

Fort Worth Independent School District

050 McLean Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

You Matter @McLean

Vision

McLean is a caring community that strives for excellence where every student will be supported academically, emotionally, and socially, to become a lifelong learner

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McLean Middle School has a storied history within Fort Worth ISD. Many important "Fort Worthians" have walked the halls of the school, including astronaut Allan Bean. The current location of the school opened in 1954 in what was, at the time, the outskirts of the city. Before moving to its current location, McLean was known as Forest Park Junior High and located at the corner of Forest Park BLVD and Berry Street where Paschal High School is currently located. McLean is located very close to TCU and benefits from this locations in many ways including the close partnership with the school of education and the opportunity to attract many good potential teaching candidates. McLean has a large attendance zone that reaches from I-30 in the north to I-20 in the south. This large attendance zone means the school is home to a very diverse population of students both economically and ethnically. Currently, McLean Middle school contains 7th and 8th grade students only. The sixth grade center is located down the block and has been a separate school since 2001. We have had about 1000 students at McLean for many years. Since COVID-19, we have lost about 100 students and are hopeful that we can regain those in the 21-22 school year.

Of the 980 students currently enrolled, 29.3 percent qualify for Gifted and Talented services, 21.5 percent are considered English Language learners, and 7.7 percent are eligible for Special Education services. Approximately 650 students are of Hispanic origin while 250 are white and 35 are African American. 67% of the school's population qualifies for free or reduced lunch. Although attendance is relatively high at 93.94 percent, this year has proven difficult with students transitioning between virtual and in-person learning. Our mobility rate is really fairly low in a normal school year and many of our families become long-term families as their children matriculate through our neighborhood schools.

McLean Middle school is fortunate to have many high quality, veteran teachers who form the backbone of the core departments. As we have hired new teachers, the demographic representation of the teaching and administrative pool has begun to be more diverse. The turn-over rate at McLean Middle school has changed from about 35% four years ago to 12% currently. Many of those turn-overs have resulted from changes in school schedules. During the 20-21 school year, administration has worked hard on increasing the social emotional health of the faculty as well as the students. The mental wear and tear during a year such as this is real. The district has supported this initiative through a new app that students and teachers have access to called the Rithm app. This gives our intervention specialist and opportunity to preventatively talk with students as well as teachers but also provides some strategic self-help videos for students and teachers to use to self-regulate.

100% of students have access to high quality instruction and support, but due to the pandemic, we have had significant concerns over the number of students who are disconnected with school and failing. Specifically, 25% of our student-body had one or more failing semester grades in mid-January. Although we have put mitigation efforts in place by giving students opportunities for credit and attendance recovery, there are still about 100 kids who have been academically unsuccessful in one or more core classes. Although we have a robust student support team, just getting in contact with our virtual students is incredibly difficult, as is ensuring the work is getting done.

Demographics Strengths

PSAT shows first year monitored students scored an 824 and second year monitored LEP students scored an 850 while current LEP students scored a 740. Students have access to a variety of coursework that is engaging and pushes students to do independent thinking. The goal of the school is to move students in all demographic categories from being dependent learners to being independent learners, especially in pre-ap classrooms. Our school is a diverse school with many demographic subcategories represented. We have 32

African American students, 672 Hispanic students, 16 Asian students and 254 white students. 300 of our students are categorized as ELL and 75 are in special education. We have 384 students on free or reduced lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading. **Root Cause:** ALD and ELP practices need to be taught, practiced, and learned

Problem Statement 2 (Prioritized): In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading **Root Cause:** Students need more reading skills practice and targeted instructional supports.

Student Learning

Student Learning Summary

The 2020-2021 school year has been a tough one for students and for student achievement. The 2019 STAAR test results, the latest results we have, indicate an overall score of 83, with a school progress score of 86, a student achievement score of 80 and a closing the gaps score of 75. This low score closing the gap score makes it the focus of our academic initiatives because addressing that will help us increase student achievement. Current NWEA MAP data indicates that students are growing, although more slowly than usual due to the delay in starting school and the non-engagement of about 150 students. The delayed start of school, the need to continue social distancing, as well as the need to quarantine after COVID exposure, and the lack of substitutes available meant that students were often learning asynchronously for many days at a time. Especially for our most at-risk students, asynchronous learning, and remote learning is not effective. Semester grades indicate that our most at-risk students are also the students who are not achieving in the classroom. About 150 students are still logging in to our learning management system but are not engaging academically. Many of our advanced students, on the other hand, are attending class in person and achieving well.

