

Birdville Independent School District
Richland Middle School
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.	24
State Compensatory	27
Budget for Richland Middle School	28
Personnel for Richland Middle School	28
Title I Schoolwide Elements	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	29
1.1: Comprehensive Needs Assessment	29
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	31
2.6: Address needs of all students, particularly at-risk	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	32
3.1: Develop and distribute Parent and Family Engagement Policy	32
3.2: Offer flexible number of parent involvement meetings	33
Title I Personnel	34
Campus Funding Summary	35
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their schooling associated with moving and it is difficult to assess quickly the academic capabilities of these students.

In addition to the mobility rate, we have a large population of Economically Disadvantaged and at Risk students who come to us with educational gaps. Approximately 24% of the students on campus are designated Special Education and over 26% limited English proficient students. With the increase in our Hispanic and Black/American population Richland Middle School will utilize resources to prepare and accommodate new students to ensure we are providing the best education for them, both socially and academically.

Student Population 2022 (CY=Current Year/PY=Previous Year)

- Grade 6: CY - 203; PY - 266; Change: -63
- Grade 7: CY - 212; PY - 209; Change: +3
- Grade 8: CY - 240; PY - 234; Change: +6
- Total Student Population Change: -54 students

Ethnic Distribution

- African American: CY - 21.53%; PY - 18.52%; Change: +3.01%
- Hispanic: CY - 48.55%; PY - 47.72%; Change: +0.83%
- White: CY - 23.21%; PY - 26.92%; Change: - 3.71%
- American Indian: CY - 0.76%; PY - 0.57%; Change: -0.19%
- Asian: CY - 0.92%; PY - 1.42%; Change: -0.5%
- Pacific Islander: CY - 0.45%; PY - 0.43%; Change: +0.02%
- Two or more races: CY - 4.58%; PY - 4.42%; Change: +0.18%

Economically Disadvantaged: CY - 76.35%; PY - 69.85%; Change: +6.5%

English Language Learners (ELL): CY - 26%; PY - 24.1%; Change: +1.9%

At-Risk: CY - 78.01%; PY - 59.97%; Change: +18.04%

Mobility rate was 16.4%

Demographics Strengths

We had increases demographically in the Hispanic and ELL populations. The district has provided support in personnel to meet these needs. The district has also provided beginning of the year training to assist our core departments with techniques when working with ELL students. This will be an ongoing process to work with the district of training and support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Filling the academic gaps of children could pose a problem in the academic level classrooms. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year. **Root Cause:** When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

Student Learning

Student Learning Summary

Richland Middle School showed gains in several areas in 2019. Math Teachers had an amazing year of growth in 2019. 6th grade Math gained 12% from their Approaches Grade Level scores in 2018 and Masters Grade Level increased by 5%. 7th grade Math showed gains of 10% compared to the previous year's scores in Approaches Grade Level. Finally, 8th grade Math's Approaches Grade Level Pass Rate moved from 64% to 80% totaling a 16% increase. 8th grade Social Studies improved a promising 17% in the area of Approaches Grade Level. 8th grade Reading scored during the first test administration showed less variance with five out of the seven classes coming in with 75% pass rates or higher. 8th grade Science was able to hold their impressive 80% Approaches GL Overall Pass Rate and 24% Masters Grade Level. Finally, almost all of our PreAP classes came in at 94% or higher Approaches Grade Level pass rates. Masters Grade Level rested above 30% in all of our PreAP classes which is astonishing. Our Algebra I Teacher brought home a 98% overall pass rate at Approaches Grade Level and his students scored over 60% in the Masters Grade Level area.

START HERE!!! There were also concerns for RMS moving forward. Academic Reading classes showed little to no progress in their overall pass rates. 6th through 7th grade academic individual classes Approaches Grade Level Pass Rates ranged from 47%-58%. Although this is within an almost 10% range, all teachers showed little to no progress from 2018 to 2019. 6th grade overall Reading pass rates remained exactly the same while 7th grade Reading only increased by 2%. 7th grade STAAR Writing scores only increased by 1% on the Approaches Grade Level Overall Pass Rate. Although Social Studies is still a problem area for us, we look forward to another huge gain this year.

