

Birdville Independent School District
Shannon High School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shannon high school is BISD's alternative campus serving our community's most at-risk population, 74.38%. Shannon high school has a mobility rate of 66%. The attendance rate is 82%.

Student Demographics	Count	Percent
Gender		
Female	63	44.37%
Male	79	55.63%
Ethnicity		
Hispanic-Latino	57	40.14%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	1.41%
Black - African American	11	7.75%
Native Hawaiian - Pacific Islander	0	0.00%
White	68	47.89%
Two-or-More	4	2.82%

Student by Program	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	17	11.97%
Career and Technical Education (CTE)	64	45.07%
Free Lunch Participation	77	54.23%
Reduced Lunch Participation	7	4.93%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	2	1.41%
Special Education (SPED)	41	28.87%

Student by Program	Count	Percent
Title I Participation	<u>6</u>	4.23%
Dyslexia	<u>19</u>	13.38%
Homeless Statuses		
Homeless Status Total	<u>8</u>	5.63%
Shelter	0	0.00%
Doubled Up	<u>7</u>	4.93%
Unsheltered	<u>1</u>	0.70%
Hotel/Motel	0	0.00%

Other Student Information	Count	Percent
At-Risk	<u>119</u>	83.80%
Economically Disadvantaged	<u>84</u>	59.15%
Title I Homeless	<u>6</u>	4.23%
Immigrant	0	0.00%
Limited English Proficient (LEP)	<u>17</u>	11.97%
Migrant	0	0.00%
Military Connected	<u>2</u>	1.41%
Foster Care	<u>1</u>	0.70%
CTE Single Parent/Pregnant Teen	<u>2</u>	1.41%
Section 504	<u>25</u>	17.61%
Intervention Indicator	<u>6</u>	4.23%
IEP Continuer	<u>18</u>	12.68%

Special Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>3</u>	7.32%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>8</u>	19.51%
Emotional disturbance	<u>11</u>	26.83%
Learning disability	<u>8</u>	19.51%
Speech impairment	0	0.00%
Autism	<u>10</u>	24.39%

Special Services	Count	Percent
Developmental delay	0	0.00%
Traumatic brain injury	<u>1</u>	2.44%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>10</u>	24.39%
Resource Room	<u>1</u>	2.44%
VAC	<u>13</u>	31.71%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>17</u>	41.46%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School		

Staff Information	Count	Percent
Administrative Support	<u>10</u>	22.73%
Teacher	<u>26</u>	59.09%
Educational Aide	<u>8</u>	18.18%
Auxiliary	0	0.00%

Demographics Strengths

Demographics Strengths:

Although Shannon high school's mobility rate is 66% and well above the district and state mobility rate, the increase in attendance from 82.% in 2015 to 86.3% in 2018 shows a statistically significant improvement. In fall 2019, the attendance rate dropped from 86.3% to 84%. In the spring 2020, the country went on lockdown due to the pandemic and students worked remotely from home for the rest of the 2019-2020 school year making it difficult to accurately take attendance. During the 2020-2021 school year, students had the option of remaining remote learners or return to a face to face setting. The majority of our students returned to campus, but still struggled due to our status as 100% at-risk populated campus. Shannon students share a characteristic that indicates the need for a smaller, more supportive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 100% of Shannon students are at-risk. **Root Cause:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Student Learning

Student Learning Summary

Shannon High School met the Alternative Standard under the new A-F Accountability System. Overall, Shannon received an overall rating of an 84 in domain 1 and was not scored in Domain 2. In domain 3, however, the Federal Accountability standards required a higher threshold to meet minimum standards. This requirement to at least demonstrate "Meets" resulted in Shannon earning only 4 points out of 30. It is significant to note that we did receive all 4 possible points towards graduation.

