Birdville Independent School District

North Ridge Middle School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Middle School currently serves 653 students:

59.22% White

24.96% Hispanic

8.85% Black/African American

1.74% Asian

4.5% Two or More Races

.4% American Indian or Alaska Native

Other sub populations include:

13.79% - Students receive Special Educations services

8.56% - Students are identified as Gifted and Talented

48.00% - Students are taking one of more Career and Technology courses

5.66% - LEP Students

42.6% - Economically Disadvantaged Students

36.57% - Students identified as At Risk

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuous improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

6th Grade: Demonstrates overall consistency in Reading scores in %Level I during the pandemic.

7th Grade: Demonstrates overall increase in our LEP students in Reading over the last 2 years. This indicates that SIOP and TIER I instructional strategies is working effectively. We had a 10% increase across the areas of approaches, meets, and masters. All of our teachers are Literacy teachers.

8th Grade: Demonstrates overall increases in Level three in Math for year 19-21 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 7th grade students in Writing had a decrease in STAAR each year over the last 4 years. Reading scores by average of three and 1/2 % points over the year four years. **Root Cause:** COVID played a part in recent years, however, NRMS has seen an increase in ED students which may have played a part in this process.

Student Learning

Student Learning Summary

Based on scores, our Masters level need improvement.

Economically disadvantaged students are scoring significantly lower than their peers.

SPED students are not as successful as they have been in the past.

Meets:

6th Grade Math: 42.86% ED 29.67% SPED 26.09%

6th Grade Reading: 43.35% ED 28.57% SPED 13.04%

7th Grade Math: 43.55% ED 32.89% SPED 6.67%

7th Grade Reading: 49.74% ED 36% SPED 7.14%

7th Grade Writing: 41.49% ED 30.67% SPED 6.25%

8th Grade Math: 56.12% ED 44.26% SPED 45%

8th Grade Reading: 47.12% ED 33.33% SPED 21.74%

Student Learning Strengths

The strength of the campus are the teachers and meeting the needs of the students. We have worked extremely hard this pandemic to ensure that intentional instructional teaching was done. Our students were successful with the first round of testing from 2020-2021 STAAR. We did not score as high, however, with the pandemic students and teachers did an excellent job.

6th Grade Math: Approaches 84.28%

6th Grade Reading: Approaches 75.86%

7th Grade Math: 73.68%

7th Grade Reading: 77.25%

7th Grade Writing: 73.94%

8th Grade Math: 78.37%

8th Grade Reading: 84.17%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: SPED Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Plus all areas have decreased in our STAAR passing rates over the last three years in Reading and Math

School Processes & Programs

School Processes & Programs Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are encouraged to observe other teachers in their classrooms to gain ideas, knowledge, ask questions, and relationships.

Teachers are being evaluated on a less thank annual appraisal system if they have taught on campus for two years and received at least proficient in three domains on their T-TESS evaluations.

Teachers are evaluated yearly on the T-TESS statement and monitored by pre conference, walk through, formal evaluations and post conference using the T-TESS appraisal system rubric.

We seek teachers that are talented, highly motivated, student-centered and that are capable of understanding Best Practices as well as develop a Growth Mindset when it comes to student achievement.

All staff are highly qualified in the content area that they teach. In addition NRMS is moving towards teachers certified in the content area that they teach.

School Processes & Programs Strengths

High-quality staff.

NRMS has attracted several Master Teachers from various campuses district-wide as well as throughout the Metroplex.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have failed in many cases with new teachers to provide a consistent effort to effectively meet their needs overall in regards to training on Skyward, Canvas, Compass etc...However in the 2019-2020 school year we have assigned each new teacher and several second year teachers mentors that maintain constant communication with new to North Ridge campus and new to teaching. We will continue the process for the 2020-2021 year due to the stoppage in school. All teachers there were first year and new to the campus will resume with a mentor.

Perceptions

Perceptions Summary

At North Ridge Middle we strive to maintain a culture and climate predicated on ensuring that high levels of learning take place every day for all students. Over the last few years we have noticed that our Economically Disadvantaged numbers have increased.