8th grade STAAR Approaches Grade Level (2019):

- Math: Actual -71% ; Target - 67%; Exceeded by 4%
- Reading: Actual- 70% ; Target - 73%; Did not meet by 3%
- Science: Actual - 81%; Target - 80%; Exceeded by 1%
- Soc St: Actual - 58% ; Target - 50%; Exceeded by 8%
- Algebra 1: Actual -98% ; Target - 95%; Exceeded by 3%

7th grade STAAR Approaches Grade Level (2019)

- Math: Actual -71% ; Target - 70%; Exceeded by 1%
- Reading: Actual -66% ; Target - 70%; Did not meet by 4%
- Writing: Actual -62% ; Target - 65%; Did not meet by 3%

6th grade StAAR Approaches Grade Level (2019)

- Math: Actual -80% ; Target - 75%; Exceeded by 5%
- Reading: Actual -58% ; Target - 62%; Did not meet by 4%

8th grade STAAR Masters Grade Level (2019)

- Math: Actual -2% ; Target - 10%; Did not meet by 8%
- Reading: Actual -21% ; Target - 20%; Exceeded by 1%
- Science: Actual -24% ; Target - 23%; Exceeded by 1%
- Soc St: Actual -12% ; Target - 19%; Did not meet by 7%
- Algebra 1: Actual -59% : Target - 50%; Exceeded by 9%

7th grade STAAR Masters Grade Level (2019)

- Math: Actual -12%%; Target - 17%;Did not meet by 5%
- Reading: Actual - 19%; Target - 25%; Did not meet by 6%
- Writing: Actual - 12%; Target - 13%; Did not meet by 1%

6th grade StAAR Masters Grade Level (2019)

- Math: Actual - 13%; Target - 10%; Exceeded by 3%
- Reading: Actual - 9%; Target - 9%; Met target

8th grade STAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 71%; Target - 50%; Exceeded by 21%
- Reading: Actual - 32%; Target - 50%; Did not meet by 18%
- Science: Actual - 53%; Target - 50%; Exceeded by 3%
- Soc St: Actual - 34%; Target - 50%; Did not meet by 16%

**8th STAAR Alt 2019

- | | | |
|-----------------------------|-------------------|------------------|
| • Math %Score=68% | Satisfactory=100% | Accomplished=60% |
| • Reading %Score=72% | Satisfactory=72% | Accomplished=0% |
| • Science %Score=77% | Satisfactory=100% | Accomplished=14% |
| • Social Studies %Score=78% | Satisfactory=86% | Accomplished=43% |

7th grade STAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 25%; Target - 50%; Did not meet by 25%
- Reading: Actual -11%; Target - 50%; Did not meet by 39%
- Writing: Actual - 10%; Target - 50%; Did not meet by 40%

**7th STAAR Alt 2019

- | | | |
|----------------------|-------------------|------------------|
| • Math %Score=77% | Satisfactory=100% | Accomplished=33% |
| • Reading %Score=84% | Satisfactory=100% | Accomplished=0% |
| • Writing %Score=85% | Satisfactory=100% | Accomplished=33% |

6th grade StAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 52%; Target - 50%; Exceeded by 2%
- Reading: Actual - 22%; Target - 50%; Did not meet by 28%

**6th STAAR Alt 2019

- | | | |
|----------------------|-------------------|------------------|
| • Math %Score=87% | Satisfactory=100% | Accomplished=60% |
| • Reading %Score=83% | Satisfactory=100% | Accomplished=20% |

8th grade STAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 51%; Target - 50%; Exceeded by 1%
- Reading: Actual - 40%; Target - 50%; Did not meet by 8%
- Science: Actual - 60%; Target - 50%; Exceeded by 10%
- Soc St: Actual - 37%; Target - 50%; Did not meet by 13%

7th grade STAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 65%; Target - 50%; Exceeded by 15%
- Reading: Actual - 52%; Target - 50%; Exceeded by 2%
- Writing: Actual - 48%; Target - 50%; Did not meet by 2%

