

# **Birdville Independent School District**

## **North Ridge Elementary**

### **Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

We at North Ridge Elementary  
are committed to building a strong foundation for all children as we collaborate and foster learning,  
promoting student success and core values.

## Vision

Aiming for Excellence \* Building Character \* Creating Leaders

## Core Beliefs

All students can achieve success.

Everyone at NRE plays an important role.

Our job is critical to the welfare of our students.

Student, families and community are valued and are a part of the NRE family.

Students become more engaged when instruction is rigorous and they are an active part of their learning.

We can learn and grow together.

A positive school community is valued and practiced.

All students are our students and deserve our best.



# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Goals	13
Goal 1 : Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	13
Goal 2 : The system will utilize efficient and effective operations to support and improve the learning organization.	18
Goal 3 : All students and staff will learn and work in a safe and responsive environment.	19
Addendums	23

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 508 students in pre-kindergarten through fifth grade. North Ridge has three special education self-contained classrooms, serving a total of 30 K-5th grade students.

Student ethnicity distribution includes 6.7% African American, 24.6% Hispanic, 61.5% White, 1.5% Asian, and 4.2% Two or More Races. A total of 37.9% North Ridge Elementary students qualify as Economically Disadvantaged. 4.8% are Limited English Proficient and 33.7% of the students have met the criteria for a Student At-Risk. 10.4% of students qualify to receive Gifted and Talented support and 15% of the student population is served through Special Education.

Of the 34 faculty members, 97% are female, 97% are White, 3% are Asian. Of the 34 faculty members, 41% have 11-20 years of experience and 21% have 20 or more years experience.

Student average attendance rate for the 2019-20 school year was 96.3%.

### Demographics Strengths

North Ridge Elementary is growing increasingly diverse in the population that we serve. This diversity helps stakeholders develop an understanding of students, staff and families from various backgrounds as we learn in a multicultural environment. Our Gifted and Talented program serves 10.4% of our population. Our Gifted and Talented program increased from 12.8% to 15% of our population. We continue to cultivate and grow this program. North Ridge serves students outside its attendance zone through three self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our academic performance in Reading, Writing, Math and Science is negatively effected by the Special Education population. **Root Cause:** Our Special Education students are not making the progress year to year needed to met standard on the STAAR.

**Problem Statement 2:** North Ridge Elementary's Special Education percentage is over 12% of our population at 15%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

# Student Learning

## Student Learning Summary

### 2019-2020 Data

#### Third Grade State Assessment

STAAR Reading: 91% of student scored approaching grade level and 38% scored at the mastered level.

STAAR Math: 95% of students scored approaching grade level and 34% scored at the mastered level.

STAAR ALT Reading: 100% Satisfactory and 50% Accomplished

STAAR ALT Math: 100% Satisfactory and 50% Accomplished

#### Fourth Grade State Assessment

STAAR Reading: 82% of students scored approaching grade level and 33% scored at the mastered level.

STAAR Math: 76% of students scored approaching grade level and 18% scored at the mastered level.

STAAR Writing: 82% of students scored approaching grade level and 17% scored at the mastered level.

STAAR ALT: 0 students assessed

#### Fifth Grade State Assessment

STAAR Reading: 90% of students scored approaching grade level and 51% scored at the mastered level.

STAAR Math: 93% of students scored approaching grade level and 46% scored at the mastered level.

STAAR Science: 90% of students scored approaching grade level and 45% scored at the mastered level.

STAAR ALT Reading: 100% Satisfactory and 33% Accomplished

STAAR ALT Math: 100% Satisfactory and 33% Accomplished

#### RTI Tiers

Fifth Grade: Reading **Tier 1** -76, 2-15, 3-9    Math **Tier 1**-76, 2-14, 3-10

Fourth Grade: Reading **Tier 1**-78, 2-11, 3-11    Math **Tier 1**-86, 2-10, 3-4

Third Grade: Reading **Tier 1**-72, 2-15, 3-13    Math **Tier 1**-80, 2-11, 3-9

Second Grade Reading **Tier 1**-84, 2-8, 3-9    Math **Tier 1**-82, 2-13, 3-5

First Grade Reading **Tier 1**-74, 2-16, 3-10    Math **Tier 1**-62, 2-6, 3-6

Kindergarten Reading **Tier 1**-81, 2-12, 3-6    Math **Tier 1**-89, 2-7, 3-4

## **Student Learning Strengths**

### **2019-2020 Data**

#### **Third Grade State Assessment**

STAAR Math Approaching Grade Level percentage increased by 7%.