Upon my arrival here at North Ridge, we have noticed an increase in our Economically Disadvantaged students. I arrived 12 years ago as a Texas History Teacher the data indicated that NRMS percentage of ED as under 10%. Administration has monitored the numbers over the years and as of 2021 NRMS has reached 41.65% of ED students, with an At-Risk percentage of 36.57%. This is our first year at Title I and we want to meet the needs of ALL students while a constant and consistent focus on our ED population. The staff has embraced this opportunity by meeting and collecting data collectively to meet the needs of the campus. The priorities of our campus will not change, we will continue to focus on Continuous Improvement, Literacy, and Culture. If we focus on those areas, we will not have an option but to exceed the needs of all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning

Community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy when it comes to bullying and we address each grade level at the beginning of the year, to speak with our young people about the negative affects of bullying. We have adopted several programs to assist with inclusion and tolerance, such as the "I AM" wall and North Ridge Middle Housing System.

All students are placed into a house and mini-houses in the beginning of the year. In their mini-houses of 12-14 students and 1 faculty/staff member, students learn rules, procedures, soft skills, communication skills, and more to be successful in the building and in the real world.

We meet with our incoming 6th grade parents about the transition to middle school and what they can expect, with the hopes of relieving any sense of uncertainty they may have about the middle school experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and

socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to

attribute to a positive esteem building experience for our students.

We plan on meeting students needs assessment wise by focusing on Masters level improvement on community relationships with Dads.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts around how we value, serve, and cultivate our students.

Our Culture

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self -improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

Mission

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

CORE Values and Beliefs

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.
2. We see all challenges as opportunities and we own them.

3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.
4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as a provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

Perceptions Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations.In efforts to improve this process we have adopted a new focus here on campus. Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our Cultural deficiencies.

Priority Problem Statements

Problem Statement 2: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations.In efforts to improve this process we have adopted a new focus here on campus. Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our Cultural deficiencies.

Root Cause 2:

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: Increase overall STAAR performances at the Meets Grade level standard by 3 percentage points over 2021-2022 performance across all grade levels and subject areas.

Evaluation Data Sources: 2019Performance: 52% at Meets Grade Level
2021Performance: 46% at Meets Grade Level
2021-2022 Performance 56% Meets Grade Level
The administration used data from STAAR as well as Interim Data to disseminate scores and percentages in order to meet the needs of the students.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: System Safeguard Strategy Critical Success Factors	**Nov**	**Jan**	**Mar**	**June**

CSF1 CSF 2
 	
Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.
 	
    Actions: *Literacy based site team that will implement a campus literacy based program.
    * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS
    * Communicate effectively the new literacy goals and it's implementation across all content areas.
    * Implement Blended Learning
    Staff Responsible for Monitoring: Administration
Academic Coach
Literacy Team
 	
    Funding Sources: Personnel - 199 - General Funds: SCE - $254,520, ESSER Tutors - ESSER - $9,174,
Instructional Coach - 211 - Title I - $78,358				

Strategy 2 Details	**Reviews**			
Strategy 2: System Safeguard Strategy	**Formative**			**Summative**
Critical Success Factors	**Nov**	**Jan**	**Mar**	**June**
CSF 1 CSF 2 Meet and exceeds the needs of SPED teachers, ELL students, and co-teach teachers, by providing the necessary literacy support and training. Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials. **Actions:** * Continue to provide training on the use effective literacy based strategies * communicate effectively with the community on special programs that assist students educationally * Continue to meet the needs of student through the RTI program implemented by the district. * Increase the rigor and relevance of lesson plan design. * Meeting the needs of students that we know that understand by increasing their lexile levels. **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team District Coordinators **Funding Sources:** - 199 - General Funds - $0				

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

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 3 percentage points over 2021-22 across all applicable grade levels and subject areas.

Evaluation Data Sources: 2019 Performance: 60%
2021 Performance: 70%
2021-2022 Performance 73%

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs. Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2021-2022 levels across all grade levels and subject areas.

Evaluation Data Sources: 2019 Performance: Eco Dis - 45.4%
2021 Performance: Eco Dis -35%
2021-2022 Performance- 74%

Strategy 1 Details			Reviews		
Strategy 1: 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.			**Formative**		**Summative**
Actions: * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery. * PLC - data collaboration and planning for individualized instructional strategies. * Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help. * Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning. **Staff Responsible for Monitoring:** Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 4: Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2021-2022 level.

