Fort Worth Independent School District

156 Ridglea Hills Elementary School

2023-2024 Improvement Plan

RIDGLEA HILLS ELEMENTARY

School Mission

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

School Vision

Our Vision is a community where all children feel loved, respected and encouraged to develop to their fullest potential.

Mission Statement

The mission of Ridglea Hills Elementary School is to provide rigorous instruction in a nurturing environment in which all students are actively engaged to become problem-solvers, well-rounded citizens, and life-long learners.

Vision

Our vision is a community where all children feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

All students and staff in the Ridglea Hills Learning Community are feel loved, respected and encouraged to develop to their fullest potential.

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2023

Demographics

Demographics Summary

Ridglea Hills Elementary School, located at 6817 Cumberland Rd. in Fort Worth, Texas, is one of 84 elementary schools in FWISD, serving 723 students and families in the 2023-24 school year. In comparison our student population is comprised of 28% Hispanic, 28% African American, 37% White, 2% Asian, 5% Two or more, 5% English Learners (EL), 10% Gifted and Talented, 22% Special Education, and 57% Economically Disadvantage students based on the 2020-2021 TAPR report.

Ridglea Hills is a diverse campus that mainly serves its neighborhood students in our attendance zone. Most families drop off and pick up students, with 10% of students commuting by bus transportation, and 5% attending after-school programs on campus or surrounding areas.

Our high rise in attendance and commitment to our learning community is a result of having a vibrant and valued partnership with our PTA, teachers, and staff that share ownership and commitment to our students at Ridglea Hills. Our focus is meeting the social/emotional needs of our diverse learners, and meeting them at their academic level to maximize their potential growth for post secondary education and beyond.

Ridglea Hills has a veteran staff that love to work in our learning community comprised of 88 highly qualified teachers and staff members, 44 teachers and 39 professional support staff. With the partnership of a valued stakeholders in our parents, students, staff, and community partners, RHE primary focus is on the experience of traditions and legacies of a positive school culture and climate along with the focus of high academic achievement for all students. With our SBDM, PTA, Guiding Coalitions, Professional Learning Communities, and Community Partners, RHE committed to our serving our families and leaving a heritage of academic excellence for years to come.

Demographics Strengths

Ridglea Hills celebrates being "The Best Kept Secret" in FWISD! We celebrate consistency with a population of learners that return to our campus year after year, with a low mobility rate of 17% in comparison to our district at 21%. Families at RHE seek to continue their upward

trajectory of high parental involvement, family engagement activities, and continue the "sense of belonging," in the RHE learning community. Our teachers and staff have taught traditions of families/siblings and that is attributed to our highly involved PTA and valued stakeholder partnership in our learning community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the School Performance Framework from 2021-2022, African American students are marginalized in comparison to other sub population comprised of 39% of school suspensions in comparison to other student subgroups.   **Root Cause:** Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

Problem Statement 2: According to the Ridglea Hills Attendance Summary Report, our campus is at 94% instead 97%. The specific grade levels that lack consistent attendance are pre-k at 92% and kindergarten at 93%.   **Root Cause:** Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents.

Student Learning

Student Learning Summary

Our campus systematically addresses teaching for students at-risk of failing through teacher training and collaboration in PLCs by using the FWISD PLCs Framework. During our collaboration time teachers share best practices for implementation during quality tier I instruction, analyze student data to customize lessons to meet the needs of our diverse learners, set goals to analyze finish products and study student work to determine exemplars of rigors learning.

At RHE, an area of continuous improvement and training for the 2023-2024 school year will be to analyze TEKS for alignment and rigor with state standards, specifically learning how to deconstruct TEKS. This will allow teachers to determine what is the verb or action of the learning objective and asking. How will teachers implement the action of the learning objective and assess students to demonstrate mastery of TEKS/state standards for optimal student success.

Student Learning Strengths

This year students in K-5th grades grew in all grade levels on MAP reading and math from MOY to EOY based on the Winter to Spring in 2022 and 2023 school years. Teachers, Staff, and Instructional leadership team prioritized analyzing student data in PLCs to tier and provide daily interventions and supports to grow students and meet their academic goals.