STAAR Math Mastered percentage increased by 10%.

#### **Fourth Grade State Assessment**

STAAR Writing Approaching Grade Level percentage increased by 5%.

#### **Fifth Grade State Assessment**

STAAR Reading Mastered Grade Level increased by 20%

STAAR Math Mastered percentage increased by 16%.

North Ridge Elementary earned 4/6 Academic Distinctions.

North Ridge Elementary earned an overall academic score of 94 and an "A" rating.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Third Grade Math is not making adequate academic growth as measured by the STAAR. The growth indicator score is 25%. **Root Cause:** Low Hispanic and Special Education approaching grade level percentages.

**Problem Statement 2:** Approaches percentages decreased in the subject area of Reading in all grade levels. **Root Cause:** Third, Fourth and Fifth grade reading curriculum was not as aligned and rigorous compared to grades K-2.

**Problem Statement 3:** Fourth grade math approaches percentage dropped 11%. **Root Cause:** Student's were not identified in the RTI process as needing intervention.



## **School Processes & Programs**

### **School Processes & Programs Summary**

Students at North Ridge Elementary are served through specialized programs related to student need. Our free/reduced price lunch program serves 37.9% of the students enrolled. Certified ESL Teachers serve 5% of the student population. 10.4% of students are served by the GATE Interventionist. The North Ridge Special Education Program serves 15% of our K-5th grade students. Our self-contained special education students count as 34.6% of our special education population. Resource serves 32% of the special education population through pull-out services. Resource supports 11.5% of the special education population in the general education classroom. Speech therapy is provided to 20.5% of the special education population. The Math Interventionist and Classroom Teachers serve the 38 Tier 3 math students. Students, currently 6.8% students have been identified as dyslexic are served by the Reading Interventionist. Tier 3 reading students are served by their Classroom Teacher. Students served with 504 services total 8.7%. This school year, we serve 22 Pre-Kindergarten students.

The NRE RTI program meets five times a year to progress monitor students. Students are identified for tiered intervention services using data from universal screeners and other data collected by a collaborative conference committee. This committee also works together to plan small groups and appropriate interventions based on the district's RTI manual.

### **School Processes & Programs Strengths**

The RTI Collaborative team has developed a tight process for managing the five data meetings per year. Adding the Resource teacher and Academic Coach to the team has provided resource and instructional support. Meeting five times a year, the RTI Team reviews every student's academic and behavioral progress and determines supportive interventions.

The Campus Leaders of Learners Team meets on a regular basis to monitor the Campus Improvement Plan and the Campus Professional Learning Plan. This team identifies areas of concern and areas of strength. When this team identifies an area of academic concern, it is brought to the appropriate Campus Vertical Team.

The Campus Vertical Teams (Math, Reading, Writing, and SS/Sci) meet throughout the year to gauge instructional and make adjustments to the curriculum's alignment, resources and instructional practices.

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

**Problem Statement 1:** We are lacking dedicated days for our campus teams to meet. **Root Cause:** Minimized campus professional learning days due to calendar changes.

# Perceptions

## Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. North Ridge Elementary encourages student attendance through building strong relationships with their families. Last year's average attendance rate was 96.3%. Students are praised and awarded for perfect attendance each six weeks. When students are absent, teachers will call home to check on their students and let them know they are missed at school. Last year, we have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Stanford Harmony practices in which students are involved in creating classroom mission statements, social contracts and classroom agreements. Parent involvement is on the rise. The fully-staffed PTA Board plans family events throughout the school year to encourage community involvement. Our Watch Dog program involves an average of 100 fathers/ father figures who volunteer during the school year.

## Perceptions Strengths

The Watch Dog Program continues to grow each year. Last year, over 100 fathers volunteered at school during the school day.

NRE PTA meetings involve student performances encouraging attendance.

School and PTA events are well attended.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The school does not collect enough community feedback. **Root Cause:** Only one survey was sent to parents last year.

# Priority Problem Statements

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year benchmark testing.

