# Fort Worth Independent School District

# 070 Jean Mcclung Middle School

# 2026-2027 Campus Improvement Plan



**Board Approval Date:** November 10, 2026

# Mission Statement

**To build strong foundations to create a successful future for students!**

# Vision

**Learning without limits, achievement for all!**

# Value Statement

**Accountability for All**

**Maximizing Time on Task**

**Collaboration and Teamwork**

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# Comprehensive Needs Assessment

**Revised/Approved: November 10, 2026**

## Demographics

### Demographics Summary

Jean McClung Middle School is a grades 6–8 campus, and our most recent school report cards show enrollment shifting from **578 students** to **513 students**, which helps us plan intentionally for staffing and supports. Our student community is made up primarily of **African American students (55.4% in 2024; 54.4% in 2025)** and **Hispanic students (35.8% in 2024; 38.2% in 2025)**, along with smaller populations of White, Asian, and other racial/ethnic groups. We also serve a large number of students who benefit from additional support services, including **Economically Disadvantaged students (increasing from 87.5% to 91.8%)**, **Special Education students (16.6% to 18.1%)**, and **Emergent Bilingual/English Learners (25.4% to 26.1%)**. Encouragingly, our attendance improved from **89.9%** to **90.9%**, though it still trails the district and state figures listed in the same reports—so continuing to strengthen attendance systems remains important. At the same time, our **mobility rate remains high (30.1% to 31.0%)**, which means we need strong routines for welcoming new students, quickly understanding their needs, and keeping learning consistent even when students move in and out during the year. Finally, data shows an **average class sizes increased in several core subjects in 2025**, which makes it even more important that our schedules and staffing protect small-group instruction and targeted intervention time.

## Demographic Data:

**Students: Race/Ethnicity (Campus %)**

- African American: 55.4% (2024) → 54.4% (2025).
- Hispanic: 35.8% (2024) → 38.2% (2025).
- White: 4.0% (2024) → 3.5% (2025).
- Asian: 2.4% (2024) → 2.7% (2025).
- Two or More Races: 2.2% (2024) → 1.0% (2025).
- Pacific Islander: 0.2% (2024) → 0.2% (2025); American Indian: 0.0% both years.

**Students: Student Groups (Campus %)**

- Economically Disadvantaged: 87.5% (2024) → 91.8% (2025) (increase).
- Special Education: 16.6% (2024) → 18.1% (2025) (increase).
- Emergent Bilingual/EL: 25.4% (2024) → 26.1% (2025) (increase).

**Engagement Indicators: Attendance & Mobility (Stability)**

- Attendance: 89.9% (2022–23) → 90.9% (2023–24) (improved, but still below district/state levels).
- Mobility: 30.1% (2022–23) → 31.0% (2023–24) (high relative to district/state).

**Learning Conditions: Class Size Averages (Operational Context)**

- Secondary class size averages increased in 2025 compared to 2024 in several core subjects (e.g., math, science, social studies)
    - (Campus averages): Math 14.8 → 23.3, Science 16.1 → 26.1, Social Studies 16.2 → 28.5; ELA remained stable (12.6 → 12.8).

**Demographics Strengths**

Jean McClung Middle School's demographics reflect several clear strengths that the campus can build on in the improvement planning process. We serve a richly diverse community with a consistent majority of **African American** and **Hispanic** students, giving the campus a strong opportunity to design culturally responsive instruction and family engagement that matches who we serve. The report cards also show an **increase in attendance** (from **89.9%** to **90.9%**), which is a positive indicator of improving student engagement and a foundation we can strengthen through ongoing attendance supports. Additionally, the campus serves substantial percentages of students in key groups—**Economically Disadvantaged (91.8% in 2025)**, **Emergent Bilingual/EL (26.1% in 2025)**, and **Special Education (18.1% in 2025)**—which provides clarity for targeted planning and suggests the campus is experienced in serving students who benefit from layered academic, language, and learning supports. Finally, class size averages in **ELA remained stable** year over year (12.6 to 12.8), supporting the potential for consistent small-group instruction and strong literacy routines as a campus-wide lever.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Jean McClung Middle School experiences a persistently high student mobility rate (30.1% in 2022-23 and 31.0% in 2023-24), which is significantly higher than both the district and the state. This level of mobility can disrupt continuity of instruction, intervention placement, and consistent student support throughout the year.
**Root Cause:** The campus does not yet have fully systematized, rapid-response processes for high-mobility students (e.g., consistent onboarding, immediate diagnostics, fast placement into interventions, and records/communication routines), resulting in learning gaps and support delays when students enter or exit during the year.

**Problem Statement 2 (Prioritized):** The campus continues to lag behind district and state attendance rates, while serving an increasing proportion of high-need student groups (Economically Disadvantaged, Special Education, and Emergent Bilingual/EL). This combination suggests the campus must strengthen attendance/engagement systems and ensure supports are accessible and consistent for students who may face barriers to daily attendan
**Root Cause:** The campus needs stronger tiered attendance interventions and barrier-reduction systems (e.g., targeted outreach for chronically absent students, coordinated wraparound supports, and consistent follow-up routines) to meet the needs of families facing challenges that impact daily attendance.