Students also made significant gains from BOY, 65% "below grade level" to EOY, 18% for "below grade level" in Lexia Core 5. At BOY, "students in grade level," were at 29% and at EOY, "students in grade level," were at 37% in Lexia Core 5. At BOY, "students above grade level," were at 6% and at EOY students were above grade level at 45% in Lexia Core 5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level.   **Root Cause:** Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

Problem Statement 2 (Prioritized): From BOY to MOY 2022-2023, MAP Data, 2nd grade students projected growth in literacy was 10.2%, but the observed growth was 7% RIT score. This is a deficit of -4.   **Root Cause:** Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

School Processes & Programs

School Processes & Programs Summary

In 2021-2022, campus process and programs were reviewed by instructional leadership team and guiding coalition to determine three identified school-wide processes to implement to enhance and support RHE's learning community. We will continue this process in the 2022-2023 school year to ensure that we focus on the following:

* Refine and retain the process for recruiting highly qualified teaching and professional support staff to supporting data, curriculum and instruction, assessment, and meet the needs of our students.

* Providing professional development for support quality tier I instruction that is aligned with the the FWISD curriculum, instructional model, and plc framework. Instruction should be rigorous, aligned with state standards, demonstration of instructional staff of TEKS and standards, and differentiate instruction to meet the needs of all diverse learners.

* Ensuring that equity of services for all student groups is implemented with consistency and fidelity by instructional leadership team, teachers, staff, and valued stakeholders in the learning community.

School Processes & Programs Strengths

In response to our campus rating as a B, 84% based on the 2021-2022 and classified as a Tier II campus, RHE's instructional staff is committed to implementing the new curricula in Amplify and Eureka in K-5 with fidelity, with an intense pyramid plcs and campus plcs for vertical and grade level alignment. Teachers will also focus on implementing HB3 strategies to meet the needs of all diverse learners in the learning community.

Teachers and Staff at RHE are resilient and determined to meet the needs of our students throughout instruction by attending additional professional development that focuses on K-5 Literacy and math in the AHHS pyramid with common planning schedules for plcs.

AHHS pyramid principals, instructional leadership teams, and teaching staffs at Ridglea Hills, South Hi Mount, North Hi Mount, Burton Hill, and Mary Louise Phillips, collaborated this school year, 2022-2023, to create school schedules that reflected common plc planning times throughout the year to build and improve strengths and areas of growth for teachers in grades K-5. The AHHS pyramid learning communities worked together to develop and align, systemic literacy and math strategies that allowed time for teachers to internalize and customize

instruction in the infancy of the new curricula, Amplify and Eureka. In developing and implementing this specialized scheduled this year, it allowed teachers and staff across the Heights pyramid to plan, implement, assess, and reflect on instructional strategies and best practices during plcs for optimal student academic growth and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the SPF Report attendance for students was at 25% and attendance has averaged 93% school wide this school year. **Root Cause:** Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents.

Problem Statement 2: Based on the counselors six weeks reports, students are to increase ability to self relegate from 41% at BOY to EOY 75% through guidance lessons, Rithm app, and teacher SEL activities in the classroom. As a result, students are currently at 60% and not self-regulating emotions. **Root Cause:** Lack of professional development to teachers and staff for SEL support to help students self-regulate. and lack of time and priorities for SEL professional development to be the focus.

Perceptions

Perceptions Summary

Ridglea Hills Elementary values all stakeholders in our school learning community. We consistently seek parent, teacher, staff, and student input to impact our school's culture and climate through campus leadership team, instructional leadership team, pta, sbdm, and community stakeholder meetings.

Data is collected monthly on attendance, discipline, grade reporting, MTSS and SST systems, that also includes but not limited to: school suspensions that identify marginalized groups, SEL initiatives implemented through FWISD curriculum and our adoption of the Ron Clark 55 Essentials characteristics/House system, and counseling reports to impact our school culture and climate in our learning community. Our students attendance is 93% at RHE which provides an indicator that students "feel loved, respected and encouraged to reach their full potential for academic growth" in their learning community. One of our priorities is to increase student attendance higher than 93% for the 2023-2024 school year.

Perceptions Strengths

The student enrollment at RHE has increased from 650 students in 2022 to 703 in 2023. This is a result to our parents and staff unwavering support and commitment to our learning community. As a result, students, staff, and parents have received awards from the TEXAS PTA organization this year and been celebrated through designated ceremonies, events, and award programs.