**Evaluation Data Sources:** Fountas & Pinnell assessment data  
Running Records  
ISIP

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement the district and campus literacy plans.	
<p><b>Actions:</b> (A) Implementation of researched-based, best-practice strategies that promote high levels of learning and student success, as well as improve the quality of Tier 1 instruction and interventions while meeting the unique needs, interests and strengths of all students. (B) The Literacy Vertical Team will use the district's expectations rubric to guide process of literacy instruction. (C) Follow the district assessment plan to collect data on student and plan for interventions. (D) Continue the work of the Writing Vertical Team to guide ELAR structures and strategies. (E) Utilize Interventionists and Coaches for support of the implementation of Tier 1 priorities. (F) Students in specialized programs will receive Tier 1 priority structures and strategies. (G) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment. (H) Special Education, Kindergarten and First grade teachers will participate in the HB3 Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Literacy Classroom Resources 199 - General Funds: SCE \$1,600 Classroom Technology 199 - General Funds \$6,000</p>	

**Strategy 2:** Design, implement and monitor a comprehensive professional learning plan to address the needs of teachers.

**Actions:** (A) Complete a needs assessment to identify professional learning needs of teachers and educational assistants.  
 (B) Provide professional development opportunities to meet the needs of all teachers and educational assistants.  
 (C) Utilize district content coordinators and coaches as an instructional support.

**Staff Responsible for Monitoring:** Principal  
 Assistant Principal  
 Leaders of Learners  
 Vertical Team Members

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

ELAR Professional Learning 199 - General Funds \$3,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Provide support to specialized programs.

**Actions:** A) Special Education Teachers will receive instructional support from the Academic Coach and Administrators.  
 (B) Include the Special Education Team Leader in RTI Collaboratives.  
 (C) Provide specialized training for teachers and educational assistants.  
 (D) Include the Special Education Teachers on Vertical Teams and LOL.

**Staff Responsible for Monitoring:** Principal  
 Assistant Principal  
 Academic Coach

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

**Evaluation Data Sources:** RTI Campus Reports

Student Data Folders

CBA Data Reports

Report Cards

RTI CARE Team

**Summative Evaluation:** None

<b>Strategy 1:</b> Continue to implement continuous improvement strategies and processes to monitor student progress and instructional practices.	
<p><b>Actions:</b> (A) Administrators, teachers and students will monitor learning progress through formative and reflective feedback based on student performance.                  (B) Teachers will implement student data folders to track learning progress and utilize data to plan intervention.                  (C) Utilize the district continuous improvement expectations rubric and the campus time line to monitor the implementation of Continuous Improvement in the classrooms and campus-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                  Assistant Principal                  Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>                  Substitutes for Collaborative Campus Visits 199 - General Funds                  \$500</p>	


**Strategy 2:** Implement Vertical Teams in the subject areas of Math, Literacy, Behavior RTI, Science and Writing to tighten the alignment of campuses instructional practices.


<p><b>Actions:</b> 1) Vertical Teams will meet monthly in a PLC using the district expectations rubrics and the system process fish bone model for teaching and learning to guide their work towards their written goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Vertical Team Leads</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Substitutes for Vertical Team Planning 199 - General Funds \$600</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 3:** Response To Invention Collaboratives will be held five times yearly to monitor student academic and behavior performance and plan for intervention.

<p><b>Actions:</b> (A) Using district benchmarks and classroom data, monitor student's progress and plan for intervention. (B) Grade level teams will design flexible groups and plan best-practice strategies to meet the needs of all students. (C) Teachers and Interventionists will instruct individualized interventions during WIN (What I need Intervention Time) four days a week for 40 minutes. (D) Principal and Assistant Principal reviews student report cards and failure reports each six weeks. Conferences are scheduled using this data to discuss student progress concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Interventionist Reading Interventionist</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Academic progress awards 199 - General Funds \$600</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a campus-administered survey of student perceptions.