This year, disciplinary referrals are way down. Part of the reason must be the pandemic- with less crowded halls and less students at school, it is reasonable to believe that disciplinary issues would be less as well. Another part of the reason is the procedures put in place as a result of needing to contact trace. A last reason is the emphasis on SEL time by adding 15 minutes to our 4th period classes so that every teacher and student has time to work on social emotional learning.

Students who tested one or two standard deviations below grade level were double-blocked into their 7th grade math class.

All core content classes have used Professional Learning communities to work on looking at student work and student progress from dependent learning to independent learning. This work seeks to focus on individual student learning and to address the learning gaps identified in the low "closing the gaps" score.

Student Learning Strengths

- Based on the 2019 STAAR all sub populations met their achievement target in Reading
- Increased Diversity in Advanced Courses
- Even with school closures and change to virtual instruction Spring of 2020, NWEA scores showed growth from Fall 2019 to Fall 2020 in Reading and Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score.

Root Cause: There has been a decline in students speaking because they are reluctant to speak in the virtual setting.

Problem Statement 2 (Prioritized): In winter 2021, NWEA Math proficiency data showed that there is a 9 pt RIT difference between our white students' achievement and our African American and Latino students. **Root Cause:** Students of color need personalization of learning and differentiation in order to maximize their learning.

School Processes & Programs

School Processes & Programs Summary

Due to COVID-19 building closure, updated data was not available for the 2019-2020 academic year.

McLean Middle School services students in grades 7 and 8 and has met all standards as set by the Texas Education Agency receiving a B rating on the Accountability School Report Card. Our enrollment has decreased from over 1000 (2019-20) to 975 (Currently).

The administrative team is composed of the principal and three assistant principals. Our leadership team adds our instructional coach as well as data analyst, department chairs, grade level leads and counselors. Our core teachers are arranged into professional learning communities that allow them to plan and adjust accordingly to meet the needs of our diverse learners in academics. The campus utilizes Site Based Decision Making as a means of involving all stakeholders in the decision making process.

McLean has many longtime teachers who are strongly invested in the community. We have at least 10 teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community. The Panorama survey indicated that 98% of the faculty agree that McLean is a supportive work environment and 77% of the faculty believe that we are doing a good job educating all students. When students were asked how fairly they think adults treated students of different races, ethnicities or cultures, 85% answered favorably while 76% say there is an adult at school who would help them no matter what. These factors lead to staff staying at McLean and when they do leave, new staff being easily recruited.

McLean has used Professional Learning Communities to help core teachers-English, Math, Science, and Social studies- spend time analyzing various aspects of student work. This focus on student, rather than teacher actions, is critical to working on closing that achievement gap. This initiative is led by McLean's instructional coach. Other initiatives that are being worked on in PLCs are differentiation and individual student feedback. Although there will not be PLCs during the school day for science and social studies teachers, setting up common planning periods and spending one day every other week looking at student work will continue.

School Processes & Programs Strengths

All core teachers have a professional learning community (PLC) with their department divided by grade level which allows them to be organized effectively for participate in professional development as well as other campus and C&I initiatives. PLCs are lead by the department chair, instructional coach, assistant principal and/or principal on designated days. PLCs are utilized in all core areas for teachers to plan, coordinate, plan assessments, and disaggregate data in order to implement an even more effective educational experience for our students.

Weekly lesson plans are written in a choice board that identify high leverage TEKS and/or strategies to support powerful instruction. Daily learning objectives using academic vocabulary are also posted and communicated to ensure that students understand criteria for success.