6th grade StAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 71%; Target - 50%; Exceeded by 21%
- Reading: Actual - 44%; Target - 50%; Did not meet by 6%

Student Learning Strengths

RMS experienced tremendous gains during the 2018/2019 school year overall and across all sub populations. Both Special Education and ELL had impressive gains through all grades and subject areas. A big celebration was our 8th grade Resource Math scores where Mike Johns our resource teacher was able to bring home a 90% Approaches Grade Level Pass rate after the second administration of STAAR. This will be good as we strive to wipe out all of our Targeted areas that have been identified by the state and federal governments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our ELL populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** Our ELL population accounts for approximately 23 percent of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Special Education populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** These students are usually two to grade levels behind academically. We are hoping to move more candidates out into inclusion classes instead of resource where appropriate.

School Processes & Programs

School Processes & Programs Summary

This year there were very few turnovers in the teaching staff. This in large part is due to many teachers now feeling like Richland Middle School is their home and calling. Mentor teachers are assigned to everyone who is new to RMS. This year we are having numerous people present to the faculty their Best Products. We are celebrating successes with balloons and medals. Teachers are expected to serve on at least one committee and no more than two so that everyone has a positive say in the RMS way.

We also house the ACCESS and AABLE student units on our campus. ACCESS deals with student who are severely handicapped mentally, emotionally and physically. Although many of our children are mobile this year, they do have different mobility issues. AABLE houses our children who would fall in the upper Life Skills category. Some of them have out classes while others are totally self contained.

School Processes & Programs Strengths

The teachers are committed to the Communities evolving into a true success story. The Community Committee planned an amazing first day for our students. It involved team building, school spirit, one word activities to describe themselves and even a pep rally. Kids seem to be anxious about earning points for their community so that they win the six weeks prize. Everyone has been a good sport and participated well.

The teachers also had their own form of team building during staff development. This helped to bond them even further so that the start of the school year was seamless.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although there have been many amazing events during the 2018/2019 school year most of them were pulled off at the last minute leaving very little preparation time for the teachers. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** Most events were developed and executed by a small group of people who did not receive the assignment until sometimes the day of an event.

Perceptions

Perceptions Summary

According to the Organizational Health Report (OHI) taken on March of 2019 our two lowest areas were Goal Focus and Adaptation. The way the faculty likes to describe themselves as a unit is that they are like family and have pulled together through several principals and varying staff personalities. They are proud to be at RAM Nation and want the students, school and community to thrive. They also want to change the perception that they are the most difficult school in BISD. They are willing to follow leaders to the point of clarifications as long as the end goal is understood. Most teachers have happily signed up for two committees. They even attended several meetings prior to the start of school to ensure that everything ran smoothly.

Perceptions Strengths

Our areas of strength in the OHI were Optimal Power Equalization and Innovativeness. This means that the teachers feel that they have the freedom to be innovative, diverse, creative and risk-takers while executing their job responsibilities. There is a strong sense of trust on this campus between most teachers and the administration. Finally, their sphere of influence on how things work at RMS seems to be in an equal balance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As stated before, the lack of organization of events caused huge problems and miscommunications about events that were going on at RMS during community events. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** There were too many times that no one knew what was happening prior to the day of the event. This was a direct result of the previous administration not notifying stakeholders of all their responsibilities until the day of the event. Even then, many times the faculty was not handed a product that they could effectively use with their students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.





Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Richland Middle School Students will be measured for growth using the STAR 360 Screener for Reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.</p> <p>Actions: 1. Interventionists will meet with Tier 2 and 3 students to conduct individual PDSA cycles on a monthly basis following progress monitoring tests.</p> <p>2. Admin/academic coach will monitor pdsa data and meet with teachers/interventionists as needed to support PDSA cycles.</p> <p>Staff Responsible for Monitoring: Reading interventionists Reading/ELAR teachers ELAR secondary content coordinator Academic coach Administration Students</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.</p> <p>Actions: 1. All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy.</p> <p>2. Admin and academic coach will utilize targeted walkthroughs to determine saturation of reading strategies in classrooms.</p> <p>Staff Responsible for Monitoring: All Core teachers All CATE teachers Academic Coach Administration ELAR secondary content coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers to RMS will receive staff development in SIOP so that they can effectively use this program with our ELL students.</p> <p>Actions: 1. Provide the opportunity for all teachers to receive SIOP training prior to November first if they have not already been trained in this system.</p> <p>Staff Responsible for Monitoring: ELL Teachers ELL District Representative Administrator over ELL</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer ongoing professional learning during PLC that will positively impact the success of our ELL students.</p> <p>Actions: 1. Take a chunk and chew approach each six weeks when it comes to tackling different ways to successfully work with ELL students. We can start with Ellevation by teaching the students how to access the program and teaching them how to understand the data.</p> <p>2. Future topics will be based on the needs of students as revealed through data, PLCs and campus walks.</p> <p>Staff Responsible for Monitoring: ELL District Representative ELL Teachers Administrator over ELL</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and the state . Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Richland Middle School will hope to experience significant gains in STAAR scores so that we can begin to walk away from our targeted problem areas as outlined by the state and federal government.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: 1. All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.</p> <p>2. Remediation plans will be created by the teacher and student to shore up gaps via HB4545.</p> <p>3. Administration will have individual data discussions with core teachers by 10/15/2021.</p> <p>This is a fully funded district initiative.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Secondary Core content coordinators Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use BOY, MOY and EOY Screeners, CBA's, State Interim tests in the spring of 2021 and prior year STAAR scores in all core classes to create remediation watch lists. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: 1. Remediation watch lists will be updated each six weeks by the core teachers. 2. Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document. 3. Admin and academic coach will monitor watch list document and support teachers as necessary.</p> <p>Staff Responsible for Monitoring: Core content teachers Administration Academic coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Interact daily with rigorous STAAR aligned questions in order to increase each 8th grade History and Science student's familiarity with the STAAR test. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: 1. Academic Coach/Admin will observe interactions and provide feedback to teachers regarding these interaction. 2. Social studies team will reflect and report back to PLC on the effectiveness of these interactions. 3. Science team will reflect and report back to PLC on the effectiveness of these interactions.</p> <p>Staff Responsible for Monitoring: Social studies PLC Administration Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Enlist community and business partners to assist in providing support to students and families. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: A) Collaborate with PTA and ASPIRE to schedule and host virtual school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting 10/05/2021 E) Host a Virtual Hispanic Heritage Night 10/07/2021 F) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios. G) We will participate in the Latino Family Literacy Project. Our goal will be to work with thirty families this school year.</p> <p>Staff Responsible for Monitoring: Campus Administration ASPIRE Coordinator Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members RMS Alumni group AABLE and ACCESS Teachers and Students Local Businesses</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$2,206, AABLE and ACCESS Life Trips - 199 - State Special Ed. - \$2,500, Supplies for Teachers and Students - 404 - Grant - \$50,000, Latino Family Literacy Project - 263 - Title III - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Offer Tutorials before and after school for all students that hone in on areas of deficiencies for our students based on the state TEKS. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: 1. Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds.</p> <p>2. We will hire an outside tutor via HB4545 Esser fund to work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number.</p> <p>Staff Responsible for Monitoring: All Teacher Tutors One outside Tutor for Math Administration Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutors - 211 - Title I - \$26,000, ESSER Tutors - ESSER - \$25,150</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Work with the ELL department to improve student TELPAS scores in the areas of speaking activities and academic vocabulary. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: 1. Work together to develop opportunities for all students to practice speaking in different settings such as presentations and small group activities.</p> <p>2. Find ways that BOLD Literacy can be used with our ELL students.</p> <p>3. Train teachers on how to use academic vocabulary acquisition instructional strategies that will work best with our ELL population.</p> <p>Staff Responsible for Monitoring: District ELL Liaison Administrator over ELL ELAR teachers Theater Art Teacher Newcomer Teacher Spanish Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Use Title I funds to supplement teachers' salaries in the areas of Reading and Math Interventions. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p>Actions: We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 Math Interventionist Cassandra Scott CSR Teacher Judy Cassady .5 Reading Interventionist</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary BISD Personnel.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Teachers salaries - 211 - Title I - \$138,753</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.</p> <p>Actions: Utilize multiple funding sources to pay for professional development, instructional resources and</p>	Formative			Summative
	Nov	Jan	Mar	June


technology to be used in Tier I instruction.


Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math,
Improve low-performing schools

Funding Sources: Professional Development - 211 - Title I - \$10,188, Instructional Resources - 211 - Title
I - \$9,494

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: The community leaders will notify administration anytime that teachers are not participating in the RMS Community Point System. Those individuals will have private conversations to encourage them to participate in this activity. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
<p>Strategy 1: Distribute weekly points to communities from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p>Actions: 1. Teachers will award up to 200 points per week between the different communities based on specific learning and behavioral successes (PBIS)</p> <p>2. Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting.</p> <p>3. Administration/academic coach will post points weekly for students to see and support communities as necessary.</p> <p>4. Virtual learners will be provided the opportunity to engage in community lessons and will be monitored by RMS Counselors. With this participation and attendance virtual learners can help their respective communities earn up to 1000 points per each 6 weeks.</p> <p>Staff Responsible for Monitoring: Teachers Administration Academic Coach Counselors</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Campus Culture Activities - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p>Actions: 1. RMS Way Curriculum Committee will distribute 36 digital citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2022 school year.</p> <p>2. Campus teachers will utilize the curriculum in their leadership classes throughout the 2022 school year.</p> <p>3. Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years.</p> <p>Staff Responsible for Monitoring: Teachers Administration RMS Way Curriculum Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Various sources will be utilized to teach Leadership Characteristics and Social Emotional Learning to our students during Ram Time.</p> <p>Actions: 1. Utilize the thirty-six Character Strong lessons to ensure that Richland Middle School has a combined effort to reach all students on campus with soft and hard skills.</p> <p>2. Social Emotional Lessons provided by the district will be utilized by the counseling staff to reach our virtual learners with leadership and SEL needs.</p> <p>3. Form a committee to get this done so that all lessons are completed in advance and easily accessible to teachers.</p> <p>4. This committee will also periodically meet to critique how well these lessons are going and monitor/adjust information as needed.</p> <p>Staff Responsible for Monitoring: RMS Way Curriculum Committee Administration All Faculty and Staff at RMS</p> <p>Funding Sources: Character Matters Program - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Richland Middle School will use district provided funds to supply bicycles and season passes to Six Flags or NRH2O to students with perfect attendance in hopes that we can raise our ADA from 96% to 97%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students with perfect attendance every six weeks will win prizes or receive special accolades. Actions: 1. Attendance clerk will provide ADA by six weeks.</p> <p>2. Students with perfect attendance will receive an approved food of choice that they can enjoy after lunches.</p> <p>3. Students with perfect attendance by semester will win another type prize using funds provided by the district.</p> <p>4. Student names who have had perfect attendance all will be entered in a drawing and win something along the lines of a family four pack to six flags for one day.</p> <p>Staff Responsible for Monitoring: Administration Attendance clerk</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: BISD Student Services - 199 - General Funds - 199-11-6498-48-043-99-043 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p>Actions: 1. Attendance clerk will provide absence data to teachers and administration at key intervals.</p>	Formative			Summative
	Nov	Jan	Mar	June

- 2. Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc.
- 3. Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.
- 4. Administration will follow the RMS Contact Log procedures to reach out to families and initiate home visits for students who are missing multiple days in a row.

Staff Responsible for Monitoring: Administration

Teachers

Attendance clerk

Title I Schoolwide Elements: 2.5, 2.6



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 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2022 school year.

Evaluation Data Sources: Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs.





Strategy 1 Details	Reviews			
<p>Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p>Actions: 1. 1st PD portion of the CI cycle will be done the first week of each six weeks with academic coach and administration.</p> <p>2. Data on PDSA will be collected by admin and academic coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers.</p> <p>3. Individual teacher support will be delivered by coaches and admin as needed.</p> <p>Staff Responsible for Monitoring: Academic coach Administration Department chairs Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use behavioral RTI data as well as other discipline data to increase student time in class.</p> <p>Actions: 1. Data will be collected by asst. principals each session of Rtl</p> <p>2. Teachers and administrators will review the data and develop plans that will hopefully help behavior students experience more success in the classroom.</p> <p>Staff Responsible for Monitoring: Administration Academic coach Counselors</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.