**Evaluation Data Sources:** Behavior RTI

Discipline Referrals

Counseling Referrals





Stanford Harmony resources

Classroom Conduct Charts

Social Emotional Learning Observations

Student Survey

**Summative Evaluation:** None





<b>Strategy 1:</b> Develop and implement processes to support student's social-emotional development.	
<p><b>Actions:</b> A) Identify areas in need of improvement as shown from student surveys and Behavior RTI meetings.            B) Develop interventions and strategies to implement using the perception data.            C) Deliver CORE instruction.            D) Counselor classroom lessons will be delivered each six weeks.            E) Award Longhorn Pride Tickets to students displaying CORE behavior.            F) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.            G) Implement Stanford Harmony lessons            H) Review and plan interventions for students identified on a Behavior RTI Tier.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>            Prizes for Longhorn Ticket Prize Box 199 - General Funds \$250            Resource Supplies for Kindness Club 199 - General Funds \$300</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** RTI Student Roster Notes

- RTI Grade Level Tier Charts
- RTI Grade Level Tier Service Reports
- RTI Success Ed Documentation

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement the Ridge Way Campus Behavior Plan.		
<p><b>Actions:</b> 1) Schedule semester meetings of the Behavior RTI Team to monitor and adjust campus behavior system. 2) Assistant Principal will conference with students moving from a conduct grade of "S" to "N" and "N" to "U" to develop a behavior support plan.</p>		<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Assistant Principal Campus Discipline Committee</p>		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p>		<b>Summative</b>
<p><b>TEA Priorities:</b> None    <b>Funding Sources:</b></p>		<b>June</b>
<p><b>ESF Levers:</b> None    None</p>		
<b>Strategy 2:</b> 2) Faculty and Staff will continue to implement Capturing Kids Hearts and connect the processes to Stanford Harmony.		
<p><b>Actions:</b> 1) Attend needed training for support. 2) The Discipline Committee will meet to design an implementation plan. 3) Monitor and adjust CKH and SH processes.</p>		<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Discipline Committee</p>		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p>		<b>June</b>
<p><b>TEA Priorities:</b> None    <b>Funding Sources:</b></p>		
<p><b>ESF Levers:</b> None    Capturing Kids Hearts Training 199 - General Funds \$17,000</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Six Weeks Attendance Reports  
 District Weekly Attendance Reports  
 Campus Attendance Graph  
 Report Cards

**Summative Evaluation:** None

<b>Strategy 1: Implement Attendance Incentive Plan.</b>	
<p><b>Actions:</b> 1) Communicate plan to all stakeholders.                  2) Post attendance data.                  3) Track and celebrate attendance percentages in Longhorn Celebrations each six weeks.                  4) Recognize attendance award winners in Longhorn Celebrations each six weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                  Assistance Principal</p> <p><b>Title I Schoolwide Elements:</b> None  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None  <b>Funding Sources:</b>                  Attendance Awards 199 - General Funds: SCE \$800</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 2: Monitor attendance concerns and work with the Truancy Officer for resolutions.</b>	
<p><b>Actions:</b> 1) Monitor attendance through six weeks attendance reports.                  2) Send communication home regarding truancy.                  3) Communicate to families the importance of good attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> None  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None  <b>Funding Sources:</b>                  None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
	<b>Summative</b>
	<b>June</b>
<p>  No Progress                      Accomplished                      Continue/Modify                      Discontinue                 </p>	

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Campus Survey

Counseling Referrals

Parent Feedback

**Summative Evaluation:** None

**Strategy 1:** Review perception data from students, staff and parents to identify strategies to improve campus safety.

**Actions:** A) Identify areas in need of improvement as shown on the campus surveys.  
 C) Conduct training and distribute materials provided by the district on campus safety.  
 D) Conduct safety drills in compliance of district expectations.  
 E) Nurse will led regular meetings with the Emergency Response Team.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselor

Nurse

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

Floor mats for water fountain areas 199 - General Funds: SCE \$400

**ESF Levers:** None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

**Evaluation Data Sources:** District Workers' Comp Reports

Campus Walk Throughs

Campus Workers' Comp Reports





**Summative Evaluation:** None

<b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.	
<p><b>Actions:</b> 1) Forward information provided to all faculty and staff regarding employee safety. 2) Complete required safety training.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Formative and Summative Reviews

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement the campus plan and all required compliance plans.	
<b>Actions:</b> 1) Meet four times a yer to complete reviews. 2) Develop a plan if progress is not being made or modify plan. <hr/> <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners <hr/> <b>Title I Schoolwide Elements:</b> None <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

# Addendums