McLean has many longtime teachers who are strongly invested in the community. We have at least 10 teachers/staff members who have had or currently have children at McLean Middle school, therefore they know the school not just as a teacher, but also as a parent and as a member of the community. The Panorama survey indicated that 98% of the faculty agree that McLean is a supportive work environment and 77% of the faculty believe that we are doing a good job educating all students. When students were asked how fairly they think adults treated students of different races, ethnicities or cultures, 85% answered favorably while 76% say there is an adult at school who would help them no matter what. These factors lead to staff staying at McLean and when they do leave, new staff being easily recruited.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) **Root Cause:** Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Perceptions

Perceptions Summary

The culture at McLean Middle School is best summed up by our vision: You Matter At McLean. All students are looked at as individuals with their own unique strengths and needs. When asked “How many of your teachers are respectful towards you?” 95% answered favorably. However, when asked “Overall, how much do you feel like you belong at your school?” only 57% answered favorably. Also, when asked “How connected do you feel to the adults at your school?” only 31 % answered favorably. For this reason, we emphasize our vision, “You Matter at McLean”, to showcase that all students are important and need individual help and attention.

Perceptions Strengths

McLean Middle School is perceived as a school with very strong academic and extracurricular programs. Our school and community is also strong in supportive relationships. When asked “Do you have a family member or other adult outside of school who you can count on to help you, no matter what?”, 93% answered favorably. Also, when asked “Do you have a teacher or other adult from school who you can count on to help you, no matter what?”, 76% answered favorably. This shows that most of our students have someone to go to when they have a problem or need help.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. **Root Cause:** McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Priority Problem Statements

Problem Statement 1: In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading.

Root Cause 1: ALD and ELP practices need to be taught, practiced, and learned

Problem Statement 1 Areas: Demographics

Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading

Root Cause 2: Students need more reading skills practice and targeted instructional supports.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score.

Root Cause 3: There has been a decline in students speaking because they are reluctant to speak in the virtual setting.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In winter 2021, NWEA Math proficiency data showed that there is a 9 pt RIT difference between our white students' achievement and our African American and Latino students.

Root Cause 4: Students of color need personalization of learning and differentiation in order to maximize their learning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21)

Root Cause 5: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably.

Root Cause 6: McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 49% to 52% by May 2022.

Increase the percentage of African American students from 24% to 35% by May 2022.

Evaluation Data Sources: NWEA MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of ELAR teachers in effective tier one instruction by focusing on the instructional planning and data driven instruction that focus specifically on ELL students.</p> <p>Strategy's Expected Result/Impact: 85% of lessons and student work observed are aligned to the appropriate level of rigor of standard.</p> <p>Staff Responsible for Monitoring: Assistant principals, principal, instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-050-30-510-000000-22F10 - \$35,763</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction based on standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs observed will focus on equity, standards alignment, planning, and collaboration.</p> <p>Staff Responsible for Monitoring: Instructional coach, assistant principals, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</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>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading.
Root Cause: ALD and ELP practices need to be taught, practiced, and learned

Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading
Root Cause: Students need more reading skills practice and targeted instructional supports.

Student Learning

Problem Statement 1: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score. **Root Cause:** There has been a decline in students speaking because they are reluctant to speak in the virtual setting.

School Processes & Programs

Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) **Root Cause:** Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Perceptions

Problem Statement 1: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. **Root Cause:** McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 93 % to 97 % by May 2022.

Increase the percentage of Hispanic students who score at meets or above from 91 % to 94 % by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR English 1 EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction through standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: 90% of coaching conversations documented in STRIVE reports will demonstrate job embedded instructional coaching focused on Tier 1 instruction and equity.</p> <p>Staff Responsible for Monitoring: Assistant Principal, principal, instructional coach.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading</p> <p>Root Cause: Students need more reading skills practice and targeted instructional supports.</p>
Student Learning
<p>Problem Statement 2: In winter 2021, NWEA Math proficiency data showed that there is a 9 pt RIT difference between our white students' achievement and our African American and Latino students. Root Cause: Students of color need personalization of learning and differentiation in order to maximize their learning.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 48% to 50 % by May 2022.

Increase the percentage of African American students from _30% to _40% by May 2022.

