

Birdville Independent School District
North Ridge Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 496 students in pre-kindergarten through fifth grade. North Ridge has three special education self-contained classrooms, serving a total of 28 K-5th grade students.

Student ethnicity distribution includes 5.9% African American, 27.4% Hispanic, 58% White, 2% Asian, and 6% Two or More Races. A total of 39% North Ridge Elementary students qualify as Economically Disadvantaged. 6% are Emergent Bilingual and 34% of the students have met the criteria for a Student At-Risk. 11% of students qualify to receive Gifted and Talented support and 17% of the student population is served through Special Education. Data is collected from the 2020-21 Texas Academic Performance Report.

Of the 51 faculty members, 97% are female, 94% are White, 6% are Asian. Of the 51 faculty members, 9% have 1-5 years of experience, 6% have 6-11 years of experience, 35% have 11-20 years of experience and 50% have 20 or more years experience.

Student average attendance rate for the 2019-20 school year was 95%. The mobility rate of our students is 10%.

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 10.5% of our population. Our Gifted and Talented program continues to increase yearly. We continue to cultivate and grow this program. North Ridge serves students outside it's attendance zone through three self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge Elementary School **did not meet** the target with a TELPAS progress rate of 33%. In 2021-2022 North Ridge Elementary School **met** the target with a TELPAS progress rate of 48% In comparing the progress rate from 2021 and 2022, North Ridge Elementary School demonstrated a 15% point **increase** in students' English language development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Special Education population is not making the progress year to year needed to met standard on the STAAR. **Root Cause:** The Special Education and General Education Teams are not planning intervention using the PLC model.

Problem Statement 2 (Prioritized): North Ridge Elementary's Special Education percentage is over 12% of our population at 17%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

Student Learning

Student Learning Summary

2021-2022 Data

Third Grade State Assessment

STAAR RLA: 92% of student scored approaching grade level and 51% scored at the mastered level.

STAAR Math: 86% of students scored approaching grade level and 33% 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 RLA: 89% of students scored approaching grade level and 31% scored at the mastered level.

STAAR Math: 76% of students scored approaching grade level and 27% scored at the mastered level.

STAAR ALT: 0 students assessed

Fifth Grade State Assessment

STAAR RLA: 92% of students scored approaching grade level and 64% scored at the mastered level.

STAAR Math: 92% of students scored approaching grade level and 35% scored at the mastered level.

STAAR Science: 88% of students scored approaching grade level and 33% 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

Student Learning Strengths

2021-2022 Data

Third Grade State Assessment

STAAR RLA approaches grade level rose from 73% to 86%.

STAAR Math mastery level rose from 23% to 33%.

Fourth Grade State Assessment

STAAR Math approaches grade level rose from 72% to 76%.

STAAR RLA approaches grade level rose from 69% to 89%.

STAAR RLA mastery level rose from 26% to 31%.

Fifth Grade State Assessment

STAAR RLA approaches grade level rose from 89% to 92%.

STAAR RLA mastered level rose from 53% to 64%.

State Accountability Rating: A

Overall Achievement STAAR Performance: 94% A

Student Achievement: 92% A

School Progress: 88% B

Closing the Gaps: 100% A

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

Problem Statement 2 (Prioritized): STAAR 4th grade Math approaches grade level percentage is lower than expected. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

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% of the students enrolled. Certified ESL Teachers serve 5% of the student population. 10.5% of students are served by the GATE Interventionist. The North Ridge Special Education Program serves 14.5% 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 17% of the special education population in the general education classroom. The Math Interventionist and Classroom Teachers serve the 38 Tier 3 math students. Students, currently 6% 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 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 (Prioritized): There is a misalignment in the subject area of math in serving or general education and special education students. **Root Cause:** Design a vertically aligned math implementation plan K-5.

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%. Students are praised and awarded for perfect attendance each nine weeks. When students are absent, teachers will call home to check on their students and let them know they are missed at school. We have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Character Strong 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.

NRE PTA meetings involve student performances encouraging attendance.