# Student Learning

**Student Learning Summary**

Across multiple measures, Jean McClung Middle School shows encouraging signs of growth—especially when we look at progress over time. On the **25–26 benchmarks**, overall **RLA improved from December to Feb/March**, with **Meets rising from 32% to 40%** and **Masters increasing from 7% to 8%**, indicating more students are moving beyond basic proficiency. In math, overall **Masters increased from 7% to 11%** from December to Feb/March, showing more students reaching advanced levels even as overall Approaches dipped slightly. Year-to-year benchmark comparisons (Spring 24–25 to Spring 25–26) also show strong gains in several tested areas, including **Math Grade 6 (Approaches +25 points; Meets +9)**, **Math Grade 8 (Approaches +24; Meets +23)**, and **Science Grade 8 (Approaches +31; Meets +22; Masters +7)**. MAP MOY results reinforce this positive trajectory: compared to MOY 2024, the campus increased **% meeting projected growth** across subjects (e.g., **Math 40% → 65%**) and increased the **% meeting grade-level norms** (e.g., **Math 23% → 46%**), alongside rising average RIT scores. At the same time, the data highlights priority areas that require focused attention—most notably **7th grade math**, which declined from December to Feb/March (Approaches **48% → 29%**, Meets **21% → 9%**), and **8th grade ELAR**, where year-to-year results show Approaches stable but **Meets decreased**. Subgroup patterns indicate progress for several groups (including EB on RLA benchmarks), while outcomes for **Special Education** remain significantly lower, suggesting a need for stronger aligned supports and access to grade-level rigor.

## 1) Overall Achievement (Benchmarks: Dec → Feb/March, 25–26)

- **RLA (All Students):** Approaches **69% → 70%**, Meets **32% → 40%**, Masters **7% → 8%** (overall upward movement in proficiency).
- **Math (All Students):** Approaches **71% → 68%** (slight dip), Meets **34% → 33%** (steady), **Masters 7% → 11%** (notable increase in advanced performance).

## 2) Grade-Level Patterns (Benchmarks: Dec → Feb/March, 25–26)

- **RLA Grade 6:** Approaches decreased (**66% → 62%**) while **Meets increased (23% → 36%)** and **Masters increased (7% → 11%)—**fewer "just passing," more moving upward.
- **RLA Grade 7:** Strong improvement—Approaches **67% → 70%**, Meets **32% → 46%**, Masters **8% → 13%**.
- **RLA Grade 8:** Low proficiency overall, with little change—Approaches **56% → 59%**, Meets **7% → 6%**, Masters **0% → 0%**.
- **Math Grade 6:** Improved Approaches **67% → 73%** (Meets and Masters roughly stable).
- **Math Grade 7:** Significant decline—Approaches **48% → 29%**, Meets **21% → 9%** (priority concern).
- **Math Grade 8:** High overall but decreased—Approaches **82% → 72%**, Meets **43% → 39%**, Masters **7% → 7%**.
- **Algebra I:** Very strong outcomes on Feb/March benchmark (Approaches **100%**, Meets **77%**, Masters **53%**).

## 3) Year-to-Year Performance (Spring 24–25 → Spring 25–26 Benchmarks)

- **ELAR:**
  - Grade 6 All Students: Approaches **+9**, Meets **+6**, Masters **+4**.

    - Grade 7 All Students: Approaches **+12**, Meets **+15**, Masters **+3**.
    - Grade 8 All Students: Approaches **+2**, but **Meets decreased (-9)**.
- **Math:**
    - Grade 6 All Students: Approaches **+25**, Meets **+9**, Masters **+2**.
    - Grade 7 All Students: Approaches **-5**, Meets **-5** (decline persists).
    - Grade 8 All Students: Approaches **+24**, Meets **+23**, Masters **+4** (major improvement).
- **Science Grade 8 (Eng):** Approaches **+31**, Meets **+22**, Masters **+7** (major improvement).
- **Social Studies Grade 8 (Eng):** Approaches **+4**, Meets **+3**, Masters **+3** (modest improvement).

## 4) Growth / Longitudinal Indicator (MAP MOY 24 → MOY 25)

- **Math MAP (All Students):**
    - % Met Projected Growth **40%** → **65%**
    - % Met Grade-Level Norms **23%** → **46%**
    - Avg RIT **212** → **219**
- **Reading MAP (All Students):**
    - % Met Projected Growth **47%** → **62%**
    - % Met Grade-Level Norms **35%** → **54%**
    - Avg RIT **209** → **212**
- **Science MAP (All Students):**
    - % Met Projected Growth **47%** → **62%**
    - % Met Grade-Level Norms **35%** → **49%**
    - Avg RIT **204** → **208**

## 5) Subgroup Highlights

- **Emergent Bilingual (EB):** RLA improved Dec → Feb/March (Meets **22%** → **32%**, Masters **4%** → **9%**), but MAP Reading shows EB norms are still lower than overall (MOY 25 grade-level norms **44%** vs campus **54%**).
- **Special Education:** Consistently lowest performance and lower norm attainment; MAP MOY shows low % meeting grade-level norms (e.g., Reading norms **19%**, Math norms **23%**) and lower RITs.
- **Chronic Absentee group (MAP):** Lower outcomes than overall in math norms (**30%**) and math growth (**57%**) compared to overall (**46% norms**, **65% growth** ), reinforcing attendance/learning connections.

### Student Learning Strengths

A major strength in student learning is that multiple datasets show evidence of students making progress when instruction is aligned to STAAR expectations. The Spring benchmark target-tracking data indicates that a substantial portion of students are meeting or exceeding their expected performance targets in both **Math and**

**Reading**, which supports accountability planning across Domains 1–3 because it reflects movement toward Approaches/Meets/Masters expectations. In addition, the February 2026 benchmark results in **Science and Social Studies** exceed the 2025 STAAR baseline rates, particularly in Science, suggesting improved readiness and stronger alignment to assessed standards in those content areas.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Math outcomes show inconsistent performance across grade levels, with Grade 7 demonstrating a year-to-year decline in benchmark performance and MAP indicating that a sizable portion of students are not yet meeting grade-level norms.
**Root Cause:** Instructional planning, re-teach cycles, and/or scaffolds may not yet be consistently implemented and aligned to the rigor of priority TEKS and STAAR item types in Grade 7 Math.

