for Monitoring: Campus Administration
Instructional Specialist
DAEP Director
DAEP Staff

Funding Sources: 199 State Compensatory Education (SCE), \$17,497

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Strong Foundations Planning (SFP) provides direct grant funds to LEAs for technical assistance to develop a strong instructional framework in literacy, based in the research-based instructional strategies (RBIS), to guide teaching and learning in the LEA.

Strategy's Expected Result/Impact: Increase in Reading student performance and building RLA staff capacity and knowledge

Funding Sources: 429 Strong Foundation , \$14,988

Title I:

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 5

Gifted and Talented students will participate in Project Lead the Way to enrich student learning by increasing classroom engagement that drives collaboration and inspires deep comprehension. Students will engage in computer science, engineering and biomedical science to explore paths and possibilities throughout high school, post secondary, and real world experiences. Materials and resources will be purchased to support GT students and classrooms. Robotics Afterschool Enrichment program will be offered to students. GT students will participate in an educational trips accompanied by PBL opportunities. GT students will participate in the GT fair to highlight student projects. Medals and trophies will be awarded to all participants.

Strategy's Expected Result/Impact: Gifted and talented poputions have the necessay resources to ensure academic success.

Staff Responsible for Monitoring: GT Campus Coordinator
Campus Administration

Funding Sources: Play Academy Scholarship Lab 199 Gifted and Talented, \$1,753.46

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Strategy 6

To drive school improvement as outlined in our CNA, we utilize a strategic suite of digital resources that provide differentiated, data-driven instruction for both intervention and acceleration across core subjects.

Strategy's Expected Result/Impact: Academic Achievement (Proficiency): Increase the percentage of students meeting or exceeding grade-level proficiency on state and local assessments by [X]% in RLA, Math, Science, and Social Studies. This will be achieved by providing consistent, standards-aligned practice and closing skill gaps identified by the CNA.

Student Growth (Value-Added): Increase the average student growth percentile (SGP) for tested subjects. The adaptive nature of MATHia and Amplify's targeted paths will ensure that instruction is constantly adjusted to maximize the learning rate of every student, leading to higher growth scores.

Funding Sources: 199 Basic Educational Services, 270, \$6,700

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Teachers will participate in a STAAR Training put on by Lead4Ward that provides instructional plans, resources, and PD for each content.

Strategy's Expected Result/Impact: Focused lesson plans for STAAR countdown

Staff Responsible for Monitoring: Admin, teachers

Funding Sources: 199 Basic Educational Services, \$300

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

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No Progress

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Performance Objective 4

Data / PLCs: Poteet Jr. High will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Evaluation Data Source: MAP, Amplify, BOY/MOY/EOY Progress monitoring, TEKS READY

Strategy 1 Targeted Support Strategy

The campus staff will have access to DMAC that works to empower teachers. The apps assist in every aspect of the school day, from lesson planning to monitoring student progress, administrative duties and providing a collaborative platform for education professionals. DMAC will provide access to the following used for instruction, planning, and evaluation. DMAC Appraisals DMAC PlanWorks DMAC State Assessment DMAC TEKSscore DMAC FormWorks DMAC Learning Plans DMAC Lead4Ward DMAC Tag DMAC Class Roster

Strategy's Expected Result/Impact: One stop platform for all data, evaluation, STAAR data, assessment creation, student accommodation and data profiles,etc.

Staff Responsible for Monitoring: ADMIN
SUPPORT SPECIALIST
CLASSROOM TEACHERS

Funding Sources: 211 Title I Part A Funds, \$3,221

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Elevate20 is a cooperative that includes both synchronous and asynchronous sessions for your educational staff. Sessions are focused on the four content areas, as well as technology, special programs, College Prep, school improvement, and Learning Off Site. Professional development sessions are offered for multiple grade bands and stakeholder groups.

