Red Oak Independent School District

Red Oak Middle School

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Red Oak Middle School is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of "Realizing Our Individual Student's Dreams."

Vision

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily& Loving Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak Middle School is a secondary campus currently serving students from 6th-8th Grade. Red Oak Middle School began the 2021-22 school year with 1,552 students enrolled at of August 27. This is currently a 33 more students enrolled from 2020-21, when ROMS had a fall enrollment of 1,519

IIn the 2021-2022 school year, Red Oak Middle School (ROMS) houses two specialized units for students with learning differences (FLS), four resource teachers, 2 inclusion teachers, 9 special education teachers and para-professionals, and a Dean of Specialized Learning. ROMS has over 73 general education teachers, 2 teachers trained in dyslexia, 4 instructional coaches, and an Assistant Principal of Instruction. Teachers are trained in and utilize Solution Tree, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROMS utilizes a built-in advisory (Hawk 101) to provide ongoing support for all students within the school day. This class teaches students SEL lessons, building and classroom expectations, data tracking, Naviance training, and team building. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2020-2021 Fall PEIMS submission indicates 124 Gifted and Talented students, 189 Special Education students, 138 students with Dyslexia, 184 English Language Learners and 178 504 students.

Based on the 2020-21 Fall PEIMS, Red Oak Middle School was comprised of the following Ethnic Distribution:

- African American: 30.94%
- Hispanic: 37.20%
- White: 26.79%
- Asian: 0.99%
- American Indian: 0.53%
- Two or More Races: 3.56%

Red Oak Middle School serves students through a variety of programs and services:

- Economically Disadvantaged: 46.81%
- English Learners: 12.11%
- At-Risk: 56.42%
- Dyslexia: 9.08%
- 504: 11.72%
- Gifted and Talented: 8.16%

Demographics Strengths

- For the 2021 - 2022 school all of our ELAR teachers are ESL certified or are in the process of becoming ESL certified.

- For the 2021 - 2022 school year we have added more diversity to our ROMS staff. This diversity is getting closer to matching the students we serve. Of the 123 professional and support staff:

1. 25 are Males
2. 28 are African American
3. 9 are Hispanic

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Middle serves a diverse populations of students who make up a majority of our students. ROMS is continually working to meet the needs of ALL of our students. **Root Cause:** The cities that ROISD serve has increasingly become more diverse over the last seven - ten years.

Problem Statement 2: Students at Red Oak Middle School that are considered English Language Learners have regressed in their progress of learning the English language as shown by the 2019 TELPAS scores. **Root Cause:** Students at Red Oak Middle School that are considered English Language learners come to us with significant lower academic vocabulary as their non - ELL peers

Student Learning

Student Learning Summary

Red Oak Middle School is committed to meeting our students where they are and helping them grow. In our Professional Learning Communities (PLC), teachers collaborate and use data to make informed decisions on instruction in order to best help our students reach their potential. ROMS is also dedicated to help students become respectful and responsible students by holding students accountable for actions, but also ensuring that we model for our students what expectations we hold firm and how to ensure students are following them.

Accountability System - 2019

	Component Score	ROMS	Rating
Overall		88	Met Standard
Student Achievement: STAAR	50	81	Met Standard
Student Progress		81	Met Standard
Academic Growth	68	74	Met Standard
Relative Performance (Eco. Dis: 50.6%)	50	81	Met Standard
Closing the Gaps	53	76	Met Standard

*Distinction earned in mathematics

Student Learning Strengths

- Based on 2020 - 2021 scores U.S. History remained strong during the pandemic.
- ROMS teachers have developed strong instructional strategies and activties that encourage students to take owenerhip of their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Red Oak Middle School students are at various stages of learning. There are a lot of students who have learning gaps that must be filled. **Root Cause:** COVID Pandemic of 2020 - 2022. A lot of Red Oak Middle School Students were not on campus and a lot of students were quarantined multiple times throughout the year.