**Problem Statement 2 (Prioritized):** Special Education students show significantly lower rates of meeting benchmark performance targets, especially in Reading (~23.9% met target), indicating a persistent learning gap that will continue to impact overall achievement and "Closing the Gaps" outcomes without targeted instructional and support
**Root Cause:** Special Education students may experience inconsistent access to grade-level tasks with appropriate scaffolds and/or inconsistent progress monitoring that quickly triggers targeted intervention and re-teach -- resulting in limited movement into Approaches/Meets/Masters targets across benchmark windows.

# School Processes & Programs

**School Processes & Programs Summary**

Jean McClung Middle School has built several intentional systems to strengthen staffing, instruction, and student supports. The campus uses a **recruitment committee** made up of teachers and leaders, attends job fairs, and leverages an expanded **social media and marketing presence** to highlight student programming (sports, fine arts, academics), share campus goals, and communicate student progress to stakeholders. The campus also strengthened induction supports by onboarding **three first-year teachers** and establishing a **mentor/buddy teacher program** focused on instructional coaching and campus culture support. Instructionally, teachers are supported through **content-focused Demonstration Teachers** and an **Acceleration Teacher** who pulls small groups based on data. Students are referred into the **MTSS process** when academic or behavioral concerns are observed, and interventions are assigned based on student need. For behavior and attendance, a **Student Support Team** maintains Tier 2/Tier 3 caseloads and meets weekly with students—providing check-ins and social-emotional supports.

Campus behavior systems show promising improvement. Comparing the previous year's discipline snapshot (as of the 6th six weeks) to the current year's report (as of the 5th six weeks), McClung reduced **unduplicated out-of-school suspensions from 97 to 74** and reduced **duplicate OSS events from 167 to 108**, while also slightly lowering referral volume (unduplicated referred 241 → 237; duplicate referrals 658 → 624). This trend aligns with the implementation of a structured **PBIS approach** and student incentives/expectations (e.g., "SWAG Status" tiers and clear behavior/dress code expectations), designed to increase student accountability and reduce high-impact behaviors such as fights.

As part of our PBIS implementation, McClung intentionally narrowed the focus to three schoolwide target behaviors—**fights, emotional outbursts, and failure to follow directions**—and monitored trends across the year. Compared to Aug–Mar of last year, discipline data shows a meaningful reduction in each target area this year, including a significant drop in **fighting incidents (177 → 68)** and **emotional outbursts (52 → 29)**, with **failure to follow directions** also decreasing (**239 → 163**) but still remaining the most frequent of the three. This data supports continued implementation and strengthening of PBIS routines, reteaching expectations, and reinforcing positive behaviors campuswide, while prioritizing supports that reduce noncompliance behaviors that interrupt learning time.

## 1) Personnel Policies & Practices (Recruitment, Hiring, Induction)

- **Recruitment committee** (teachers + leaders) attends job fairs and recruits actively.
- Increased **marketing/social media presence** to communicate campus story, programs, and academic goals; reported growth in stakeholder engagement (Facebook views up **77.8%**, Instagram views up **100%**).
- **New teacher induction:** 3 first-year teachers supported through a **mentor/buddy teacher program** providing instructional and culture support.

## 2) Instructional Systems (Curriculum, Instruction, Assessment)

- **Demonstration Teachers** provide content-focused instructional support.
- **Acceleration Teacher** uses data to pull small groups for targeted skill-building/enrichment.
- Schoolwide academic focus systems and expectations are reinforced through campus communications (e.g., goal-setting, checks for understanding, engagement routines).

## 3) MTSS / Intervention Systems (Academic + Behavioral)

- Teachers refer students to **MTSS** for academic or behavioral concerns; interventions are matched to need.
- **Student Support Team** manages Tier 2/Tier 3 behavior caseload and supports chronically absent students; meets weekly for check-ins and SEL skill supports.

## 4) Culture, Climate, and Student Accountability (PBIS + Incentives)

- **PBIS system** implemented to address misbehavior and reduce fights, paired with incentives and clear expectations.
- **SWAG Status program** reinforces accountability through tiered expectations and privileges (e.g., Gold/Silver/Maroon/White), tied to referrals, dress code, and citizenship expectations.
- Clear operational procedures for **dress code, cell phone policy and ID expectations** to reduce repeated infractions and protect instructional time.

## 5) Discipline Trends (Evidence to Support Processes)

**2025–26 (As of 5th six weeks):**

- Unduplicated students referred: **237**
- Duplicate referrals: **624**
- Unduplicated students receiving OSS: **74**
- Duplicate OSS events: **108**

**2024–25 (As of 6th six weeks):**

- Unduplicated students referred: **241**
- Duplicate referrals: **658**
- Unduplicated students receiving OSS: **97**
- Duplicate OSS events: **167**
- **Positive trend:** OSS counts and events decreased year-over-year in these snapshots, supporting the PBIS implementation direction.

**PBIS / Schoolwide Behavior System — Target Behaviors (Year-over-Year)**

- Target behaviors monitored: **Fights, Emotional Outbursts, Failure to Follow Directions**.

- **Fights: 177 → 68** (Aug–Mar YoY), **~62% decrease**.
- **Emotional Outbursts: 52 → 29**, **~44% decrease**.
- **Failure to Follow Directions: 239 → 163**, **~32% decrease**; remains the highest-volume target behavior.