Strategy's Expected Result/Impact: Advancements in instruction and teacher capacity

Staff Responsible for Monitoring: Admin
Support Specialists
Teachers

Funding Sources: 211 Title I Part A Funds, \$1,499

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Campus administration and teachers will utilize Aloe software : On Data Suite , Lead4ward to disaggregate data to improve student learning. In addition, Plan4Learning will be purchased to allow for CIP/DIP/CNA to be completed each year to analyze and identify goals, strengths, weakness, priorities, and improvements needed. The district and each campus will utilize software (Title Crate) to collect, organize, and validate all Federal Programs documentation.

Strategy's Expected Result/Impact: Increase knowledge, capacity, and campus improvement by analyzing data

Staff Responsible for Monitoring: Campus Admin

Funding Sources: Lead4Ward 211 Title I Part A Funds, \$650, On Data Suite 199 State Compensatory Education (SCE), \$1,339, Title Crate 211 Title I Part A Funds, \$600, Plan4Learning 211 Title I Part A Funds, \$1,100

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 2

Goal 2: Improve Attendance and Reduce Chronic Absenteeism

Performance Objective 1

Performance Objective 2.1: Raise campus attendance rate from 89.8% to 95%+ by the end of 2025-26.
Strategy 2.1a: Implement tiered attendance interventions (Tier 1: classroom incentives, Tier 2: parent contact within 24 hours of absence, Tier 3: attendance committee & truancy support). Strategy 2.1b: Launch "Every Day Counts" campaign with grade-level competitions, public recognition, and incentives. Strategy 2.1c: Assign attendance mentors for high-risk students, connecting them with trusted staff.

Evaluation Data Source: Excessive Absence Reports, Truancy, Attendance BIP, Daily and Weekly Progress Monitoring of attendance.

Goal 3

Goal 3: Close Subgroup Achievement Gaps (EB, SPED, Econ Disadvantaged)

Performance Objective 1

Performance Objective 3.1: Increase EB Meets performance in Reading from 21% to 35% and Math from 14% to 25% by May 2026. Strategy 3.1a: Implement daily language objectives in all classrooms, monitored in walkthroughs. Strategy 3.1b: Provide newcomer EB support through small-group tutorials and embedded ESL scaffolds in core content. Strategy 3.1c: Strengthen TELPAS writing calibration by integrating authentic writing tasks across content areas.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Poteet Jr. High will participate in the Bilingual and ESL Cooperative through ESC 20.

Strategy's Expected Result/Impact: Teacher improvement with instruction to EL students

Staff Responsible for Monitoring: ADMIN

Funding Sources: 199 Bilingual Allotment, \$481

Title I: 2.5.1, 2.5.3

Formative Reviews

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Strategy 2

Training and materials for LAS Battey of Assessment to administer identification assessments for Emergent Bilingual students, evaluating their language skills in both English and Spanish.

Strategy's Expected Result/Impact: well-equipped to support Emergent Bilingual students in their language development

Staff Responsible for Monitoring: LPAC coordinator
Campus Administration

Funding Sources: 199 State Compensatory Education (SCE), \$98

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Performance Objective 2

Performance Objective 3.2: Increase SPED Approaches performance from 37% to 55% by May 2026. Strategy 3.2a: Ensure fidelity of co-teach and inclusion models with scheduled collaboration time between general and special education teachers. Strategy 3.2b: Expand use of progress monitoring tools (MAP, DMAC, etc.) to track SPED student growth weekly. Strategy 3.2c: Provide targeted PD on differentiation and accommodations for high-incidence disabilities.

Strategy 1

Participation in the Special Ed Coop to ensure compliance and build capacity in meeting the needs of the campus, students, and programs.

Strategy's Expected Result/Impact: build capacity in meeting the SpEd needs of the campus, students, and programs.

Staff Responsible for Monitoring: SPED Department

Admin

Teachers

Funding Sources: 199 SpEd Allotment, \$417

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Special education classroom resources will be provided to ensure teachers and staff have need materials for instructional purposes to continue building a foundation of reading, math, science, social studies and social skills. Classroom resources provided, including but not limited to iPads, Teach Town, News to You, and Lesson Pix, as well as classroom supplies such as printers, printer ink, pencils, erasers, paper, sticky notes, tape, headphones, etc. Purchase the necessary supplies and material for special education to effectively manage records, paperwork and documentation throughout the year.