School Processes & Programs

School Processes & Programs Summary

Red Oak Middle School works with the district Curriculum Department to ensure that student needs are met through a rigorous TEKS based instructional program. A robust menu of Staff Development Offerings is put together for teachers to participate in the summer and to prepare for the upcoming school year. Teachers participate in weekly Professional Learning Community meetings where we focus on studying the TEK and planning the lesson as well as post instruction meetings where we analyze the data to further inform our instructional decisions. Student progress is monitored through our Level Up Campaign, Curriculum Based Assessments, Pre-Assessments and teacher created tests. Lead4ward's STAAR4ward series is followed closely by our Campus Instructional Team as we turn around instructional strategies, vocabulary development and other instructional tools.

Since 2017 ROMS has averaged around 96% attendance rate. ROMS started the 2020 - 2021 school year with 98.62 % of students at school. We ended the 2020 - 2021 school year at 95.53. This droop can be attributed to COVID 19 cases.

Red Oak Middle School addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage ito end the 20 - 21 school was at 13.44% . The drop rise in discipline can be attributed to a change on leaadership and tighting the expectations for dress code, tardies and behavior.

School Processes & Programs Strengths

Teachers and administrators understand the planning and assessment process and use CBA's, formative assessment and teacher made tests to inform and guide instruction. Teachers have input into the development of CBA's or campus based assessments and use that data to drive instruction. Both the pre and post PLC are used to monitor whole group student growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2020 - 2021 School year we saw a 12.13% raise in Discipline referrals. **Root Cause:** Due to a change in leadership in Febrary 2021 students were held to a higher standard when it came to dress code, tardies and behavior.

Problem Statement 2: Red Oak Middle School teachers need to refocus on using assessment data to focus on individual student growth and determine the appropriate level of challenge for each individual student. **Root Cause:** ROMS Middle School teachers need to refocus on breaking down the TEKS and data portion of individual students.

Perceptions

Perceptions Summary

Our core values and beliefs at Red Oak Middle School are to embrace the 4 talons of the Graduate Profile by:

Embracing 21st Century Technology

Creating supportive, healthy and positive relationships

Fostering individuality; one size does not fit all

ROMS embraces building relationships while holding students accountable for academic excellence. Our campus strives to "Capture Kids Hearts" as we know that students will learn most willingly from people who genuinely care about their well-being.

Perceptions Strengths

Students:

Red Oak Middle School has a strong student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs can be found below:

Student Leadership Class

Student Council

Hawk 101 (Advisory)

Renaissance Program

Band Council

Drill Team and Cheerleader Officers

National Junior Honor Society

Book Club

Chess Club

Coding Club

Robotics Club

Civil Air Patrol

Theater Club

Teacher Culture:

Thankful Thursday

Problem Statements Identifying Perceptions Needs

Problem Statement 1: How do we get more students involved in such things intramurals , multi - cultural events and interest groups. **Root Cause:** Many of our students who are involved are involved because it is part of a class.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- RDA data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Through implementation of the district curriculum as well as strategies and professional development to strengthen the instructional core, all students will access to engaging instructional learning that promotes high levels of achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher lesson plans, PLC agendas, Exit Ticket Data, Teacher made test, CBA's

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted instruction to students during regular class time.	**Formative**			**Summative**
Evidence that Demonstrates Success: Student growth on CBAs, formative assessments, summative assessments, and STAAR tests.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators **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				

| Strategy 2 Details	Reviews			
Strategy 2: Provided targeted instruction and acceleration to students through designated intervention times before school, after school, Saturdays and January 4- 7, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Individual students will show growth on CBAs. formative assessments, summative assessments and STAAR tests. **Staff Responsible for Monitoring:** Content Area Teachers Campus Administrators Instructional Coaches Parents Students **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 **- Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Strategy 1 Details		Reviews			
Strategy 1: District and Campus staff will collaborate to create assessments and monitor student data to track progress.		**Formative**			**Summative**
Evidence that Demonstrates Success: CBA's CFA's Teacher made test Bench marks demonstrating performance goals and growth. **Staff Responsible for Monitoring:** Content Area Teachers Instructional Coaches Campus Administrators **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		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Conduct Professional Learning Community (PLC) once a week using the Texas Instructional Leadership PLC model		**Formative**			**Summative**
Evidence that Demonstrates Success: Professional Learning Community Meeting notes. Professional Learning Community training logs. **Staff Responsible for Monitoring:** Content Area Teachers Instructional Coaches Campus Administrators District Curriculum Department Leaders **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 - **Targeted Support Strategy**		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Students will be given a chance once a week during Hawk 101 to progress monitor their CBA's, Weekly Grades, Zeros that they have in each class.	**Nov**	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Student Progress Monitoring Sheet in their Hawk 101 Binder.				
Staff Responsible for Monitoring: Hawk 101 Teachers				
Campus Administrators				
Students				
ESF Levers:				
Lever 3: Positive School Culture				