School and PTA events are well attended.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: The Special Education population is not making the progress year to year needed to meet standard on the STAAR.

Root Cause 1: The Special Education and General Education Teams are not planning intervention using the PLC model.

Problem Statement 1 Areas: Demographics

Problem Statement 3: STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment.

Root Cause 3: Students receiving special education services are not making the progress needed to indicate growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a misalignment in the subject area of math in serving or general education and special education students.

Root Cause 4: Design a vertically aligned math implementation plan K-5.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The school does not collect enough community feedback.

Root Cause 5: Only one survey was sent to parents last year.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: North Ridge Elementary's Special Education percentage is over 12% of our population at 17%.

Root Cause 2: North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

Problem Statement 2 Areas: Demographics

Problem Statement 6: STAAR 4th grade Math approaches grade level percentage is lower than expected.

Root Cause 6: Students receiving special education services are not making the progress needed to indicate growth.

Problem Statement 6 Areas: Student Learning

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

Circle Assessment





TPRI

M-Class

T-TESS SLO and Professional Learning Goals

Student Data Folders

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district and campus literacy plans.</p> <p>Actions: 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) Utilize Interventionists and Coaches for support of the implementation of Tier 1 priorities. E) Students in specialized programs will receive Tier 1 priority structures and strategies. F) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment. G) Principal, Second and Third Grade Teachers will participate in the HB3 Reading Academy. H) Academic Coach meetings with grade level teachers. I) PreK-3rd grade students will meet the progress monitoring targets for each demographic group to support the DIP. J) Full day Pre-K provided to build a strong reading knowledge base as early intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Literacy Classroom Resources - 199 - General Funds: SCE - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Design, implement and monitor a comprehensive professional learning plan to address the needs of teachers.</p> <p>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. D) Utilize our Academic Coach for MClass training and reading instructional support.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Leaders of Learners Vertical Team Members</p> <p>Funding Sources: Targeted Professional Learning - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support to specialized programs.</p> <p>Actions: A) Special Education Teachers will receive instructional support from the Special Education Academic Coach. 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. E) Provide additional tutoring before and after school for the special education population. F) Professional Learning Committee planning meetings. G) Special Education RTI meetings.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Special Education Academic Coach Campus Special Education Team Leader</p> <p>Problem Statements: Demographics 1, 2 Funding Sources: ESSER Tutors - ESSER - \$12,045, Substitutes for PLC meetings - 199 - General Funds - \$450</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>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The Special Education population is not making the progress year to year needed to met standard on the STAAR. **Root Cause:** The Special Education and General Education Teams are not planning intervention using the PLC model.

Problem Statement 2: North Ridge Elementary's Special Education percentage is over 12% of our population at 17%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

Student Learning

Problem Statement 1: STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

Problem Statement 2: STAAR 4th grade Math approaches grade level percentage is lower than expected. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.


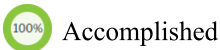
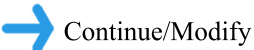