Student Learning Strengths

Shannon High School students performed very well in Domain 1. This domain is further broken down into three subheadings. They are:

1. STAAR Performance
2. College, Career, & Military Readiness, and
3. Graduation Rate

Out of the three components, Student Performance was a relative strength, in terms of solid growth, for Shannon students, scoring an 84 out of 100. Our graduation rate, as indicated in both Domain 3 demonstrated significant growth; so much so that Shannon earned all 4 possible points for Graduation in Domain 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Shannon students continue to struggle with earning "Meets" **Root Cause:** Shannon students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

School Processes & Programs

School Processes & Programs Summary

Shannon High School operates a Flex Blended model of instruction. Data analysis drives every instructional decision in our classrooms. Our teachers create student-centered-classrooms that give students voice and choice over how they demonstrate mastery of their learning. We provide a daily, 45 minute mentoring period to determine and ensure our students social and emotional needs are being addressed. Our faculty is committed to designing rigorous, relevant, and authentically engaging instruction to create an intrinsic level of motivation in our students. Our campus is blessed to have an incredibly gifted Dean of Instruction who works with our teachers daily, leading data analysis, collegial coaching, and collaborative conversations that challenge our teachers to operate at their highest instructional levels.

School Processes & Programs Strengths

Shannon teachers understand and embrace the challenges faced by our at-risk population. The principal and Dean work hard to support the efforts our teachers so that they are empowered to create and deliver outstanding instruction and support to their students. Our small class size, an extended, 85 minute class period, and 4 quarter master schedule model provide our students with the tools and structure they need to realize academic success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students new to Shannon bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Shannon. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Perceptions

Perceptions Summary

Shannon High School is proud to graduate large number of students every year who, with our interventions and support, would likely have dropped out of school. The culture we have established is one that encourages, affirms, and celebrates every success our students experience. We are a campus of family members who give all we have to demonstrate an authentic and sincere care for our students' success. We support one another, fight for one another, and refuse to give up on one another. We believe that our students have the potential to be successful if we provide the unyielding commitment to doing whatever it takes to challenge and support our students resulting in not only earning their diploma, but providing them with real-world skills to ensure they are not only college, career, and/or work-place ready, but future ready.

Perceptions Strengths

Shannon students are given endless opportunities to realize success and graduate. 100% of our instructional and support staff are dedicated to ensuring that our environment is ripe with multiple opportunities for students to flourish. Our students demonstrate a willingness to take risks due to the safe environment we create in our classrooms. Shannon High School is highly attentive, not only to academics, but to the social and emotional needs of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shannon students bring with them a well developed sense of student apathy. They are unmotivated and disengaged. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

Student Data: Behavior and Other Indicators





- Annual dropout rate data
- Attendance 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.

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

Evaluation Data Sources: Secondary: Lexile levels and classroom formative assessment





Strategy 1 Details	Reviews			
Strategy 1: 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon students Actions: a) Focused, data-driven intervention class b) Teachers implement reading, writing, thinking and discussion strategies in all content areas c) Implement the district literacy plan Staff Responsible for Monitoring: Principal, Dean Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

Targeted or ESF High Priority





Evaluation Data Sources: STAAR EOC scores, TEA Interim scores

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis</p> <p>Actions: a) PLCs conduct data digs on multiple data sets b) Teachers use data to design instructional pathways c) Progress monitor frequently and provide feedback to students d) Students will have conversations about their data by creating digital or hard copy data folders</p> <p>Staff Responsible for Monitoring: Principal, Dean, Academic Counselor, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</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.

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.





Evaluation Data Sources: District & Campus surveys. Youth Truth survey will be used. We plan to survey each of the 4 quarters. Campus Crisis Counselor will be visiting mentoring classrooms with SEL lessons and support.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills</p> <p>Actions: a) Teachers received training regarding a new curriculum for social-emotional (Character Strong) b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training</p> <p>Staff Responsible for Monitoring: Principal, Dean, SAC, Mentor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Student Assistance Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.4.1 Implement the district's Behavioral RtI plan with fidelity</p> <p>Actions: a) Train campus staff to implement the behavior RtI plan b) Implement the strategies, specific to the program (SHS & District SPED Programs) c) Conduct quarterly evaluations of each program's implementation</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze the data from each survey</p> <p>Actions: Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 & 3 behaviors in our building.</p> <p>Staff Responsible for Monitoring: Principal, Faculty & Staff, students</p> <p>ESF Levers: Lever 3: Positive School Culture</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 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 5: Close achievement gaps that exist for all under-performing groups as measured by Student Success Status.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance data