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

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Strategy 1 Details	Reviews			
Strategy 1: Provide a campus mentor/support for new teachers (new to Red Oak and new to Red Oak Middle School).	**Formative**			**Summative**
Evidence that Demonstrates Success: New Teacher survey results	**Nov**	**Jan**	**Mar**	**June**
Department head meeting notes **Staff Responsible for Monitoring:** Department Heads Instructional Coaches Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator four times a year..	**Formative**			**Summative**
Evidence that Demonstrates Success: T-TESS appraiser meeting notes	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Campus Administrators **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				

Strategy 3 Details		Reviews			
Strategy 3: Recognize efforts and accomplishments of staff members through weekly and monthly awards.		Formative			Summative
Evidence that Demonstrates Success: Campus and district parent newsletters		Nov	Jan	Mar	June
Social media posts					
Passing of the Hawk Wings					
Teacher and Staff members yard signs. **Staff Responsible for Monitoring:** Campus Administrators District Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 4 Details		Reviews			
Strategy 4: Provide leadership and internship opportunities to teacher leaders.		Formative			Summative
Evidence that Demonstrates Success: Meeting logs		Nov	Jan	Mar	June
Internship activity logs **Staff Responsible for Monitoring:** Teachers Department Heads Campus Administrators District Administrators					

Strategy 5 Details		Reviews			
Strategy 5: Establish a monthly Teacher Academy that will be designed to provided extra training and guided practice for teachers who may be struggling in a particular area or who want to learn something new.		Formative			Summative
		Nov	Jan	Mar	June
Evidence that Demonstrates Success: Academy participation **Staff Responsible for Monitoring:** Campus Principal Campus A.P. for Insruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					

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

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in a variety of projects through all core content and elective classes.		**Formative**			**Summative**
Evidence that Demonstrates Success: Student produced products		**Nov**	**Jan**	**Mar**	**June**
Open House and/or curriculum nights **Staff Responsible for Monitoring:** Teachers Instructional Coaches Campus Administrators					

Strategy 2 Details		Reviews			
Strategy 2: General education and special education teachers collaborate through Professional Learning Communities (PLC) to implement learning plans based on student needs.		**Formative**			**Summative**
Evidence that Demonstrates Success: Professional Learning Community meeting notes		**Nov**	**Jan**	**Mar**	**June**
Increased performance on assessments **Staff Responsible for Monitoring:** Teacher Instructional Coaches Campus Administrators					

Strategy 3 Details		Reviews			
Strategy 3: Provide Limited English Proficient students with additional support through a designated ESL elective class.		**Formative**			**Summative**
Evidence that Demonstrates Success: Participating student report cards		**Nov**	**Jan**	**Mar**	**June**
Increased performance on assessments **Staff Responsible for Monitoring:** ESL Teacher Counselors Campus Administrators					