**School Processes & Programs Strengths**

McClung has several strong systems in place that support continuous improvement and student outcomes. The campus demonstrates a proactive staffing approach through a recruitment committee, targeted outreach, and a growing social media presence that strengthens stakeholder communication and school identity. The campus also invested in teacher capacity by implementing a mentor program for first-year teachers and supporting instruction through Demonstration Teachers and an Acceleration Teacher who uses data to guide small-group supports. In student support systems, MTSS referrals connect academic and behavioral concerns to matched interventions, and a Student Support Team provides consistent Tier 2/Tier 3 check-ins and SEL supports for students with the highest needs. The campus PBIS focus is producing measurable improvement in high-impact behaviors, especially **fighting** and **emotional outbursts**, indicating increased effectiveness of prevention/reinforcement systems. Behavior systems show promising progress: compared to the prior-year snapshot, the campus reduced unduplicated OSS counts and duplicate OSS events—evidence that PBIS and accountability structures (such as SWAG status expectations) are moving the campus toward improved student conduct and safer learning conditions.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Even with year-over-year reductions, McClung continues to experience a high volume of discipline incidents and OSS events (e.g., 624 duplicate referrals and 108 OSS events as of the 5th six weeks), indicating that behavior still interrupts learning time and requires continued strengthening of preventive systems and consistent campuswide implementation.
**Root Cause:** Campuswide implementation of behavior expectations and responses may still vary by setting or team (classrooms, transitions, cafeteria), and students may need more consistent teaching/reteaching of expectations and stronger reinforcement systems to prevent repeated behaviors that lead to referrals and suspensions. [McClung 6...s Assembly | PDF], [070-Discip...ry 2025-26 | PDF], [McClung 6...s Asse

**Problem Statement 2 (Prioritized):** Although MTSS and Student Support Team structures exist, discipline/OSS totals and the presence of chronically absent students on Tier 2/Tier 3 caseloads suggest the campus needs tighter coordination between academic intervention, behavior supports, and attendance recovery to ensure students receive the right support early enough to prevent escalation.
**Root Cause:** Intervention entry/exit criteria, progress monitoring, and communication loops between teachers, MTSS, and the Student Support Team may not yet be consistently systematized (e.g., universal triggers, shared monitoring tools, and clear timelines), which can delay support adjustments and allow minor concerns to grow into repeated referrals, missed instruction, or chronic absenteeism patterns.

# Perceptions

**Perceptions Summary**

Discipline data reflects meaningful improvement in the specific behaviors the campus targeted through its schoolwide PBIS focus: from **Aug–Mar**, incidents of **fighting decreased from 177 to 68**, **emotional outbursts decreased from 52 to 29**, and **failure to follow directions decreased from 239 to 163**, indicating progress in student behavior and the learning environment. In addition, year-over-year discipline snapshots show reductions in out-of-school suspensions (**97 to 74 unduplicated students receiving OSS**) and fewer OSS events overall (**167 to 108**), which supports the perception that the campus is improving systems for student behavior and safety while increasing time in learning. Staff culture also shows improvement through **significantly stronger teacher retention**, shifting from **25 staff leaving out of 73** (2024–2025) to **3 staff leaving out of 74** (2026–2027), suggesting increased stability and confidence in campus leadership and supports. Weekly staff newsletters also serve as a key communication structure, with **views up 64%** from last year, indicating improved staff engagement with campus updates and expectations. Together, these indicators provide evidence of strengthening culture, clearer expectations, and increased staff connection

## 1) School Culture & Climate (Student Behavior as a Proxy Perception Measure)

- PBIS target behaviors show a strong positive trend year-over-year (Aug–Mar comparison):
  - **Fights: 177 → 68** (largest improvement)
  - **Emotional Outbursts: 52 → 29**
  - **Failure to Follow Directions: 239 → 163** (improved, but still highest-volume target behavior)
- Discipline snapshots also indicate reduced removal from instruction via OSS:
  - Unduplicated OSS: **97 → 74**
  - Duplicate OSS events: **167 → 108**

**Perception interpretation:** Reduced fights and OSS often aligns with improved perceptions of safety, predictability, and adult response consistency.

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## 2) Staff Culture & Retention (Staff Experience / Organizational Health)

- **Teacher retention improved significantly**:
  - **2024–2025:** Total staff **73**, **25 left**
  - **2026–2027:** Total staff **74**, **3 leaving**
- Indicates increased staff stability and potentially improved perceptions of campus support, clarity, and working conditions.

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## 3) Communication & Engagement (Internal Stakeholder Engagement)

- **Weekly staff newsletters** are consistently sent.

- Staff newsletter viewing is **up 64%** from last year, indicating stronger engagement with communication routines.

**Perceptions Strengths**

McClung's culture and climate show evidence of improvement through multiple operational indicators. The campus PBIS focus on target behaviors corresponds with substantial reductions in fights, emotional outbursts, and failures to follow directions compared to last year's Aug–Mar timeframe, suggesting that expectations and behavioral supports are becoming more effective and consistent. Additional discipline data shows fewer out-of-school suspensions and fewer OSS events overall, supporting the idea that students are spending more time in instruction and the campus is moving toward a more stable learning environment. Staff culture is also a clear strength, demonstrated by significantly improved teacher retention and increased engagement with weekly staff newsletters, which supports consistent implementation of campus systems and stronger adult community.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** The campus lacks formal stakeholder perception data (student/parent/teacher surveys), limiting the ability to directly measure perceptions of safety, belonging, support, and school effectiveness beyond proxy measures like discipline and retention.
**Root Cause:** A standardized system for collecting, analyzing, and responding to perception feedback (survey calendar, focus group protocol, reporting routine) has not yet been established campuswide, resulting in fewer structured opportunities to capture stakeholder voice consistently.

