Escambia County School District

Bellview Middle School

2018-19 Schoolwide Improvement Plan

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Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bellview Middle School is a diverse and inclusive school community in which all staff is committed to academic and behavioral excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring, safe and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

Provide the school's vision statement.

The vision of Bellview MIddle School is to provide a caring and stimulating environment where children will be able to recognize and achieve their fullest potential.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Adams, Melia	Principal
Boulanger, Tyvanna	Instructional Coach
Robbins, Jan	School Counselor
Gibson, Katie	Teacher, K-12
Palasciano, Tara	Assistant Principal
Hall, Jan	Teacher, ESE
Thompson, Carla	School Counselor
Ewing, David	Teacher, K-12
Simmons, Theresa	Teacher, Career/Technical

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Bellview Middle School's leadership team members are committed to school wide change, are respected by colleagues and have respect for colleagues and are able to look at the entire school culture from a "mountain" kind of view. Roles and responsibilities of the school leadership team will include serving as stewards of the school's mission, vision and commitments, monitor achievement, climate and satisfaction data to assure that all learning environments are consistent with our improvement goals, identify gaps in processes and plans for how we will improve school wide, build the capacity of Bellview Middle to address parent and staff concerns. Members are grade-level and content-area staff.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	16	21	18	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	81	126	96	0	0	0	0	303
Course failure in ELA or Math	0	0	0	0	0	0	68	32	36	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	216	202	173	0	0	0	0	591

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	104	108	93	0	0	0	0	305

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	11	6	0	0	0	0	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	10	24	18	0	0	0	0	52

Date this data was collected
Wednesday 8/22/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	57	56	52	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	39	53	52	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	32	32	39	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	0	0	0	155	154	132	0	0	0	0	441

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	60	77	65	0	0	0	0	202

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	57	56	52	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	39	53	52	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	32	32	39	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	0	0	0	155	154	132	0	0	0	0	441

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	60	77	65	0	0	0	0	202

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math data showed the 6th, 7th and 8th grade levels performed the lowest school wide specifically at the 6th grade level. This has been a trend.

Which data component showed the greatest decline from prior year?

Civics EOC data component showed the greatest decline from the prior year at 11%.

Which data component had the biggest gap when compared to the state average?

Civics EOC data component had the biggest gap of 37% when compared to the state average.

Which data component showed the most improvement? Is this a trend?

ELA data component at the 8th grade level showed the most improvement. This is a trend.

Describe the actions or changes that led to the improvement in this area.

Targeted professional development in writing and close reading strategies along with required monthly reading logs and lesson plans were submitted to and reviewed by the instructional coach and assistant principal who both have strong backgrounds in literacy strategies which led to the improvement in this area at the 8th grade level.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	46%	53%	26%	45%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	44%	48%	54%	36%	47%	53%
ELA Lowest 25th Percentile	46%	44%	47%	37%	41%	45%
Math Achievement	24%	44%	58%	26%	46%	55%
Math Learning Gains	36%	47%	57%	34%	46%	55%
Math Lowest 25th Percentile	42%	44%	51%	33%	41%	47%
Science Achievement	39%	48%	52%	25%	45%	50%
Social Studies Achievement	33%	55%	72%	28%	54%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	16 (57)	21 (56)	18 (52)	55 (165)
One or more suspensions	81 (39)	126 (53)	96 (52)	303 (144)
Course failure in ELA or Math	68 (32)	32 (32)	36 (39)	136 (103)
Level 1 on statewide assessment	216 (155)	202 (154)	173 (132)	591 (441)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	20%	40%	-20%	52%	-32%
	2017	27%	43%	-16%	52%	-25%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	24%	41%	-17%	51%	-27%
	2017	27%	40%	-13%	52%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
08	2018	45%	51%	-6%	58%	-13%
	2017	30%	47%	-17%	55%	-25%
Same Grade Comparison		15%				
Cohort Comparison		18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	14%	36%	-22%	52%	-38%
	2017	16%	36%	-20%	51%	-35%
Same Grade Comparison		-2%				
Cohort Comparison						