Strategy's Expected Result/Impact: Special education teachers have the necessary resources to ensure students' academic progress and success.

Staff Responsible for Monitoring: SPED Staff

SPED Director
Campus Admin

Funding Sources: 199 SpEd Allotment, \$5,100

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Mindplay K-12 personalized learning in Reading combines high quality instruction with adaptive technology, integrated assessments and a lexile driven library. Mindplay screener will also be purchased to use as 7th grade Dyslexia screener.

Strategy's Expected Result/Impact: Aid in identifying students with possible dyslexia. Providing students with dyslexia will improve their reading helping them to attain academic success.

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Campus Admin
Dyslexia Teacher

Funding Sources: 199 Dyslexic Allotment, \$4,050

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 4 Results Driven Accountability

SPED trainings to align with best instructional practices and to provide support for our Inclusion, Co-Teach, and Resource Models. Training will cover the three most effective co-teaching models. During the session, teachers will have dedicated time to choose one of these models and begin planning their implementation

Strategy's Expected Result/Impact: Increasing SPED teacher's capacity to best serve our students, which will increase success and growth within the models and individual students.

Staff Responsible for Monitoring: SPED Director, Admin, Case Managers

Funding Sources: Professional Development 199 SpEd Allotment, \$200

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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Goal 4

Goal 4: Strengthen Campus Culture, Discipline, and Student Engagement

Performance Objective 1

Performance Objective 4.1: Reduce discipline referrals by 20% by May 2026 while increasing student participation in campus activities. Strategy 4.1a: Implement consistent restorative practices and restorative circles to address conflicts and repair harm. Strategy 4.1b: Provide quarterly PD on classroom management strategies, with coaching support for teachers who need it. Strategy 4.1c: Expand student leadership opportunities through Aggie Nation, athletics, UIL, Student Council, Kindness Club, NJHS,Cheer, Band, etc.

Strategy 1

Identified staff will attend the Non-Violent Crisis Intervention Training. This Non-Violent Crisis Intervention training presents strategies and techniques that provide participants with a non-harmful behavior management system. It includes safe interventions to use when dirsruptive behavior escalates and is appropriate for educators and staff at all grade levels within the educational system.

Strategy's Expected Result/Impact: Participants will learn warning signs and verbal diffusion techniques for dealing with the most difficult student behaviors.

Staff Responsible for Monitoring: Special education director, Campus Administration, Teachers, Paraprofessionals.

Funding Sources: 199 SpEd Allotment, \$250

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress				
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Goal 5

Goal 5: Increase Parent and Community Engagement

Performance Objective 1

Performance Objective 5.1: Increase parent participation in academic-focused events by 25% during 2025-26. Strategy 5.1a: Parent conferences to review MAP/STAAR progress with parents in plain language. Strategy 5.1b: Create bilingual communication strategies (texts, flyers, videos) to reach EB families. Strategy 5.1c: Develop community partnerships with local businesses to provide incentives for student success (attendance, grades, behavior).

Performance Objective 2

Communication: Poteet Jr. High will provide consistent, meaningful communication between home, school and community.

Strategy 1

Intrado/PowerSchool-Provide easy and accessible communication to parents and staff through messaging program of notification, website, and mobile app

Strategy's Expected Result/Impact: Quick and immediate communication for important information needed to be sent out.

Staff Responsible for Monitoring: IT Staff

Funding Sources: 211 Title I Part A Funds, \$1,800

Formative Reviews

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Goal 6

Poteet Junior High will strive to ensure a secure, safe, communicative, and supportive learning environment, Poteet Jr. High will enhance its safety protocols, promote positive behavior, and provide comprehensive support services for students and staff.

Performance Objective 1 High Priority

Social and Emotional Learning: Poteet Jr. High will promote a safe school environment, consistent counseling programs, student wellness and provide character development opportunities.

