Birdville Independent School District

North Oaks Middle School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity- Hispanic- 43%, White- 25%, African American- 28%, Asian- 9%, Two or more races- 4% Gender- 54% Males, 46% Females

Enrollment has remained approximately the same number of students. We have seen an increase in Hispanic and African American population and a slight decrease in White students.

GT- 21, Dyslexia- 60, 504- 62, EL- 114, SPED- 49 These categories are proportionally represented by different ethnicity and gender groups.

59% of our students are at risk. The majority of these students have failed State Testing or core classes.

Demographics Strengths

Strengths associated with our demographics are a strong sense of loyalty, and an appreciation for relationships and looking out for one another. Students often perform better in the classrooms where they feel valued and feel like they are being treated fairly. A lot of our students are bilingual or hear and understand another language spoken at home. Our students tend to accept others who are different from them.Our EL monitor students do well.

Student Learning

Student Learning Summary

Approaches	2022
6 Reading	60
7 Reading	75
8 Reading	74
6 Math	63
7 Math	59
8 Math	52
Algebra	100
Science	52
Social Studies	47
Meets	**2022**
6 Reading	28
7 Reading	42
8 Reading	40
6 Math	21
7 Math	27
8 Math	15
Algebra	73
Science	18
Social Studies	18

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Oaks Middle School met the target with a TELPAS progress rate of 42%. In 2021-2022 North Oaks Middle School again met the target with a TELPAS progress rate of 42%. In comparing the progress rate from 2021 and 2022, Norths Oaks Middle School maintained the same rate of progress for students' English language development.

Student Learning Strengths

Reading STAAR scores increased by over 10% for all three grade levels from 2021 to 2022. Math scores increased by over 10% from 2021 to 2022 for 7th and 8th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 59% of students had limited growth on the 6th grade reading STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

Problem Statement 2: 70% of students had limited growth on the 6th grade Math STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

Problem Statement 3: 47% of students had limited growth on the 7th grade math STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

School Processes & Programs

School Processes & Programs Summary

The PLC process will focus on the four questions of the PLC. We are focused on analyzing common assessment data and developing learning opportunities to meet the needs of our students. We have a CBA Analysis protocol that is used during PLC to go over common assessment data.

We have altered the tutorial process for the campus to ensure that students have the opportunity to receive tutorials for each subject during the week.

School Processes & Programs Strengths

Tier I strategies are used in class. For students who continue to struggle, intervention classes are used to help students catch up, in addition to Edgeunity and other online resources.

Discipline data was very positive this past year. Teachers are doing a great job implementing CHAMPs consistently and the Assistant Principals have been very fair and consistent with discipline. The RtI behavior process is working to identify and provide support to students.

Attendance rates have improved slightly over the last 3-5 years. Tardies have drastically decreased this year, but they continue to be a concern, and the Administrators are looking for the best solutions. Tyler Pulse is used to track Tardies and Skyward is used to track absences. We utilize our attendance clerk and truancy officer to work with students who have excessive absences.

CHAMPS is a strength, but new teachers need training on how to implement it. PGSLO, PDSA and SMART goals is a growth area. There is a great balance of autonomy and guidance. The needs of students are always a primary focus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC time was not focused enough on the four questions of the PLC. **Root Cause:** PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

Perceptions

Perceptions Summary

Staff and student climate is good. Students appreciate the school and know that teachers have their back. Staff would describe the school as safe where we take care of each other and make kids better. A safe place where teachers and admin care about students. Students enjoy the extracurriculars. The staff is like a family and support each other. Students and staff feel cared for and heard: "the most positive and nurturing climate that I have ever experienced."

Perceptions Strengths

Staff and student climate is better than in previous years. Students appreciate the school. There are disagreements and hard relationships that all teens have, but students know that teachers have their back. Staff would describe the school as safe where we take care of each other and make kids better. A safe place where teachers and admin care about students. Students enjoy the extracurriculars. The staff is like a family and support each other. Students and staff feel cared for and heard: "the most positive and nurturing climate that I have ever experienced."