Strategy 1 Details	Reviews			
<p>Strategy 1: Math and English teachers will disaggregate formative assessments to identify which special population(s) demonstrate(s) underperformance when compared with other populations.</p> <p>Actions: Teachers will design instruction that addresses the deficiencies found from the disaggregated data.</p> <p>Staff Responsible for Monitoring: Teachers, Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 6: Close achievement gaps that exist for all under-performing groups as measured by through Student Quality Status.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Business teachers will identify, recruit, and prepare students to earn industry certifications. Actions: Business teachers will collaborate with CTE Coordinator to assist in identifying and providing instruction for our students to earn new industry certifications. Staff Responsible for Monitoring: CTE Coordinator, Business teachers, Dean of Instruction, Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</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.

Performance Objective 7: To address the special learning needs from our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3, teachers will create data-driven and targeted instruction.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance, classroom formative and summative data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction.</p> <p>Actions: Identify specific TEKS deficiencies and learning gaps necessary to design instruction. (Lowest SE's)</p> <p>Staff Responsible for Monitoring: Teachers, Dean, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 8: Identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545

Targeted or ESF High Priority

Evaluation Data Sources: AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.





Strategy 1 Details	Reviews			
<p>Strategy 1: Shannon teachers will serve as HB 4545 tutors for all our AI students. Actions: Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes. Staff Responsible for Monitoring: HB 4545 tutors (SHS core teachers), Dean of Instruction, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: ESSER Tutors - ESSER - \$5,370</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Performance Objective 9: The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Shannon High School was not rated as there were fewer than 20 students enrolled. In 2020-2021 Shannon High School met the target with a TELPAS progress rate of 45%.

Evaluation Data Sources: TELPAS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners</p> <p>Actions: Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will also embed Tier 1, 2, and 3 priorities for all students as indicated.</p> <p>Staff Responsible for Monitoring: Teachers, Dean of Instruction, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





 0% No Progress
 100% 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.

Targeted or ESF High Priority





Evaluation Data Sources: Daily attendance and graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance.</p> <p>Actions: a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance b) Collect and review campus plans against district-designed criteria c) Develop and implement a system to track student attendance and review progress with principals on a six-weeks basis d) Reward students with perfect attendance e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Use formal and informal staff meetings, (ie., PLC, SLT, Suggestion committee, SAB, etc.) to identify and improve operations and outcomes in every department.

Evaluation Data Sources: Meeting minutes, session notes and feedback





Strategy 1 Details	Reviews			
Strategy 1: 2.2.1 Develop and deploy continuous improvement processes Actions: a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design Staff Responsible for Monitoring: Principal and Dean	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Teachers have created Professional Goals & Student Learning Objectives to focus on key personal/professional and student needs.

Targeted or ESF High Priority

Evaluation Data Sources: T-TESS process & student formative performance





Strategy 1 Details	Reviews			
Strategy 1: Using the updated T-TESS template, teachers and principal/appraiser will meet throughout the year to check progress Actions: Informal walkthroughs and one-on-one meetings Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Targeted or ESF High Priority

Evaluation Data Sources: District Survey, Campus survey (Campus Climate Survey) & Youth Truth)





Strategy 1 Details	Reviews			
<p>Strategy 1: 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety.</p> <p>Actions: a) Increase the visibility of school counselors, SRO, and administrators b) Conduct monthly principal's advisory council meetings c) Add a suggestion box for staff</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Students and staff will maintain a heightened and purposeful state of attentiveness to identify and report/respond to any possible threat to the safety of this building and its occupants.

Targeted or ESF High Priority

Evaluation Data Sources: Student surveys, anecdotal data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and students will wear ID's at all times when they are in the building. Actions: Exterior and classroom doors are closed and locked. Smith Security is providing additional security for our building this year (2021-2022). Staff Responsible for Monitoring: Principal, staff, students ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Shannon High School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Shannon High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Orman	Student Assistance Counselor	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student Assistance Counselor		\$0.00
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	ESSER Tutors		\$5,370.00
Sub-Total					\$5,370.00
Grand Total					\$5,370.00

Addendums