HB3 Goal

Evaluation Data Sources: NWEA MAP growth data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of math teachers in effective tier one instruction by focusing on the instructional planning and data driven instruction that focus specifically on African American and ELL students.</p> <p>Strategy's Expected Result/Impact: 85% of lessons and student work observed are aligned to the appropriate level of rigor of standard.</p> <p>Staff Responsible for Monitoring: Assistant principals, principal, instructional coach</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Electronic teaching aids - Title I (211) - 211-11-6399-04N-050-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction via standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs observed will focus on equity, standards alignment, planning, and collaboration.</p> <p>Staff Responsible for Monitoring: Instructional coach, assistant principals, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop the capacity of the ILT by fostering distributive leadership in the areas of instructional planning, school culture, data driven instruction, and observation and feedback.</p> <p>Strategy's Expected Result/Impact: ILT will master 95% of the goals set by the principal.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: professional development - Title I (211) - 211-13-6329-04N-050-30-510-000000-22F10 - \$9,000, professional development - Title I (211) - 211-13-6499-04N-050-30-510-000000-22F10 - \$650</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading. Root Cause: ALD and ELP practices need to be taught, practiced, and learned</p>
<p>Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading Root Cause: Students need more reading skills practice and targeted instructional supports.</p>
Student Learning
<p>Problem Statement 1: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score. Root Cause: There has been a decline in students speaking because they are reluctant to speak in the virtual setting.</p>
<p>Problem Statement 2: In winter 2021, NWEA Math proficiency data showed that there is a 9 pt RIT difference between our white students' achievement and our African American and Latino students. Root Cause: Students of color need personalization of learning and differentiation in order to maximize their learning.</p>
School Processes & Programs
<p>Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) Root Cause: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 61% to 70 % by May 2022.

Increase the percentage of Hispanic students scoring at the MEETS level or above from 43% to 50% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR Algebra EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of math teachers in effective tier one instruction by focusing on the instructional planning and data driven instruction that focus specifically on Hispanic students.</p> <p>Strategy's Expected Result/Impact: 85% of lessons and student work observed are aligned to the appropriate level of rigor of standard.</p> <p>Staff Responsible for Monitoring: Assistant principals, principal, instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the quality of Tier 1 instruction in all content areas through culturally responsive instruction via standards aligned planning, lesson delivery, and performance data.</p> <p>Strategy's Expected Result/Impact: 90% of PLCs observed will focus on equity, standards alignment, planning, and collaboration.</p> <p>Staff Responsible for Monitoring: Instructional coach, assistant principals, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: subs for professional development/planning - Title I (211) - 211-11-6112-0PD-050-30-510-000000-22F10 - \$4,000, Subs for pull out - Title I (211) - 211-11-6112-04N-050-30-510-000000-22F10 - \$1,000</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 2 Problem Statements:

Demographics

Problem Statement 1: In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading.
Root Cause: ALD and ELP practices need to be taught, practiced, and learned

Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading
Root Cause: Students need more reading skills practice and targeted instructional supports.

Student Learning

Problem Statement 1: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score. **Root Cause:** There has been a decline in students speaking because they are reluctant to speak in the virtual setting.

Problem Statement 2: In winter 2021, NWEA Math proficiency data showed that there is a 9 pt RIT difference between our white students' achievement and our African American and Latino students. **Root Cause:** Students of color need personalization of learning and differentiation in order to maximize their learning.