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

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

Evaluation Data Sources: RTI Campus Reports
 Student Data Folders
 CBA Data Reports
 Report Cards
 Six Weeks Report Cards
 ODS Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement continuous improvement strategies and processes to monitor student progress and instructional practices.</p> <p>Actions: 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. D) Special Education Teachers will meet with General Education Teachers during RTI meetings to measure progress and plan intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Academic Coach</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$15,663</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Vertical Teams in the subject areas of Math, ELAR, Behavior RTI, and Science to align campuses instructional practices.</p> <p>Actions: 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>Staff Responsible for Monitoring: Principal Assistant Principal Vertical Team Leads</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Substitutes for Vertical Team Planning - 199 - General Funds - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Response To Invention Collaboratives will be held five times yearly to monitor student academic and behavior performance and plan for intervention.</p> <p>Actions: 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>Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionist Reading Interventionist</p> <p>Funding Sources: Academic progress awards - 199 - General Funds - \$600, Intervention Personnel - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: There is a misalignment in the subject area of math in serving or general education and special education students. Root Cause: Design a vertically aligned math implementation plan K-5.</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 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 Data
 Discipline Referrals/ Reports
 Counseling Referrals/ Reports
 Student Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement processes to support student's social-emotional development.</p> <p>Actions: 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) Counselor classroom lessons will be delivered each six weeks. D) Award Longhorn Pride Tickets to students displaying positive behavior. E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements. F) Implement Character Strong lessons G) Review and plan interventions for students identified on a Behavior RTI Tier. H) Continue the implementation and training of Capturing Kids Hearts. I) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Prizes for Longhorn Ticket Prize Box - 199 - General Funds - \$300, Resource Supplies for Kindness Club - 199 - General Funds - \$300, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Ridge Way Campus Behavior Plan.</p> <p>Actions: A) Schedule semester meetings of the Behavior RTI Team to monitor and adjust campus behavior system. B) 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> <p>Staff Responsible for Monitoring: Assistant Principal Campus Discipline Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Faculty and Staff will continue to implement Capturing Kids Hearts and connect the processes to Character Strong.</p> <p>Actions: 1) Attend needed training for support. 2) The Discipline Committee will meet to design an implementation plan. 3) Monitor and adjust CKH and Character Strong processes.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Discipline Committee</p> <p>Funding Sources: Capturing Kids Hearts Training - 199 - General Funds: SCE - \$29,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Perceptions
<p>Problem Statement 1: The school does not collect enough community feedback. Root Cause: Only one survey was sent to parents last year.</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: RTI Student Roster Notes
 RTI Grade Level Tier Service Reports
 RTI Success Ed Documentation
 WIN Time Walkthrough Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule five RTI meetings during the year to review student data , monitor progress, determine tier placement and design an intervention plan.</p> <p>Actions: 1) Schedule 5 RTI meetings: BOY, Progress Monitoring, MOY, Progress Monitoring, EOY 2) Establish the RTI team and roles for each member. 3) Review each student's progress and determine tier placement. 4) Grade level team designs WIN groups and interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Math Interventionist Reading Interventionist Resource Teachers Classroom Teachers</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Attendance Incentive Plan.</p> <p>Actions: 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>Staff Responsible for Monitoring: Principal Assistance Principal</p> <p>Funding Sources: Attendance Awards - 199 - General Funds: SCE - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor attendance concerns and work with the Truancy Officer for resolutions.</p> <p>Actions: 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>Staff Responsible for Monitoring: Assistant Principal</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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Review perception data from students, staff and parents to identify strategies to improve campus safety.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse</p> <p>Funding Sources: Floor mats for water fountain areas - 199 - General Funds: SCE - \$400</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: 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

Strategy 1 Details	Reviews			
Strategy 1: Comply with all training provided by the district addressing employee safety. Actions: 1) Forward information provided to all faculty and staff regarding employee safety. 2) Complete required safety training. Staff Responsible for Monitoring: Principal	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 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Formative and Summative Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the campus plan and all required compliance plans.</p> <p>Actions: 1) Leaders of Learners meet four times a year to complete reviews. 2) Develop a plan if progress is not being made or modify plan.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners</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>				

State Compensatory

Budget for North Ridge Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for North Ridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bridget Huckabee	Reading Interventionist	1
Jenna Henderson	Math Interventionist	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Classroom Resources		\$2,000.00
1	2	1	Intervention Personnel		\$15,663.00
1	2	3	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	3	3	Capturing Kids Hearts Training		\$29,000.00
1	4	1	Intervention Personnel		\$0.00
2	1	1	Attendance Awards		\$800.00
3	1	1	Floor mats for water fountain areas		\$400.00
Sub-Total					\$47,863.00
Budgeted Fund Source Amount					\$47,863.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$12,045.00
Sub-Total					\$12,045.00
Budgeted Fund Source Amount					\$12,045.00
+/- Difference					\$0.00
Grand Total Budgeted					\$59,908.00
Grand Total Spent					\$59,908.00
+/- Difference					\$0.00