Evaluation Data Source: Discipline referrals, counseling reports

Strategy 1

Participation in the Counselors Counseling Technical Assistance/Counselor Cooperative. Professional development for counselors in the areas of Academics, Career, Personal and Social Development via TEA's 4 components for a model school counseling program: Guidance Curriculum, Responsive Services, Individual Planning, and System Support.

Strategy's Expected Result/Impact: Counselors will continue to acquire and stay up-to-date with skills and knowledge needed to service students.

Staff Responsible for Monitoring: District Lead Counselor

Funding Sources: 289 Title IV, Part A, \$429

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Poteet Jr. High will participate in School Health Cooperative through ESC Region 20.

Strategy's Expected Result/Impact: Improved overall wellness in the campus population (students and staff).

Staff Responsible for Monitoring: Director of Counseling

Funding Sources: 289 School Health Support Grant, \$429

Title I:

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Strategy 3

Purchase essential mental health resources, general supplies, curriculum and professional development programs to implement a comprehensive counseling and mental health curriculum. This initiative aims to promote student safety by addressing their mental health needs and ensuring a supportive educational environment.

Strategy's Expected Result/Impact: Investing in mental health resources, supplies, curriculum and professional development is crucial to address the growing mental health challenges faced by students.

Funding Sources: 289 Title IV, Part A, \$3,000

Formative Reviews

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Strategy 4

Character Strong Tier 2 lessons and activities are designed to support students in developing essential social-emotional skills across four key areas: Coping, Regulation, Relationships, and Self-Management. Through targeted instruction and guided practice, students build the capacity to manage stress, understand and regulate their emotions, form and maintain healthy relationships, and apply effective self-management strategies. These Tier 2 supports strengthen students' overall well-being and promote positive behavior, resilience, and academic success

Strategy's Expected Result/Impact: Students will demonstrate improved emotional regulation, stronger interpersonal skills, increased use of positive coping strategies, and greater independence in managing their behavior and daily challenges. This growth will contribute to enhanced classroom engagement, reduced behavioral concerns, and a more supportive and effective learning environment.

Staff Responsible for Monitoring: Campus Administration
SE Case Managers

Funding Sources: 289 Title IV, Part A, \$1,000

Formative Reviews

No Progress

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Performance Objective 2

College and Career Readiness: We will provide opportunities to develop an atmosphere of professionalism as all students work towards being college ready, career ready and life ready.

Strategy 1

Provide the use of Kuder,Inc for students to be given the tools needed to build meaningful career, education, and life plans.

Strategy's Expected Result/Impact: Students will gain insight of careers and colleges.

Staff Responsible for Monitoring: CTE Coordinator
Counselors

Funding Sources: 199 CCMR, \$1,493

Title I:

TEA Priorities: Connect high school to career and college

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

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Performance Objective 3

Increase Parent and Family Engagement & Improve Staff Communication

Strategy 1

The SMORE platform purchase supports our campus goal to foster a stronger home-school partnership and ensure staff are well-informed. By implementing the SMORE digital newsletter platform, we will create and distribute professional, engaging, and accessible weekly staff updates and monthly parent newsletters. This tool replaces less effective and more time-consuming methods, providing a consistent format, translation features, and valuable analytics to track engagement. This expenditure is critical for strengthening our communication infrastructure, which directly supports student success.

Strategy's Expected Result/Impact: Clear expectations, communication, involvement, collaboration and engagement

Staff Responsible for Monitoring: Principal

Funding Sources: 211 Title I Part A Funds, \$180

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Goal 7 Leverage Technology to Enhance Student Learning, Engagement, and Equity

Performance Objective 1

Improve digital equity and security by ensuring safe and consistent student access to resources.

Evaluation Data Source: Data Tracking

Strategy 1

100% of teachers and students will use ClassLink LaunchPad to streamline access to instructional and functional resources. Single sign-on (SSO) solution built for education. LaunchPad provides your entire institution with quick SSO access to a personalized portal of digital apps and resources from anywhere while protecting sensitive data with secure Multi-Factor Authentication.

Strategy's Expected Result/Impact: Single sign-on (SSO) solution built for education. LaunchPad provides your entire institution with quick SSO access to a personalized portal of digital apps and resources from anywhere while protecting sensitive data with secure Multi-Factor Authentication.