# Priority Problem Statements

**Problem Statement 1**: The campus continues to lag behind district and state attendance rates, while serving an increasing proportion of high-need student groups (Economically Disadvantaged, Special Education, and Emergent Bilingual/EL). This combination suggests the campus must strengthen attendance/engagement systems and ensure supports are accessible and consistent for students who may face barriers to daily attendan

**Root Cause 1**: The campus needs stronger tiered attendance interventions and barrier-reduction systems (e.g., targeted outreach for chronically absent students, coordinated wraparound supports, and consistent follow-up routines) to meet the needs of families facing challenges that impact daily attendance.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Math outcomes show inconsistent performance across grade levels, with Grade 7 demonstrating a year-to-year decline in benchmark performance and MAP indicating that a sizable portion of students are not yet meeting grade-level norms.

**Root Cause 2**: Instructional planning, re-teach cycles, and/or scaffolds may not yet be consistently implemented and aligned to the rigor of priority TEKS and STAAR item types in Grade 7 Math.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Special Education students show significantly lower rates of meeting benchmark performance targets, especially in Reading (~23.9% met target), indicating a persistent learning gap that will continue to impact overall achievement and "Closing the Gaps" outcomes without targeted instructional and support

**Root Cause 3**: Special Education students may experience inconsistent access to grade-level tasks with appropriate scaffolds and/or inconsistent progress monitoring that quickly triggers targeted intervention and re-teach -- resulting in limited movement into Approaches/Meets/Masters targets across benchmark windows.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Although MTSS and Student Support Team structures exist, discipline/OSS totals and the presence of chronically absent students on Tier 2/Tier 3 caseloads suggest the campus needs tighter coordination between academic intervention, behavior supports, and attendance recovery to ensure students receive the right support early enough to prevent escalation.

**Root Cause 4**: Intervention entry/exit criteria, progress monitoring, and communication loops between teachers, MTSS, and the Student Support Team may not yet be consistently systematized (e.g., universal triggers, shared monitoring tools, and clear timelines), which can delay support adjustments and allow minor concerns to grow into repeated referrals, missed instruction, or chronic absenteeism patterns.

**Problem Statement 4 Areas**: School Processes & Programs

**Problem Statement 5**: Even with year-over-year reductions, McClung continues to experience a high volume of discipline incidents and OSS events (e.g., 624 duplicate referrals and 108 OSS events as of the 5th six weeks), indicating that behavior still interrupts learning time and requires continued strengthening of preventive systems and consistent campuswide implementation.

**Root Cause 5**: Campuswide implementation of behavior expectations and responses may still vary by setting or team (classrooms, transitions, cafeteria), and students may need more consistent teaching/reteaching of expectations and stronger reinforcement systems to prevent repeated behaviors that lead to referrals and suspensions. [McClung 6...s Assembly | PDF], [070-Discip...ry 2025-26 | PDF], [McClung 6...s Asse

**Problem Statement 5 Areas**: School Processes & Programs

**Problem Statement 6**: The campus lacks formal stakeholder perception data (student/parent/teacher surveys), limiting the ability to directly measure perceptions of safety, belonging, support, and school effectiveness beyond proxy measures like discipline and retention.

**Root Cause 6**: A standardized system for collecting, analyzing, and responding to perception feedback (survey calendar, focus group protocol, reporting routine) has not yet been established campuswide, resulting in fewer structured opportunities to capture stakeholder voice consistently.

**Problem Statement 6 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**

- State and federally required assessment information
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other
    - NWEA MAP Grow data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Enrollment trends

**Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

# Goals

**Revised/Approved: November 10, 2026**

**Goal 1:** Increase the percentage of students reaching the "Meets Grade Level" standard for English 1 EOC by the end of 9th grade on the annual state performance measurement from 78% to 84%.

**Performance Objective 1:** Decrease the number of Grades 6-8 students scoring "0" on ECR on relevant grade-level assessments from 31% to 21% by June 2027.

**High Priority**

**Evaluation Data Sources:** Benchmarck data

**Strategy 1:** Implement a campuswide ECR Writing-to-Readiness System that provides explicit instruction in constructed response, frequent practice with feedback, and progress monitoring to move students from "0" responses to at least partial-credit responses and ultimately to Meets-level writing performance.