RHE is committed to community partnerships this year that focused on student teachers from the TCU Department Of Education working alongside veteran teachers and staff work to support students this year and serve all students in the learning environment. Inviting TCU student teachers to listen, learn, and lead alongside our RHE teaching staff is an investment in future educators that will hopefully become apart of the "FWISD family," as they learn how to support SEL and academic strategies for all students in currently FWISD classrooms.

Due to our strong presence of our PTA, committees, community organizations, and valued stakeholders in our learning community, our school events this year saw an increase in attendance from these events. This has not only impacted and increased a positive culture and climate within our school, but has shown evidence of enrollment projections increasing from 703 to 750 students for the 2023-2024 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas. **Root Cause:** Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

Problem Statement 2: For school outreach activities, parent involvement doesn't reflect our student demographics based on FES reports. **Root Cause:** Lack of consistent campus

communication on outreach and flexibility for all parents to be involved in all activities.

Priority Problem Statements

Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas.

Root Cause 1: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Based on the SPF Report attendance for students was at 25% and attendance has averaged 93% school wide this school year.

Root Cause 2: Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level.

Root Cause 3: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the School Performance Framework from 2021-2022, African American students are marginalized in comparison to other sub population comprised of 39% of school suspensions in comparison to other student subgroups.

Root Cause 4: Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

Problem Statement 4 Areas: Demographics

Problem Statement 5: From BOY to MOY 2022-2023, MAP Data, 2nd grade students projected growth in literacy was 10.2%, but the observed growth was 7% RIT score. This is a deficit of -4.

Root Cause 5: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

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

District Goals

District Goal 1: 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.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 82% to 87% by May 2024.
*Increase the percentage of African American PK students that is marginalized by instruction on our campus who score 66% to 72% by 2024
*Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 72% to 77% by May 2024.

> **Evaluation Data Sources:** Circle CLI, FWISD End of Year CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Curriculum for all students by developing opportunities for teachers to engage in lesson internalization by plcs, campus walkthroughs, observations, coaching, and feedback by campus instructional leadership team.

> **Strategy's Expected Result/Impact:** Increase the percentage Pre-K Students who score on track on Circle Phonological Awareness in English.

> **Staff Responsible for Monitoring:** Campus Administration, Data Analyst, CIC and Teachers and Staff.

> **Title I:**
> 2.4, 2.5, 2.6
> - **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction

> **Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity by conducting at least 2 walkthroughs every 6 weeks. **Intended Audience:** CIC and Teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Provider / Presenter / Person Responsible: Principal, AP, and Pre-K Specialist
Date(s) / Timeframe: August 2023-May 2024
Collaborating Departments: Early Learning Department
Delivery Method: N/A

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level. **Root Cause**: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

District Goal 1: 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.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 63% to 70% by May 2024.
*increase the percentage of African American students who met grade level expectations in grades K-3 on key MAP Fluency from 47% to 56% by May 2024.
*Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 63% by May 2024.

    Evaluation Data Sources: NWEA Map Fluency and End of Year CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Curriculum for all students by developing opportunities for teachers to engage in lesson internalization by plcs, campus walkthroughs, observations, coaching, and feedback by campus instructional leadership team.

    Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 63% to 70% by May 2024.

    Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: At three and six weeks progress reporting periods, Lexia Core 5 reports will be pulled and analyze to create MTSS plans. This will allow the instructional leadership team to adjust interventions and instruction for students making limited progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Administration, CIC, Teachers, Data Analyst, and Counselor
    Provider / Presenter / Person Responsible: Administration, CIC, Teachers, Data Analyst, and Counselor
    Date(s) / Timeframe: Aug 23.-May 2024
    Collaborating Departments: Literacy Department
    Delivery Method: In Person				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level. **Root Cause**: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

District Goal 1: 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.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 50% to 56% by May 2024.
*Increase the percentage of Economic Disadvantage students that is the most marginalized by instruction on our campus (gender, race, program, other) from 45% to 53% by May 2024.

    Evaluation Data Sources: NWEA Map Growth Reading and End of Year CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Curriculum for all students by developing opportunities for teachers to engage in lesson internalization by plcs, campus walkthroughs, observations, coaching, and feedback by campus instructional leadership team.

    Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 50% to 56% by May 2024.

    Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: At three and six weeks progress reporting periods, Lexia Core 5 reports will be pulled and analyze to create MTSS plans. This will allow the instructional leadership team to adjust interventions and instruction for students making limited progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Administration, CIC, Teachers, Data Analyst, and Counselor				
Provider / Presenter / Person Responsible: Administration, CIC, Teachers, Data Analyst, and Counselor				
Date(s) / Timeframe: Aug 23.-May 2024				
Collaborating Departments: Literacy Department				
Delivery Method: In Person				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas.   **Root Cause**: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

District Goal 2: 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.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 91% to 96% by May 2024.
Increase the percentage of PK African American students score on track from 72% to 88% by May 2024.
Increase the percentage of Economic Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 87% to 94% by May 2024.

    Evaluation Data Sources: CLI Circle Data and End of Year Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

    Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math from 91% to 96% by May 2024.

    Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction

    Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Track and monitor enrollment, attendance, and implementation of Creative Curriculum trainings to ensure 100% of teachers are implementing with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: CIC and Teachers				
Provider / Presenter / Person Responsible: Principal, AP, and Pre-K Specialist				
Date(s) / Timeframe: August 23-May 24				
Collaborating Departments: Early Learning Department				
Delivery Method: N/A				

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

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas.   **Root Cause**: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

District Goal 2: 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.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from XX% to XX% by May 2023. Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2023. Increase the percentage of Kinder students who meet mat RIT grade norm from 57% to 62% by May 2024.

Evaluation Data Sources: MAP Growth Math Percent Met RIT Score Norm Report.
No Data, TX- KEA Data cancelled for 2023 EOY.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Increase the percentage of Kinder students who meet math RIT grade norm from 57% to 62% by May 2024.

Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback, and action planning for instructional support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional Leadership Team				
Provider / Presenter / Person Responsible: Principal and AP				
Date(s) / Timeframe: August 2023-May 2024/ Weekly in ILT meetings.				
Collaborating Departments: Executive Director and School Leadership				
Delivery Method: During Instructional Leadership Meetings				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level. **Root Cause**: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

District Goal 2: 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.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 56% to 62% by May 2024.
Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 56% by May 2024.

    Evaluation Data Sources: MAP Growth Math and EOY CIP Companion Guide

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

    Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 56% to 62% by May 2024.

    Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction

    Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Continue to build the instructional capacity of the instructional leadership team via coaching focusing on frequent classroom data collection walks, data analysis, calibration of feedback, and action planning for instructional support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Intended Audience: Instructional Leadership Team
     Provider / Presenter / Person Responsible: Principal and AP
     Date(s) / Timeframe: August 2023-May 2024/ Weekly in ILT meetings.
     Collaborating Departments: Executive Director and School Leadership
     Delivery Method: During Instructional Leadership Meetings				

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

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: From BOY to MOY 2022-2023, MAP Data, 1st grade students projected growth in math was 11.5% RIT, but the observed growth was 8% RIT score. This is a deficit of -2.5 RIT points for the entire grade level.   **Root Cause**: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from XX% to XX% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2023.
Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2023.

Evaluation Data Sources: STAAR Reading Scores 2023

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from XX% to XX% by May 2023.

Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: The data analyst will compile formative and summative data reports to share with teachers. The data analyst will also assist teachers and the ILT in the data analysis and action planning for student success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Principal, AP, and Data Analyst **Date(s) / Timeframe:** August 23-May 24 **Collaborating Departments:** N/A **Delivery Method:** Varied **Funding Sources:** Supplies and Materials - SCE (199 PIC 24) - 199-11-6399-001-156-24-313-000000- - $7,718				

Action Step 2 Details	Reviews			
Action Step 2: Teacher will use instructional resources , materials, and supplies to plan for quality tier I instruction each six weeks during pull out professional development for all students.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Students **Provider / Presenter / Person Responsible:** Teachers, Data Analyst, CIC, Principal, and AP **Date(s) / Timeframe:** Sept. 2023-April2024 **Collaborating Departments:** N/A **Delivery Method:** Varied **Funding Sources:** Supplies - Title I (211) - 211-13-6399-04E-156-30-510-000000-24F10 - $1,176.51				

0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✕ **Discontinue**	

Strategy 2: Provide support in the development of special education instructional skills to help build teachers capacity in providing differentiated instruction for special education students.

Strategy's Expected Result/Impact: Increase the percentage of 4-5 grade SPED students receiving a growth point of 1 or higher on STAAR Reading and MATH.