Targeted or ESF High Priority

Evaluation Data Sources: Use a district or campus survey in May 2022 to gauge the success of this goal.





Strategy 1 Details	Reviews			
<p>Strategy 1: Use Character Strong and leadership communities to increase the general feelings of well being among the stakeholders on campus. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.</p> <p>Actions: 1. Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the RMS Way Curriculum Committee, and implemented during Ram time.</p> <p>Staff Responsible for Monitoring: Administration RMS Way Curriculum Committee Teachers</p> <p>Funding Sources: Professional development - 211 - Title I - \$24,006</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

Targeted or ESF High Priority





Evaluation Data Sources: Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.</p> <p>Actions: 1. Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus.</p> <p>2. Administration will put any safety heat tickets into the system within 24 hours of walkthroughs.</p> <p>3. Administration will adhere to District and CDC guidelines with regards to PPE for COVID 19 ensuring the safety of all.</p> <p>4. Administration will conduct monthly safety drills utilizing NAV360 as its reporting system.</p> <p>Staff Responsible for Monitoring: Administration Head custodian</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

Performance Objective 3: The district will meet all compliance requirements for improvement planning. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.

Evaluation Data Sources: Sign in sheets for all meetings that are appropriate.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus Actions: 1. Administration team will create the plan and distribute the plan to all stakeholders. 2. RMS will create a committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Richland Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 7.5

Brief Description of SCE Services and/or Programs

--

Personnel for Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Walker	Math Interventionist	0.5
Cindy Silva	ESL Teacher	1
Courtney Mata	Reading Interventionist	1
Erin Melenka	Math Intervention EA	1
Inia Umpierre	Reading Interventionist	1
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	ESL EA	1
Yesenia Becerra	Reading Intervention EA	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents:

Sarah Conkle and Shandra Houston

Community Members:

Fred Maldonado

Teachers:

Mayln Bannister and Rebecca Chrietzberg

Administrators:

Charles Billy Neal and Jody Fadely

Parents:

Sarah Conkle and Shandra Houston

Other Campus and District Staff:

Jennifer Moreau

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus must indicate locations where the LEA made the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.
2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards.

Through the Campus Needs Assessment, 59.97% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing

5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.
2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:

Sarah Conkle and Shandra Houston

Teachers:

Mayln Bannister and Rebecca Chrietberg

Administrators:

Charles Billy Neal and Jody Fadely

Other Campus and District Staff:

Jennifer Moreau

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.
2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.
3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

T

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 31st Meet the Teacher Night (Tuesday only) on campus
- October Title I Meeting (Thursday) on campus
- November Literacy Event (Thursday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Career Day (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday) on campus

- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Walker	Math Interventionist	Title I	0.5
Inia Umpierre	Reading Interventionist	Title I	0.5
Regan Wright	CSR Teacher	Title I	1.0

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	BISD Student Services	199-11-6498-48-043-99-043	\$1,500.00
Sub-Total					\$1,500.00
199 - State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	AABLE and ACCESS Life Trips		\$2,500.00
Sub-Total					\$2,500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Title I Family Engagement		\$2,206.00
1	2	5	Tutors		\$26,000.00
1	2	7	Teachers salaries		\$138,753.00
1	2	8	Professional Development		\$10,188.00
1	2	8	Instructional Resources		\$9,494.00
1	3	1	Campus Culture Activities		\$5,000.00
1	3	3	Character Matters Program		\$5,000.00
3	1	1	Professional development		\$24,006.00
Sub-Total					\$220,647.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Latino Family Literacy Project		\$5,000.00
Sub-Total					\$5,000.00
404 - Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Supplies for Teachers and Students		\$50,000.00
Sub-Total					\$50,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	ESSER Tutors		\$25,150.00
				Sub-Total	\$25,150.00
				Grand Total	\$304,797.00

Addendums