**Strategy's Expected Result/Impact:** Increased performance on ECR scores

**Staff Responsible for Monitoring:** ILT

**Title I:**
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Daily SCR/ECR Jane Schaffer Routine + Common Rubric:<br><br>Establish a common SCR/ECR Jane Schaffer routine in ELAR (and content classes where applicable): prompt deconstruction - evidence selection - structured response using a campus rubric; require weekly scored SCR/ECR with rubric-aligned feedback in the Writing Workshop feature of All in Learning.<br>**Intended Audience:** Teachers & Student<br>**Provider / Presenter / Person Responsible:** Teachers<br>**Date(s) / Timeframe:** Aug-May<br>**Collaborating Departments:** Curriculum and Instruction<br>**Delivery Method:** Face to Face<br><br>**Funding Sources:** Demonstration Teacher - Title I (211) - 211-11-6119-502-070-30-070-101000 - $72,004, Fringe Benefits - Title I (211) - 211-XX-614X-502-070-30-070-101000 - $12,960 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Targeted Small-Group Acceleration (ECR-focused):<br><br>Use benchmark/MAP to identify students consistently scoring "0," then assign them to Acceleration Teacher / small group supports for sentence stems, text evidence practice, and revision cycles (minimum 2x/week).<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Teachers<br>**Date(s) / Timeframe:** Aug- May<br>**Collaborating Departments:** Curriculum and Instruction<br>**Delivery Method:** Face to Face | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** PLC Data Cycles + Student Goal Conferences:<br><br>During PLCs, review ECR error patterns (no evidence, off-topic, incomplete) and plan reteach; implement student goal-setting conferences tied to growth (moving up at least one performance band) and progress tracking.<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Teacher<br>**Date(s) / Timeframe:** Sept- May<br>**Collaborating Departments:** ADQ<br>Curriculum and Instruction<br>**Delivery Method:** Face to Face | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 2**: Special Education students show significantly lower rates of meeting benchmark performance targets, especially in Reading (~23.9% met target), indicating a persistent learning gap that will continue to impact overall achievement and "Closing the Gaps" outcomes without targeted instructional and support **Root Cause**: Special Education students may experience inconsistent access to grade-level tasks with appropriate scaffolds and/or inconsistent progress monitoring that quickly triggers targeted intervention and re-teach -- resulting in limited movement into Approaches/Meets/Masters targets across benchmark windows. |
| **School Processes & Programs** |
| **Problem Statement 2**: Although MTSS and Student Support Team structures exist, discipline/OSS totals and the presence of chronically absent students on Tier 2/Tier 3 caseloads suggest the campus needs tighter coordination between academic intervention, behavior supports, and attendance recovery to ensure students receive the right support early enough to prevent escalation. **Root Cause**: Intervention entry/exit criteria, progress monitoring, and communication loops between teachers, MTSS, and the Student Support Team may not yet be consistently systematized (e.g., universal triggers, shared monitoring tools, and clear timelines), which can delay support adjustments and allow minor concerns to grow into repeated referrals, missed instruction, or chronic absenteeism patterns. |

**Goal 2:** Reduce the number of schools that are rated F.

**Performance Objective 1:** Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR benchmark assessments from 30% to 40% by June 2027.
Increase the performance Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11% to 16% by June 2027.

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Implement an ELAR Tier 1 Excellence + Targeted Acceleration Plan that strengthens daily rigor, ensures consistent reteach cycles, and provides targeted supports for student groups showing the greatest performance gaps.

**Strategy's Expected Result/Impact:** Increased performance at the Meets on ELAR Benchmarks

**Staff Responsible for Monitoring:** ILT

**Title I:**
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** ELAR Curriculum Implementation Non-Negotiables:<br><br>Effective implementation of campuswide ELAR look-fors: TEKS-aligned tasks at grade-level rigor, daily checks for understanding, text-based discussion, and consistent ECR/SCR practice to push students from Approaches to Meets aligned the district curriculum resources and pacing calendars.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Aug-May<br>**Collaborating Departments:** Curriculum<br>**Delivery Method:** Face to face<br><br>**Funding Sources:** Tutoring - Title I (211) - 211-11-6116-502-070-30-070-101000 - $916, Instructional Resources & General Supplies - Title I (211) - 211-11-6399-502-070-30-070-101000 - $3,935, Fringe - Title I (211) - 211-XX-614X-502-070-30-070-101000 - $1,065 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 2:** Data-Driven Small Groups (Focus: Most Marginalized Groups):<br><br>Use benchmark/MAP breakdowns to identify priority students (e.g., African American and/or other marginalized groups per campus data); assign them to targeted intervention/acceleration blocks with progress monitoring every 10-15 instructional days. Document support in Branching Minds.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Aug-May<br>**Collaborating Departments:** MTSS<br>**Delivery Method:** Face to Face | Formative | | |
| | Nov | Jan | Mar |
| | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 3:** Student Goal Ownership + Progress Monitoring:<br><br>Implement student "Trojan Goal" tracking (Meets goal + growth goal) and hold brief data talks after each benchmark to build accountability and improve effort/engagement.<br>**Intended Audience:** Students and Teachers<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept-May<br>**Collaborating Departments:** ADQ<br>**Delivery Method:** Face to Face | Formative | | |
| | Nov | Jan | Mar |
| | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 2**: Special Education students show significantly lower rates of meeting benchmark performance targets, especially in Reading (~23.9% met target), indicating a persistent learning gap that will continue to impact overall achievement and "Closing the Gaps" outcomes without targeted instructional and support **Root Cause**: Special Education students may experience inconsistent access to grade-level tasks with appropriate scaffolds and/or inconsistent progress monitoring that quickly triggers targeted intervention and re-teach -- resulting in limited movement into Approaches/Meets/Masters targets across benchmark windows. |

## School Processes & Programs

**Problem Statement 2**: Although MTSS and Student Support Team structures exist, discipline/OSS totals and the presence of chronically absent students on Tier 2/Tier 3 caseloads suggest the campus needs tighter coordination between academic intervention, behavior supports, and attendance recovery to ensure students receive the right support early enough to prevent escalation. **Root Cause**: Intervention entry/exit criteria, progress monitoring, and communication loops between teachers, MTSS, and the Student Support Team may not yet be consistently systematized (e.g., universal triggers, shared monitoring tools, and clear timelines), which can delay support adjustments and allow minor concerns to grow into repeated referrals, missed instruction, or chronic absenteeism patterns.

**Goal 2:** Reduce the number of schools that are rated F.

**Performance Objective 2:** Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 23% to 33% by June 2027.
Increase the performance of Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 24% by June 2027.

**Evaluation Data Sources:** Benchmark Assessments

**Strategy 1:** Implement a Math High-Leverage TEKS + Reteach Cycle with additional emphasis on students/groups not yet meeting grade-level norms, to drive consistent growth toward Meets.