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	27%	45%	-18%	54%	-27%
	2017	30%	44%	-14%	53%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		11%				
08	2018	15%	24%	-9%	45%	-30%
	2017	14%	25%	-11%	46%	-32%
Same Grade Comparison		1%				
Cohort Comparison		-15%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	36%	45%	-9%	50%	-14%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	32%	51%	-19%	71%	-39%
2017	44%	53%	-9%	69%	-25%
Compare		-12%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	56%	51%	5%	62%	-6%
2017	72%	51%	21%	60%	12%
Compare		-16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	44	46	16	37	39	28	22			
ELL	12	52	47	22	49	53	15	10			
ASN	50	60		65	69				83		
BLK	23	40	45	17	31	40	23	26	62		
HSP	31	43	33	25	38	43	40	43			
MUL	32	38		25	32		50	27	79		
WHT	41	52	57	34	43	43	59	45	66		
FRL	27	42	47	22	33	40	36	32	46		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	30	33	11	41	39	6	24			
ELL	18	29	23	23	25			18			
ASN	65	67		72	58			82	100		
BLK	19	43	44	14	37	39	12	33	82		
HSP	43	47	38	26	29	13		53	100		
MUL	39	51		27	32		38	67	78		
WHT	36	45	59	38	44	44	45	53	67		
FRL	26	44	46	22	38	37	22	37	52		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA proficiency
Rationale	Bellview Middle School is below the state average in ELA proficiency. We did increase by 1% in proficiency compared to the 2017 data however, we must accelerate our proficiency increase in efforts to close the achievement gap. ELA lowest 25th percentile was 1% below state average, but 2% above district average. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all ELA instructional environments. Remediation will target students who have been identified through academic data. All ELA teachers must feel confident and supported in the materials they are using and follow with fidelity.
Intended Outcome	FSA ELA 2019 overall proficiency will increase by 10% at Bellview Middle School.
Point Person	Tara Palasciano (tpalasciano@ecsdfl.us)

Action Step	
Description	1. Identify teachers whose STAR AP1 data reflects less than 41% of their students are proficient. Collaborate with teachers to focus instruction and engagement for targeted interventions for those students early on. Provide professional development training, modeling and support with the help of the ELA department.

2. Provide professional development in the following areas that will be monitored through class walk through's: The Six Traits of Writing and Step Up to Writing across all subject area contents, student engagement and collaboration, small group center based instructions, close reading and complex text, vocabulary instruction, fluency instruction.

3. Professional development will be provided in iReady and Thinking Maps. Solution Tree will provide PD in PLC's to support effective collaboration, student achievement, closing the achievement gap in subgroups and continuous improvement with additional coaching days with leadership and staff throughout the school year.

4. Implement iReady in all ELA instructional environments. Review assessment data every two weeks and hold data meetings to identify students in need of remediation and strategies.

5. Provide 6th - 8th grade classroom libraries with current Sunshine State Young Readers Award books that are engaging and rigorous to include more non-fiction.

6. Provide remediation materials for center based rotations and small group instruction.

7. After school tutoring for 6th -8th grade students.

8. Substitute teachers to provide small group instruction within the ELA classrooms during school day |
| **Person Responsible** | Melia Adams (madams@ecsdfl.us) |

Plan to Monitor Effectiveness	

Description Review and track STAR data, iReady data and LANGUAGE! Live data. Weekly classroom walk through will focus on strategies and components of the ELA curriculum and professional development continued support.

Person Responsible Tara Palasciano (tpalasciano@ecsdfl.us)

Activity #2	
Title	Math proficiency
Rationale	Bellview Middle School is below the state average in math proficiency. We dropped by 1% in proficiency compared to the 2017 data. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all math instructional environments. Math remediation will target students who have been identified through academic data. All math teachers must feel confident and supported in the materials they are using and follow with fidelity.
Intended Outcome	FSA Math 2019 overall proficiency will increase by 10% at Bellview Middle School.
Point Person	Melia Adams (madams@ecsdfl.us)
Action Step	
Description	1. Identify teachers whose STAR AP1 data reflects less than 41% of their students are proficient. Collaborate with teachers to focus instruction and engagement for targeted interventions for those students early on. Provide professional development training, modeling and support. 2. Provide professional development through the math department focused on the shifts of the standards and the implementation of instructional practices to allow students to learn the content of the standard. 3. Provide professional development focused on the TQE (Task, Questioning, Evidence) process to be implemented in the math time block. Math teachers will be provided the book Making Sense of Mathematics for Teaching to support the growth of the teacher in providing tasks to students for standard understanding. 4. Provide professional development in iReady and Thinking Maps. Solution Tree will provide PD in PLC's to support effective collaboration, student achievement, closing the achievement gaps in subgroups and continuous improvement with additional coaching days with leadership and staff throughout the school year. 5. Provide substitute teachers for days to plan, model, practice the standard(s) and aspect of rigor prior to returning to the classroom to implement. 6. Conduct class walk through's to calibrate the lens of math expectations and to support the instructional environment. 7. Implement iReady in all math instructional environments. Review assessment data every two weeks and hold data meetings to identify students in need of remediation and strategies. 8. Provide 6th - 8th grade math manipulative's that were suggested by the math department to increase student engagement and involvement in math. 9. Provide remediation materials for center based rotations and small group instruction. 10. After school tutoring for 6th -8th grade students.