Priority Problem Statements

Problem Statement 1: 59% of students had limited growth on the 6th grade reading STAAR test.

Root Cause 1: Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PLC time was not focused enough on the four questions of the PLC.

Root Cause 2: PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

Problem Statement 2 Areas: School Processes & Programs

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 and mathematics literacy between the beginning and end of year. Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

HB3 Goal

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-9 mathematics and grades 6-10 reading)

Strategy 1 Details		Reviews			
Strategy 1: Implement the literacy plan with a focus on responsive teaching and continuous improvement.		**Formative**			**Summative**
Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Provide technical, consulting, and coaching support for campus implementation plans. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Problem Statements:** Student Learning 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Support teachers in the implementation of data informed and responsive teaching.		**Formative**			**Summative**
Actions: a) Teachers will be trained on the personalized learning framework for all campus leaders and instructional staff. b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. c) Teachers will attend training on using data from multiple assessments (Star Renaissance and Interims) to inform instruction. d) Teachers will attend professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. e) Teachers will be train teachers on 2.0 tier one priorities. f) Continue to build capacity of the campus PLC process through support during district guided PLC days. g) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement district plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP. b) Implement honors+ curriculum at middle schools for gifted learners. **Staff Responsible for Monitoring:** Administrators and Academic Coach				

Strategy 4 Details	Reviews			
Strategy 4: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Utilize Star 360 Renaissance assessment for progress monitoring and intervention services. b) Work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. D) Utilize district item bank for STAAR redesign within AWARE. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional Resources - 211 - Title I - $20,000				

Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals.	**Formative**			**Summative**
Actions: a) Utilize curriculum enhancements that support the Dual Language and ESL programs which allow access to core content for all Emerging Bilingual students. d) Utilize research-based practices to support Emerging Bilingual students with district tier one priorities. **Staff Responsible for Monitoring:** Administrators and Academic Coach	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 59% of students had limited growth on the 6th grade reading STAAR test. **Root Cause**: Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

School Processes & Programs
Problem Statement 1: PLC time was not focused enough on the four questions of the PLC. **Root Cause**: PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

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 student groups as measured by state and district assessments.

   HB3 Goal

   Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments. c) Provide professional development for teachers to developing personalized intervention plans through Success-Ed. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $16,000, Instructional Resources - 211 - Title I - $23,951, Instructional Coach - 255 - Title II - $70,082				

Strategy 2 Details	Reviews			
Strategy 2: Implement a multi-tiered system of support for RtI identified students.	**Formative**			**Summative**
Actions: a) Continuously analyze data to determine academic RtI placement for students.	**Nov**	**Jan**	**Mar**	**June**
b) Complete monthly Behavioral RtI meetings to determine necessary interventions for students. c) Provide professional learning and support for SEL & tiered behavior interventions. **Staff Responsible for Monitoring:** Administrators, Academic Coach, Counselors **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $443,692, ESSER Tutoring - ESSER - $19,000, Title I Tutoring - 211 - Title I - $12,000, Instructional Resources - 211 - Title I - $22,000				

Strategy 3 Details	Reviews			
Strategy 3: Use the district continuous improvement process to develop mission statements, smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs. **Staff Responsible for Monitoring:** Administrators and Academic Coach **Funding Sources:** Instructional Resources - 211 - Title I - $20,000				

Strategy 4 Details	Reviews			
Strategy 4: Work with community and business partners to assist in providing support to students and families.	**Formative**			**Summative**
Actions: a) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff.	**Nov**	**Jan**	**Mar**	**June**
b) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students. **Staff Responsible for Monitoring:** Counselors, Administrators, ASPIRE Coordinator				

Strategy 5 Details	Reviews			
Strategy 5: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. b) Attend training regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines. c) Attend training using OnDataSuite (ODS) to monitor at-risk indicators. d) Follow PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.). **Staff Responsible for Monitoring:** Administrators				

Strategy 6 Details	Reviews			
Strategy 6: Increase student performance on 8th grade Science and Social Studies STAAR Assessments.	**Formative**			**Summative**
Actions: a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.	**Nov**	**Jan**	**Mar**	**June**
b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Administrators, Academic Coach, Social Studies Coordinator **Funding Sources:** Instructional Resources - 211 - Title I - $21,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 59% of students had limited growth on the 6th grade reading STAAR test. **Root Cause**: Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.
School Processes & Programs
Problem Statement 1: PLC time was not focused enough on the four questions of the PLC. **Root Cause**: PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

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 an awareness of social-emotional development as measured by a district-administered student survey.

    Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district curriculum for social-emotional learning (SEL).	**Formative**			**Summative**
Actions: a) Deliver SEL Character Lessons through Advisory.	**Nov**	**Jan**	**Mar**	**June**
b) Attend ongoing professional learning to all stakeholders on the SEL program. c) Use character lessons as the basis for identifying the Outstanding Citizen recipients. d) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. e) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. **Staff Responsible for Monitoring:** Counselors				
0% No Progress 100% 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.

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan.	**Formative**			**Summative**
Actions: a) Train staff in the implementation of the behavior RtI plan with established procedures.	**Nov**	**Jan**	**Mar**	**June**
b) Utilize CHAMPS as our campus discipline management program. c) Use Success-Ed to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. d) Conduct monthly Behavior RtI meetings with all teachers to develop intervention plans for students as needed. **Staff Responsible for Monitoring:** Counselors and Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: 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: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
Strategy 1: Implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.	**Formative**			**Summative**
Actions: a) Provide incentives to improve student attendance. b) Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Staff Responsible for Monitoring:** Administrators and Attendance Officer	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

    Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Work with district staff to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve safety concerns. d) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Administrators and SRO				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

    Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details			Reviews			
Strategy 1: Implement district program that promotes an accident-free work environment.			**Formative**			**Summative**
Actions: a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety walk-throughs			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

State Compensatory

Budget for North Oaks Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 5.5
Brief Description of SCE Services and/or Programs

Personnel for North Oaks Middle School

Name	Position	FTE
Bessie Witten Hayley	Intervention Lab EA	1
Carmen Rosalez	ESL Teacher	0.5
Corayma Alvarado	Intervention Lab EA	1
Dawn Domasig	Reading Intervention	1
Lisa Bradley	Student Assistance Counselor	1
Mohni Dadlani-Nelson	ESL EA	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Administrators: Jennifer Klaerner, Travis Irish, Regina Locke

Academic Coach: Gina Chance

Counselors: Lisa Bradley and Ali Griffin

Teachers: Megan Wetz, John Garcia, Alex Snider, Richard Perez, Courtney Elliott, and Sidney Bailey

Parents: Crystal Hilbert and Shari Poston

Community Members: Dusty Simmons & Jason Rogers

Other District Staff: Andrew Lawver

2.2: Regular monitoring and revision

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 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

Through the Campus Needs Assessment, 59% 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

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

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 recognition, two-way communication between the school and home, and parent and family engagement activities.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics

2. Perceptions

3. Student Learning

4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of parents, teachers and administrators.

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.

4.2: Offer flexible number of parent involvement meetings

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum

- September 8- Meet the Teacher Night on campus

- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Gina Chance	Instructional Coach	Title II	1.0

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Campus Personnel		$443,692.00
				Sub-Total	$443,692.00
				Budgeted Fund Source Amount	$443,692.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Resources		$20,000.00
1	2	1	Professional Development		$16,000.00
1	2	1	Instructional Resources		$23,951.00
1	2	2	Title I Tutoring		$12,000.00
1	2	2	Instructional Resources		$22,000.00
1	2	3	Instructional Resources		$20,000.00
1	2	6	Instructional Resources		$21,000.00
				Sub-Total	$134,951.00
				Budgeted Fund Source Amount	$134,951.00
				+/- Difference	$0.00
			255 - Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Coach		$70,082.00
				Sub-Total	$70,082.00
				Budgeted Fund Source Amount	$70,082.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	ESSER Tutoring		$19,000.00
				Sub-Total	$19,000.00
				Budgeted Fund Source Amount	$19,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0.00
				Grand Total Budgeted	$667,725.00
				Grand Total Spent	$667,725.00
				+/- Difference	$0.00