Staff Responsible for Monitoring: Technology Director

Funding Sources: 211 Title I Part A Funds, \$1,700

Formative Reviews

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Strategy 2

Kami will be utilized as a resource to turn instructional documents into interactive learning to promote student achievement.

Strategy's Expected Result/Impact: Collaboration between teachers and students will be enhanced.

Staff Responsible for Monitoring: Campus Administration
Instructional Specialist
Classroom Teachers

Funding Sources: 211 Title I Part A Funds, \$2,064

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
3	1	1	Poteet Jr. High will participate in the Bilingual and ESL Cooperative through ESC 20.
3	2	4	SPED trainings to align with best instructional practices and to provide support for our Inclusion, Co-Teach, and Resource Models. Training will cover the three most effective co-teaching models. During the session, teachers will have dedicated time to choose one of these models and begin planning their implementation

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	4	1	The campus staff will have access to DMAC that works to empower teachers. The apps assist in every aspect of the school day, from lesson planning to monitoring student progress, administrative duties and providing a collaborative platform for education professionals. DMAC will provide access to the following used for instruction, planning, and evaluation. DMAC Appraisals DMAC PlanWorks DMAC State Assessment DMAC TEKSscore DMAC FormWorks DMAC Learning Plans DMAC Lead4Ward DMAC Tag DMAC Class Roster
3	1	1	Poteet Jr. High will participate in the Bilingual and ESL Cooperative through ESC 20.



Funding Summary

Funding Summary

199 Basic Educational Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6		270	\$6,700.00
1	3	7		--	\$300.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$7,000.00

211 Title I Part A Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$7,016.00
1	3	1		--	\$1,534.00
1	4	1		--	\$3,221.00
1	4	2		--	\$1,499.00
1	4	3	Lead4Ward	--	\$650.00
1	4	3	Title Crate	--	\$600.00
1	4	3	Plan4Learning	--	\$1,100.00
5	2	1		--	\$1,800.00
6	3	1		--	\$180.00
7	1	1		--	\$1,700.00
7	1	2		--	\$2,064.00
Sub-Total					\$21,364.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					-\$17,364.00

199 Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$481.00
Sub-Total					\$481.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$481.00

199 CTE Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 SpEd Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	\$417.00
3	2	2		--	\$5,100.00
3	2	4	Professional Development	--	\$200.00
4	1	1		--	\$250.00
Sub-Total					\$5,967.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$5,967.00

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3		--	\$17,497.00
1	4	3	On Data Suite	--	\$1,339.00
3	1	2		--	\$98.00
Sub-Total					\$18,934.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$18,934.00

211 Title I 1003 School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

270 RLIS Title V Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	\$6,700.00
					Sub-Total
					\$6,700.00
					Budgeted Fund Source Amount
					\$5,000.00
					+/- Difference
					-\$1,700.00

289 Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		--	\$429.00
6	1	3		--	\$3,000.00
6	1	4		--	\$1,000.00
					Sub-Total
					\$4,429.00
					Budgeted Fund Source Amount
					\$0.00
					+/- Difference
					-\$4,429.00

410 Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$1,000.00
1	2	3		--	\$1,350.00
					Sub-Total
					\$2,350.00
					Budgeted Fund Source Amount
					\$0.00
					+/- Difference
					-\$2,350.00

199 Dyslexic Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3		--	\$4,050.00
					Sub-Total
					\$4,050.00
					Budgeted Fund Source Amount
					\$0.00
					+/- Difference
					-\$4,050.00

199 CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1		--	\$1,493.00
Sub-Total					\$1,493.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$1,493.00

429 Technology Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 School Safety Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	\$1,667.00
1	3	5	Play Academy Scholarship Lab	--	\$1,753.46
Sub-Total					\$3,420.46
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$3,420.46

279 TCLAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

289 School Health Support Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2		--	\$429.00
Sub-Total					\$429.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$429.00

429 Strong Foundation

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4		--	\$14,988.00
Sub-Total					\$14,988.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$14,988.00

429 School Safety Standards Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00