Staff Responsible for Monitoring: Teachers, CIC, Principal, AP, and Data Analyst

Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Incorporate special education instructional skills discussion and support during PLCs to ensure teachers are incorporating differentiation into lesson planning.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Classroom Teachers				

Provider / Presenter / Person Responsible: CIC, Principal, AP, and Data Analyst

Date(s) / Timeframe: August 2023-May 2024

Collaborating Departments: N/A

Delivery Method: In Person

Funding Sources: SPED (199 PIC 23) - SPED (199 PIC 23) -   - $6,233

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

Strategy 3: Provide support in the development of Gifted and Talented education instructional skills to help build teachers capacity in providing differentiated instruction for gifted and talented students.

Strategy's Expected Result/Impact: Increase the percentage of grade 4-5 GT students receiving a growth point of 1 or higher on STAAR reading and math.

Staff Responsible for Monitoring: Teachers, CIC, Principal, AP and Data Analyst

Title I:
2.4, 2.5
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Incorporate gifted and talented instructional skills discussion and support during PLCs to ensure teachers are incorporating differentiation into lesson planning.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Classroom Teachers **Provider / Presenter / Person Responsible:** CIC, Principal, AP, and Data Analyst **Date(s) / Timeframe:** August 2023-May 2024 **Collaborating Departments:** N/A **Delivery Method:** In Person **Funding Sources:** - Gifted & Talented (199 PIC 21) - - $950				

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the School Performance Framework from 2021-2022, African American students are marginalized in comparison to other sub population comprised of 39% of school suspensions in comparison to other student subgroups. **Root Cause**: Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.
Student Learning
Problem Statement 2: From BOY to MOY 2022-2023, MAP Data, 2nd grade students projected growth in literacy was 10.2%, but the observed growth was 7% RIT score. This is a deficit of -4. **Root Cause**: Teachers lack of knowledge of state standards, unpacking TEKS, and the level of rigor required by the state standard.
Perceptions
Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas. **Root Cause**: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from XX% to XX% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from XX% to XX% by May 2023.
Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2023.

    Evaluation Data Sources: STAAR Math Scores 2023

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

    Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from XX% to XX% by May 2023.
Increase the percentage of Economically Disadvantage students that is most marginalized by instruction on our campus (gender, race, program, other) from XX% to XX% by May 2023.

    Staff Responsible for Monitoring: Campus Administration, Data Analyst, CIC and Teachers and Staff.

    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

    Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: The data analyst will compile formative and summative data reports to share with teachers. The data analyst will also assist teachers and the ILT in the data analysis and action planning for student success.	**Formative**			**Summative**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Principal, AP, and Data Analyst **Date(s) / Timeframe:** August 23-May 24 **Collaborating Departments:** N/A **Delivery Method:** Varied **Funding Sources:** - Title I (211) - 211-13-6119-04E-156-30-510-000000-24F10 - $79,300	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas.   **Root Cause**: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26% to 24% by May 2024.

    Evaluation Data Sources: Attendance Data Dashboard.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

    Strategy's Expected Result/Impact: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 26% to 24% by May 2024.

    Staff Responsible for Monitoring: Campus leadership team, Data Clerk, FES, and SST

    Title I:
4.1, 4.2
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

    Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: By Sept. 2023, convene initial CAC committee and engage in the following daily supports: home visits, warm calls, attendance restoration, attendance petitions, and daily electronic notifications via Blackboard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Campus Attendance Committee				
Provider / Presenter / Person Responsible: Campus Attendance Committee				
Date(s) / Timeframe: August 2023-May 2024; Every 6 weeks reporting period				
Collaborating Departments: Campus and Student Support Services				
Delivery Method: In-Method				

Action Step 2 Details	Reviews			
	Formative			Summative
Action Step 2: Review and monitor campus OSP student data for consecutive absences. Provide interventions before 10 consecutive absences. Home visits by campus personnel and student/parent meetings with district homeless liaisons.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Campus Attendance Committee **Provider / Presenter / Person Responsible:** Campus Attendance Committee **Date(s) / Timeframe:** August 2023-May 2024: Every 6 weeks reporting period **Collaborating Departments:** Campus and Student Support Services **Delivery Method:** In Person				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on the SPF Report attendance for students was at 25% and attendance has averaged 93% school wide this school year. **Root Cause**: Campus Administration must clarify roles and responsibilities for attendance procedures and expectation with staff and parents.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 141 to 70 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 46 to 23 by May 2024.