**Strategy's Expected Result/Impact:** Increased performance at the Meets level on benchmarks

**Staff Responsible for Monitoring:** ILT

**Title I:**
2.51, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Student Learning 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Acceleration Teacher + Demonstration Teacher Support:<br><br>Schedule weekly coaching cycles and model lessons in math classrooms; deploy the Acceleration Teacher to pull targeted small groups aligned to benchmark/MAP gaps to improve Meets outcomes.<br>**Intended Audience:** Teachers<br>**Provider / Presenter / Person Responsible:** Acceleration Teacher and Demonstration Teacher<br>**Date(s) / Timeframe:** Aug - May<br>**Collaborating Departments:** Curriculum & Instruction<br>**Delivery Method:** Face to Face<br><br>**Funding Sources:** Tutoring - Title I (211) - 211-11-6116-502-070-30-070-101000 - $5,000, General Supplies - Title I (211) - 211-11-6399-502-070-30-070-101000 - $5,000 | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** MAP Norms to Intervention Placement:<br><br>Use MAP MOY norms/growth to place students into intervention bands and monitor movement; priority given to groups with lower norms (e.g., chronic absentee and SpEd).<br>**Intended Audience:** Teachers and students<br>**Provider / Presenter / Person Responsible:** ILT<br>**Date(s) / Timeframe:** Sept - May<br>**Collaborating Departments:** ADQ<br>**Delivery Method:** Face to Face | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Math outcomes show inconsistent performance across grade levels, with Grade 7 demonstrating a year-to-year decline in benchmark performance and MAP indicating that a sizable portion of students are not yet meeting grade-level norms. **Root Cause**: Instructional planning, re-teach cycles, and/or scaffolds may not yet be consistently implemented and aligned to the rigor of priority TEKS and STAAR item types in Grade 7 Math. |

**Goal 3:** Increase student participation rates for Fine Arts, JROTC, and Athletics

**Performance Objective 1:** Increase the percentage of students enrolled in Fine Arts courses from 77% to 82% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 2% to 12% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 8% to 18% by June 2027.
Increase the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 55% by June 2027.

**Strategy 1:** Launch a Student Belonging + Participation Pathway that removes barriers to enrollment, increases awareness through targeted communication, and intentionally recruits underrepresented student groups into Fine Arts, JROTC, and Athletics.

**Strategy's Expected Result/Impact:** Increased enrollment in Fine Arts, JROTC, Athletics

**Staff Responsible for Monitoring:** Counselors & Administration

**Title I:**
2.52
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

**Problem Statements:** Demographics 2 - Perceptions 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 1:** Participation Campaign (Student + Family Facing):<br><br>Use social media, newsletters, and campus events to promote Fine Arts/JROTC/Athletics opportunities, requirements, and benefits; highlight student accomplishments and clear "how to join" steps each grading period.<br>**Intended Audience:** Jean McClung Community Stakeholders<br>**Provider / Presenter / Person Responsible:** Elective Teachers<br>**Date(s) / Timeframe:** Aug-May<br>**Collaborating Departments:** Fine Arts<br>Athletics<br>**Delivery Method:** Face to Face | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Barrier-Reduction Supports:<br><br>Identify and address participation barriers for chronically absent students (fees, transportation after practices, equipment, eligibility, attendance/behavior constraints) using MTSS/Student Support Team coordination to students connection to school and can remain enrolled and active.<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Student Support Team<br>**Date(s) / Timeframe:** Aug - May<br>**Collaborating Departments:** Fine Arts<br>ADQ<br>Restorative Practices<br>**Delivery Method:** Face to Face | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: The campus continues to lag behind district and state attendance rates, while serving an increasing proportion of high-need student groups (Economically Disadvantaged, Special Education, and Emergent Bilingual/EL). This combination suggests the campus must strengthen attendance/engagement systems and ensure supports are accessible and consistent for students who may face barriers to daily attendan **Root Cause**: The campus needs stronger tiered attendance interventions and barrier-reduction systems (e.g., targeted outreach for chronically absent students, coordinated wraparound supports, and consistent follow-up routines) to meet the needs of families facing challenges that impact daily attendance. |
| **Perceptions** |
| **Problem Statement 1**: The campus lacks formal stakeholder perception data (student/parent/teacher surveys), limiting the ability to directly measure perceptions of safety, belonging, support, and school effectiveness beyond proxy measures like discipline and retention. **Root Cause**: A standardized system for collecting, analyzing, and responding to perception feedback (survey calendar, focus group protocol, reporting routine) has not yet been established campuswide, resulting in fewer structured opportunities to capture stakeholder voice consistently. |

**Goal 4:** Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 45% to 35%.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 45% to 35% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 35% by June 2027.

**Strategy 1:** Implement an Attendance-to-Achievement System that combines early identification, weekly student supports, and family communication to reduce chronic absence while protecting academic progress for at-risk groups.

**Strategy's Expected Result/Impact:** Reduced chronic absenteeism

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

**Title I:**
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

**Problem Statements:** Demographics 2 - Perceptions 1

| Action Step 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Action Step 1:** Early Warning + Weekly Attendance Review: | Formative | | |
| | Nov | Jan | Mar |
| Create a weekly cadence to identify students approaching chronic absence thresholds; assign each student to a case manager (Student Support Team) and track interventions and outcomes in Branching Minds.<br>**Intended Audience:** Student Support Team<br>**Provider / Presenter / Person Responsible:** Family Engagement Specialist<br>Student Support Team<br>Administration<br>**Date(s) / Timeframe:** Sept-May<br>**Collaborating Departments:** ADQ<br>Family & Community Partnerships<br>**Delivery Method:** Face to Face | | | |