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

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

Strategy 1 Details	Reviews			
Strategy 1: Red Oak Middle School will utilize the Second Step SEL program to teach social and emotional skills.	**Formative**			**Summative**
Evidence that Demonstrates Success: Second Step lessons logs. Second Steps Exit Tickets	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Hawk 101 Teachers Counselors Campus Administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Continue student recognition programs and student service groups.	**Formative**			**Summative**
Evidence that Demonstrates Success: Monthly Student of the Month recognition in each class Monthly Students of the Month recognition for one boy and one girl from each grade level. Monthly Heart of the Teacher recognition for one teacher. Monthly Staff Member of the Month for non - teachers. Weekly Spirit of the Hawk Wings Award **Staff Responsible for Monitoring:** Teachers Campus Administrators **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Ensuring a learning environment that is safe, drug-free and conducive to learning through the teaching of campus expectations weekly during Hawk 101, the building of relationships between teachers and students during Hawk 101.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: District Safety Audit PEIMS 425 Report Discpline Reports **Staff Responsible for Monitoring:** Teachers Counselors Campus Administrators Campus Police Officers District level administrators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Maintain a welcoming campus environment that students, parents, staff and community take pride in.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: Leadership student ambassadors Customer Care training for all front office staff Teachers sending weekly progress reports every Monday to parents. Implementation of the Blackboard REACH Communication tool. **Staff Responsible for Monitoring:** All Red Oak Middle School staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Monitor student attendance to attain targeted 96% campus attendance rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence that Demonstrates Success: iCount and Talon Incentives Awards **Staff Responsible for Monitoring:** Teachers Counselors Attendance clerk Campus administrators				

Strategy 6 Details	Reviews			
Strategy 6: Teach students conflict resolution and reduce school violence.	**Formative**			**Summative**
ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Reduce school violence - $13,500	**Nov**	**Jan**	**Mar**	**June**

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

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1 Details	Reviews			
Strategy 1: Review campus crisis plans and ensure that various drills are conducted in accordance with local and state requirements.	**Formative**			**Summative**
Evidence that Demonstrates Success: Safety Day Drill Schedules Drill reports/logs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators ROMS Campus Officers ROISD Chief of Police				

Strategy 2 Details	Reviews			
Strategy 2: Provide Crisis Prevention Intervention (CPI) training for the prevention and intervention campus based teams.	**Formative**			**Summative**
Evidence that Demonstrates Success: Eduphoria documentation of training	**Nov**	**Jan**	**Mar**	**June**
Documentation of CPI event **Staff Responsible for Monitoring:** Special Education Teachers & Aides Campus Administrators District Behavior Specialists Directors of Special Education				

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

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Strategy 1 Details			Reviews		
Strategy 1: Provide opportunities for parents and the community to visit, volunteer, and celebrate with students and staff.		**Formative**			**Summative**
Evidence that Demonstrates Success: Events Calendar Photos of events Newspaper articles PTA Meetings Open House Book Fair Parent Teacher Conferences Hispanic Heritage Month and African American History celebration nights. 6 Grade family fair. Talent showcase in March. Silent auction with art. STUCO movie nights. School dances. **Staff Responsible for Monitoring:** All staff PTA Department Heads Counselors Campus Administrators		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify		✗ Discontinue	

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for families and staff to socialize and connect outside of school hours.	**Formative**			**Summative**
Evidence that Demonstrates Success: Social media posts and comments Open House Extra-curricular events **Staff Responsible for Monitoring:** Department Heads Librarian Coaches, Directors, and/or Group Sponsors Counselors Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide curriculum/program for students to develop leadership and good character.	**Formative**			**Summative**
Evidence that Demonstrates Success: Talon Cards Student Council 7 Mindsets Leadership club **Staff Responsible for Monitoring:** All teachers Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for Red Oak Middle School clubs and organizations to participate in a variety of service projects.	**Formative**			**Summative**
Evidence that Demonstrates Success: Club/Organization service project participation logs Social media posts/comments Appreciation notes/notifications **Staff Responsible for Monitoring:** Coaches, Directors, and/or Group Sponsors Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

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

Goal 5: Provide comprehensive support for students not meeting the STAAR component target percentage. EL and White Students will meet passing percentages set by the State for closing the gap.

Performance Objective 1: Utilize available data to identify, monitor individual student academic growth and provide RTI.

Strategy 1 Details		Reviews			
Strategy 1: Provide tutoring services before school and after school, and on Saturdays towards targeted students		**Formative**			**Summative**
Evidence that Demonstrates Success: Participating student report cards Increased performance on assessment		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College student tutors Teachers Campus Administrators **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Tutoring services - Compensatory Funds - $15,000					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	