High Priority

Evaluation Data Sources: 2021-2022 Performance-70%

Strategy 1 Details	Reviews			
Strategy 1: * 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. * 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. * 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. * Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Actions:** Consistent feedback through observations, PLC, and assessment data. **Staff Responsible for Monitoring:** Administration Team: Principal, Assistant Principal, and Academic Coach.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 5: Increase English Proficiency Status measures set by the state for TELPAS

> **Evaluation Data Sources:** The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge MS met the target with a TELPAS progress rate of 42%. In 2021-2022 North Ridge MS again met the target with a TELPAS progress rate of 61%. In comparing the progress rate from 2021 and 2022, North Ridge MS demonstrated a 19% point increase in students' English language development.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

> **Evaluation Data Sources:** Campus survey data

Strategy 1 Details		Reviews		
Strategy 1: Students and teachers will develop mission statements for classroom		**Formative**		**Summative**
CSF 3,6, and 7	**Nov**	**Jan**	**Mar**	**June**
Actions: * Identify the appropriate culture for each classroom * Identify SMART goals for the classroom to encourage student success. * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences. * Identify student learning objective and the appropriate ways to reach success by developing norms *Post mission statements inside the classroom as well as outside to show continuous improvement. **Staff Responsible for Monitoring:** Administration Teachers Academic Coach **Funding Sources:** - 199 - General Funds - $0				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2022-2023 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

   Evaluation Data Sources: Campus survey data

Strategy 1 Details			Reviews		
Strategy 1: CSF 5 and 6		Formative			Summative
Continue programs with student to community outreach	Nov	Jan	Mar		June
Actions: * continue to grow Environmental Clean Up Program					
* continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus					
* Expand relationships with SBDM owners, Extra curricular groups outside of the school that extends a helping hand in clean up around the campus and on the campus					
Staff Responsible for Monitoring: Administration Teachers SBDM Team					
Funding Sources: - 199 - General Funds - $0, Family Engagement - 211 - Title I - $1,538					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

    Evaluation Data Sources: Annual review of student participation, Spring 2020

Strategy 1 Details			Reviews		
Strategy 1: CSF 3,5, and 6			**Formative**		**Summative**
Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas.	**Nov**	**Jan**	**Mar**	**June**

Actions: * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being.
 	
* Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services
 	
    Staff Responsible for Monitoring: Administration
Academic Coach
NRMS Police Department
Counselors
Teachers
 	
    Funding Sources: - 199 - General Funds - $0				

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: Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

    Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
Strategy 1: Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6	**Formative**			**Summative**
Actions: * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. **Staff Responsible for Monitoring:** Administration Teachers SRO Counselors **Funding Sources:** - 199 - General Funds - $0	**Nov**	**Jan**	**Mar**	**June**

       ⓪ No Progress   💯 Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

Performance Objective 2: Increase the percentage of students and staff who report feeling safe at school.

    Evaluation Data Sources: Safety survey:

Strategy 1 Details			Reviews		
Strategy 1: CSF 6			**Formative**		**Summative**
Conduct safety audit		**Nov**	**Jan**	**Mar**	**June**
Actions: * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns **Staff Responsible for Monitoring:** Administration Counselors SRO Security Custodial Staff **Funding Sources:** - 199 - General Funds - $0					

Strategy 2 Details			Reviews		
Strategy 2: CSF 6			**Formative**		**Summative**
Collect data from students, staff and parents to identify strategies to improve campus safety.		**Nov**	**Jan**	**Mar**	**June**
Actions: * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement. **Staff Responsible for Monitoring:** Administration Counselors SRO Security Guard Head Custodian **Funding Sources:** - 199 - General Funds - $0					

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

State Compensatory

Budget for North Ridge Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for North Ridge Middle School

Name	Position	FTE
Cheryl Casey	math interventionist	1
Sarah Thompson	Reading Interventionist	1
Tracey Schneider	Intervention Lab EA	1

Title I Personnel

Name	Position	Program	FTE
Hillary Friday	Instructional Coach	Title II	1.0

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Personnel		$254,520.00
				Sub-Total	$254,520.00
				Budgeted Fund Source Amount	$254,520.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$78,358.00
2	2	1	Family Engagement		$1,538.00
				Sub-Total	$79,896.00
				Budgeted Fund Source Amount	$79,896.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ESSER Tutors		$9,174.00
				Sub-Total	$9,174.00
				Budgeted Fund Source Amount	$9,174.00
				+/- Difference	$0.00
				Grand Total Budgeted	$343,590.00
				Grand Total Spent	$343,590.00
				+/- Difference	$0.00