School Processes & Programs

Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) **Root Cause:** Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 43% to 46% by May 2022.
 Increase the percentage of African American students from 38% to 40% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 7 and 8 Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Deepen ELAR Content in grades 7-8 to ensure teachers begin teaching with grade-level fiction and non-fiction texts and explicitly teach vocabulary in context.</p> <p>Strategy's Expected Result/Impact: The average score on MyPath or NWEA Skills activities will demonstrate at or above 75% for all students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: SEL Books - Title I (211) - 211-11-6329-04N-050-30-510-000000-22F10 - \$13,000, materials for teaching - Title I (211) - 211-11-6399-04N-050-30-510-000000-22F10 - \$16,987, Library books - Title I (211) - 211-12-6329-04N-050-30-510-000000-22F10 - \$7,000, Family Engagement Supplies - Title I (211) - 211-61-6399-04L-050-30-510-000000-22F10 - \$4,442, Teacher Salary - Title I (211) - 211-11-6119-04N-050-30-510-000000-22F10 - \$61,327</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
<p>Problem Statement 1: In January 2021, NWEA reading proficiency data projects that 39.7% of 7th grade English Language Learners will not meet state standard in reading. Root Cause: ALD and ELP practices need to be taught, practiced, and learned</p>
<p>Problem Statement 2: In January 2021, NWEA reading proficiency data projects that 45.7% of 8th grade English Language Learners will not meet state standard in reading Root Cause: Students need more reading skills practice and targeted instructional supports.</p>
Student Learning
<p>Problem Statement 1: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score. Root Cause: There has been a decline in students speaking because they are reluctant to speak in the virtual setting.</p>

School Processes & Programs

Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) **Root Cause:** Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2022.
 Increase the percentage of Hispanic students from 26 % to 34% by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 7-8 math

Strategy 1 Details	Reviews			
<p>Strategy 1: Deepen Mathematics Content in grades 7-8 to ensure teachers begin teaching the math trajectory from concrete to abstract.</p> <p>Strategy's Expected Result/Impact: 85% of math lessons and student work observed will follow the learning trajectory.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal in charge of math, instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop the capacity of all teachers in providing innovative and authentic experiences that challenge and empower students to be active participants in their own learning, with a special focus on Hispanic students.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging and teacher/student relationships.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principals in charge of department</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2019, only 22% of our EL students increased their composite TELPAS rating based on the 2019 Closing the Achievement Gap Score. Root Cause: There has been a decline in students speaking because they are reluctant to speak in the virtual setting.</p>

School Processes & Programs

Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) **Root Cause:** Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.

Perceptions

Problem Statement 1: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. **Root Cause:** McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the percentage of students who are chronically absent from 8.6% to 8% by May 2022.

Decrease the percentage of African American students who are chronically absent from 20.6% to 19% by May 2022.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of front office staff, stay in school coordinator, and parent liaison to personally contact parents of chronically absent students and offer them a menu of items for support in getting their child to school.</p> <p>Strategy's Expected Result/Impact: Attendance rate of 95% or higher</p> <p>Staff Responsible for Monitoring: principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: translation headsets and flexible seating - Title I (211) - 211-11-6398-04N-050-30-510-000000-22F10 - \$7,201, extra time - Title I (211) - 211-11-6116-04N-050-30-510-000000-22F10 - \$4,442</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) Root Cause: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 57% to 60% by May 2022.

Increase positive response by Special Education students from 54% to 57% by May 2022.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all teachers in providing innovative and authentic experiences that challenge and empower students to be active participants in their own learning, with a special focus on marginalized students such as Hispanic and African American students.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Extra Duty for TA - Title I (211) - 211-13-6411-04N-050-30-510-000000-22F10 - \$1,000, pull out tutoring - Title I (211) - 211-11-6499-04N-050-30-510-000000-22F10 - \$1,000, Tutoring - Title I (211) - 211-11-6127-04N-050-30-510-000000-22F10 - \$2,000, contracted SEL speaker - SCE (199 PIC 24) - 199-32-6299-001-050-24-273-000000- - \$4,501</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop the capacity of all campus personnel in promoting effective communication between students, families, school personnel, and the community.</p> <p>Result: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop the capacity of all teachers in providing innovative and authentic experiences that challenge and empower students to be active participants in their own learning, with a special focus on marginalized students such as Hispanic and African American students.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop the capacity of all campus personnel in promoting effective communication between students, families, school personnel, and the community.</p> <p>Result: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: SEL book for students - SCE (199 PIC 24) - 199-11-6329-001-050-24-273-000000- - \$3,000</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 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) Root Cause: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.</p>
Perceptions
<p>Problem Statement 1: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. Root Cause: McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for English Language learners from 9.7% to 8% by May 2022.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all teachers in providing innovative and authentic experiences that challenge and empower students to be active participants in their own learning, with a special focus on marginalized students such as Hispanic and African American students.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop the capacity of all campus personnel in promoting effective communication between students, families, school personnel, and the community.</p> <p>Result: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</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>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) Root Cause: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.</p>

Perceptions

Problem Statement 1: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. **Root Cause:** McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 81% to 83% by May 2022.