| Action Step 2 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 2:** Tier 2/Tier 3 Attendance Supports (Check-ins + SEL + Problem Solving):<br><br>Continue weekly check-ins and SEL supports for chronically absent students and Tier 2/3 behavior students; align attendance supports with behavior supports to reduce missed instruction and disengagement.<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Student Support Team<br>Administration<br>**Date(s) / Timeframe:** Sept- May<br>**Collaborating Departments:** ADQ<br>Family & Community Partnerships<br>Restorative Practices<br>**Delivery Method:** Face to Face<br><br>**Funding Sources:** Guidance & Counseling General Supplies - Title I (211) - 211-31-6399-502-070-30-070-101000 - $1,000 | | | |

| Action Step 3 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 3:** Attendance Recovery+ Model for Chronically Absent Students:<br><br>Provide structured academic recovery (tutoring, small group acceleration, make-up learning plans) that built on belonging, mentoring, and hands-on experiences--not just academics. (ie Attendance Recovery + Open Gym, Attendance Recovery + Esports/Tech Lab etc)<br>**Intended Audience:** Students<br>**Provider / Presenter / Person Responsible:** Teachers<br>**Date(s) / Timeframe:** Sept-May<br>**Collaborating Departments:** CTE<br>ADQ<br>Family and Community Partnerships<br>**Delivery Method:** Face to Face<br><br>**Funding Sources:** Family Engagement Resource to create belonging - Family Engagement (211) - 211-61-6399-503-070-30-070-101000 - $2,622 | | | |

| Action Step 4 Details | Formative Reviews | | |
|---|---|---|---|
| | Formative | | |
| | Nov | Jan | Mar |
| **Action Step 4:** Use high-frequency parent communication, frequent texts to parents about attendance, missing assignments, and grades to reduce course failures and improve attendance using Remind 101.<br>**Intended Audience:** Parents<br>**Provider / Presenter / Person Responsible:** Teacher<br>Administration<br>**Date(s) / Timeframe:** Aug-May<br>**Collaborating Departments:** Family and Community Partnerships<br>**Delivery Method:** Virtually<br><br>**Funding Sources:** Remind 101 - Title I (211) - 211-11-6399-502-070-30-070-101000 - $3,000 | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: The campus continues to lag behind district and state attendance rates, while serving an increasing proportion of high-need student groups (Economically Disadvantaged, Special Education, and Emergent Bilingual/EL). This combination suggests the campus must strengthen attendance/engagement systems and ensure supports are accessible and consistent for students who may face barriers to daily attendan **Root Cause**: The campus needs stronger tiered attendance interventions and barrier-reduction systems (e.g., targeted outreach for chronically absent students, coordinated wraparound supports, and consistent follow-up routines) to meet the needs of families facing challenges that impact daily attendance. |
| **Perceptions** |
| **Problem Statement 1**: The campus lacks formal stakeholder perception data (student/parent/teacher surveys), limiting the ability to directly measure perceptions of safety, belonging, support, and school effectiveness beyond proxy measures like discipline and retention. **Root Cause**: A standardized system for collecting, analyzing, and responding to perception feedback (survey calendar, focus group protocol, reporting routine) has not yet been established campuswide, resulting in fewer structured opportunities to capture stakeholder voice consistently. |

# Campus Funding Summary

| Title I (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 1 | 1 | 1 | 1 | Demonstration Teacher | Instruction \|Demonstration Teacher (11-6119) | 211-11-6119-502-070-30-070-101000 | $72,004.00 |
| 1 | 1 | 1 | 1 | Fringe Benefits | Fringe | 211-XX-614X-502-070-30-070-101000 | $12,960.00 |
| 2 | 1 | 1 | 1 | Fringe | Fringe | 211-XX-614X-502-070-30-070-101000 | $1,065.00 |
| 2 | 1 | 1 | 1 | Instructional Resources & General Supplies | Instruction \| General Supplies and Technology (11-6399) | 211-11-6399-502-070-30-070-101000 | $3,935.00 |
| 2 | 1 | 1 | 1 | Tutoring | Instruction \| Extra Duty - Professional (11-6116) | 211-11-6116-502-070-30-070-101000 | $916.00 |
| 2 | 2 | 1 | 1 | General Supplies | Instruction \| General Supplies and Technology (11-6399) | 211-11-6399-502-070-30-070-101000 | $5,000.00 |
| 2 | 2 | 1 | 1 | Tutoring | Instruction \| Extra Duty - Professional (11-6116) | 211-11-6116-502-070-30-070-101000 | $5,000.00 |
| 4 | 1 | 1 | 2 | Guidance & Counseling General Supplies | Guidance & Counseling Svc \| General Supplies and Technology (31-6399) | 211-31-6399-502-070-30-070-101000 | $1,000.00 |
| 4 | 1 | 1 | 4 | Remind 101 | Instruction \| General Supplies and Technology (11-6399) | 211-11-6399-502-070-30-070-101000 | $3,000.00 |
| | | | | | | **Sub-Total** | $104,880.00 |
| | | | | | | **Budgeted Fund Source Amount** | $104,880.00 |
| | | | | | | **+/- Difference** | $0.00 |

| Family Engagement (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| 4 | 1 | 1 | 3 | Family Engagement Resource to create belonging | Family Engagement \| General Supplies and Technology (61-6399) | 211-61-6399-503-070-30-070-101000 | $2,622.00 |
| | | | | | | **Sub-Total** | $2,622.00 |

| Family Engagement (211) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Goal** | **Performance Objective** | **Strategy** | **Action Step** | **Resources Needed** | **Description** | **Account Code** | **Amount** |
| | | | | | | **Budgeted Fund Source Amount** | $2,622.00 |
| | | | | | | **+/- Difference** | $0.00 |
| | | | | | | **Grand Total Budgeted** | $107,502.00 |
| | | | | | | **Grand Total Spent** | $107,502.00 |
| | | | | | | **+/- Difference** | $0.00 |