    Evaluation Data Sources: Adq Archive Cycle Report for 5th Six Weeks and Focus Data Discipline Report.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

    Strategy's Expected Result/Impact: Decrease the overall number of discipline referrals by school personnel from 141 to 70 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 46 to 23 by May 2024.

    Staff Responsible for Monitoring: Campus leadership team, counselor, SST, and FES

    Title I:
4.1, 4.2
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

    Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By August 31, identify members, form SST, and outline routine meeting schedule dates/times.	**Formative**			**Summative**
Intended Audience: SST	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: August 2023-May 2024: Twice a month				
Collaborating Departments: Multiple				
Delivery Method: In-person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: According to the School Performance Framework from 2021-2022, African American students are marginalized in comparison to other sub population comprised of 39% of school suspensions in comparison to other student subgroups.   **Root Cause**: Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 12 to 6 by May 2024.

Evaluation Data Sources: FWISD Fort Worth Data Dashboard
Focus Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 12 to 6 by May 2024.

Staff Responsible for Monitoring: Campus leadership team, counselor, SST, and FES

Title I:
2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: By October 2023, share relevant data with SST to review students with high members of suspensions, assign caseload to relevant staff, perform root cause analysis, and provide follow-up support.	**Formative**			**Summative**
Intended Audience: SST	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SST				
Date(s) / Timeframe: August 2022-May 2024				
Collaborating Departments: Multiple				
Delivery Method: In-person				

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

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: According to the School Performance Framework from 2021-2022, African American students are marginalized in comparison to other sub population comprised of 39% of school suspensions in comparison to other student subgroups. **Root Cause**: Teacher relationships with students are not well developed due to a lack of skills provided to staff. There is also a lack of structure and consistency in implementing classroom management strategies, SEL strategies, and consistent student engagement during quality tier I instruction.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 85% to 90% by May 2024.

Evaluation Data Sources: FES Report and collection of sign-in sheets from the parent engagement department, teacher, and school.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 85% to 90% by May 2024.

Staff Responsible for Monitoring: FES, Campus Administration, SST, Staff, and PTA

Title I:
2.5, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: After each event, gather stakeholder and family feedback for assessment and future planning.	**Formative**			**Summative**
Intended Audience: Students and Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Principal, AP, FES, and Campus Staff				
Date(s) / Timeframe: August 2023-May 2024: Monthly Offerings				
Collaborating Departments: Multiple				
Delivery Method: In-Person				
Funding Sources: Parent Engagement - Parent Engagement - 211-61-6499-04L-156-30-510-000000-24F10 - $2,115				

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

School Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Based on the SPF Report for 2021-2022, student achievement from STAAR was at 76%. African American students are under performing other student demographics in all subject areas.   **Root Cause**: Stakeholders misperceptions that all students are performing at the same level as other subgroups. Lack of communication to parents in our learning community about our school performance, resources, and supports.

Campus Funding Summary

				Title I (211)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2	Supplies	Supplies and materials for professional development	211-13-6399-04E-156-30-510-000000-24F10	$1,176.51
3	2	1	1		Data Analyst	211-13-6119-04E-156-30-510-000000-24F10	$79,300.00
						Sub-Total	$80,476.51
						Budgeted Fund Source Amount	$80,476.51
						+/- Difference	$0.00

				SCE (199 PIC 24)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	1	Supplies and Materials	Supplies and materials for instructional use	199-11-6399-001-156-24-313-000000-	$7,718.00
						Sub-Total	$7,718.00
						Budgeted Fund Source Amount	$7,718.00
						+/- Difference	$0.00

				Parent Engagement			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1	Parent Engagement	Snacks for Parents to promote participation	211-61-6499-04L-156-30-510-000000-24F10	$2,115.00
						Sub-Total	$2,115.00
						Budgeted Fund Source Amount	$2,115.00
						+/- Difference	$0.00

				Gifted & Talented (199 PIC 21)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	3	1		GENERAL SUPPLIES		$950.00
						Sub-Total	$950.00
					Budgeted Fund Source Amount		$950.00
					+/- Difference		$0.00
				SPED (199 PIC 23)			
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	2	1	SPED (199 PIC 23)	GENERAL SUPPLIES		$6,233.00
						Sub-Total	$6,233.00
					Budgeted Fund Source Amount		$6,233.00
					+/- Difference		$0.00
					Grand Total Budgeted		$97,492.51
					Grand Total Spent		$97,492.51
					+/- Difference		$0.00