Increase the positive perception of parents of Hispanic students from 81% to 83% by May 2022.

Evaluation Data Sources: District parent survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of all teachers in providing innovative and authentic experiences that challenge and empower students to be active participants in their own learning, with a special focus on marginalized students such as Hispanic and African American students.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop the capacity of all campus personnel in promoting effective communication between students, families, school personnel, and the community.</p> <p>Result: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Strategy's Expected Result/Impact: Panorama survey data will demonstrate a 10% increase both among all students and marginalized groups in the area of sense of belonging.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the fall of 2020, student semester failures in core subject areas increased from .09% (2019-20) to 19.4% (2020-21) Root Cause: Lack of Virtual Learning due to students not participating at initial onset of COVID 19 Pandemic with Edgenuity, therefore we struggled to get all students fully engaged in our new on line learning model for the 20-21 school year.</p>

Perceptions

Problem Statement 1: Although our vision is "You Matter at McLean", when asked "How much do you matter to others at this school?" on the spring 2021 Panorama survey, only 41% answered favorably. **Root Cause:** McLean Middle School has an attendance zone that includes some of the richest and some of the poorest neighborhoods in Fort Worth. For many, middle school is the first time these students and families go to school with others that don't live in their neighborhood.

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Data Analyst	211-13-6119-04N-050-30-510-000000-22F10	\$35,763.00
2	1	1	Electronic teaching aids	Supplies and materials for instructional use	211-11-6399-04N-050-30-510-000000-22F10	\$10,000.00
2	1	3	professional development	Reading materials for professional development	211-13-6329-04N-050-30-510-000000-22F10	\$9,000.00
2	1	3	professional development	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-050-30-510-000000-22F10	\$650.00
2	2	2	subs for professional development/planning	Subs for professional development	211-11-6112-0PD-050-30-510-000000-22F10	\$4,000.00
2	2	2	Subs for pull out	Subs for supplemental instruction	211-11-6112-04N-050-30-510-000000-22F10	\$1,000.00
3	1	1	SEL Books	Reading materials for classroom use	211-11-6329-04N-050-30-510-000000-22F10	\$13,000.00
3	1	1	materials for teaching	Supplies and materials for instructional use	211-11-6399-04N-050-30-510-000000-22F10	\$16,987.00
3	1	1	Library books	Reading materials for library use	211-12-6329-04N-050-30-510-000000-22F10	\$7,000.00
3	1	1	Family Engagement Supplies	Supplies and materials for parental involvement	211-61-6399-04L-050-30-510-000000-22F10	\$4,442.00
3	1	1	Teacher Salary	Title I Teacher	211-11-6119-04N-050-30-510-000000-22F10	\$61,327.00
4	1	1	translation headsets and flexible seating	Equipment	211-11-6398-04N-050-30-510-000000-22F10	\$7,201.00
4	1	1	extra time	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-050-30-510-000000-22F10	\$4,442.00
4	2	1	Extra Duty for TA	Extra duty pay for tutoring after hours (Support Personnel)	211-13-6411-04N-050-30-510-000000-22F10	\$1,000.00
4	2	1	pull out tutoring	Snacks or incentives for students	211-11-6499-04N-050-30-510-000000-22F10	\$1,000.00
4	2	1	Tutoring	Tutors without degree	211-11-6127-04N-050-30-510-000000-22F10	\$2,000.00
Sub-Total						\$178,812.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount						\$178,812.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
4	2	1	contracted SEL speaker	Contracted student support services	199-32-6299-001-050-24-273-000000-	\$4,501.00
4	2	4	SEL book for students	Reading materials for classroom use	199-11-6329-001-050-24-273-000000-	\$3,000.00
Sub-Total						\$7,501.00
Budgeted Fund Source Amount						\$7,501.00
+/- Difference						\$0.00
Grand Total						\$186,313.00