11. Substitute teachers to provide small group instruction within the math classrooms during school day.

Person Responsible	Melia Adams (madams@ecsdfl.us)

Plan to Monitor Effectiveness

Description	Review and track STAR, iReady data and other assessments. Provide weekly classroom walk through's to focus on center based instruction and targeted goals.
Person Responsible	Melia Adams (madams@ecsdfl.us)

Activity #3	
Title	Civics proficiency
Rationale	Bellview Middle School is below the state average in Civics achievement. We dropped 12% when compared to Civics achievement 2017. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide opportunities for remediation and enrichment in Civics instructional environments. Remediation will target students who have been identified through academic and assessment data.
Intended Outcome	Social Studies achievement will increase by 10% at Bellview Middle School.
Point Person	Melia Adams (madams@ecsdfl.us)
Action Step	
Description	1. Identify teachers whose School Net data reflects less than 41% of their students are proficient. Collaborate with teachers to focus instruction and engagement for targeted interventions for those students early on. Provide professional development training, modeling and support.

2. Utilize Curriculum Frameworks with Instructional Materials and Supplemental Resources linked in the CORE LMS based on course calendar.

3. Use 30 minute pull out time once a week to build foundational knowledge in Civics prior to teaching the content by using: The Gateway to American Government workbook in combination with Civics 360 website with module guides.

4. Use text aligned with Civics Benchmarks in cross curriculum reading to build disciplinary literacy.

5. Utilize District Civics probes according to the curriculum framework calendar to inform instruction and the 9 weeks exams to track progress. Schedule pd days to review data and plan for new instruction for remediation. These can be whole or half days with curriculum specialist.

6. 6th grade US History will participate in the Scale-up PACT study for U.S. History grant to improve content based reading comprehension.

7. Utilize History Labs lessons to build foundation of reading/writing in content area using primary sources.

8. Use Document based questions either by DBQ project or Stanford History Education Group and alternative writing assessments to build reading and writing in the content area at the 8th grade level.

9. Participate in the History Fair program building on research, writing, speaking and listening skills.

10. Provide professional development in Thinking Maps and implement Thinking Map strategies, The Six Traits of Writing, review assessment data followed by data chats with students, identify students in need of remediation and strategies. Solution Tree will provide PD in PLC's to support effective collaboration, student achievement and continuous |

improvement with additional coaching days with leadership and staff throughout the school year.

11. Provide 7th grade classroom libraries with US constitutions and other documents needed to support standards.

Person Responsible	Tyvanna Boulanger (tboulanger@ecsdfl.us)

Plan to Monitor Effectiveness

Description	Review School Net data and other formative assessments created for Civics. Weekly classroom walk through's will focus on center based instruction for small groups, how resources are implemented and used with fidelity to include DBQ's, research and writing.
Person Responsible	Melia Adams (madams@ecsdfl.us)

Activity #4	
Title	Science proficiency
Rationale	Bellview Middle School is below the state average in Science achievement by 13%. We did increase by 11% when comparing data from 2017; however, we must accelerate increase in efforts to close the achievement gap. We must ensure that all science teachers and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all Science learning environments. Remediation will target students who have been identified through academic data.
Intended Outcome	Science 2019 overall achievement will increase by 10% at Bellview Middle School.
Point Person	Melia Adams (madams@ecsdfl.us)

Action Step	
Description	1. Identify teachers whose STAR AP1 data reflects less than 41% of their students are proficient. Collaborate with science teachers to focus instruction and engagement for targeted interventions for those students early on. 2. Solution Tree will provide PD in PLC's to support effective collaboration, student achievement and continuous improvement with additional coaching days with leadership and staff throughout the school year. 3. Science Department Leads and teachers will hold regularly schedule meetings and review student achievement data to ensure that the science curriculum and instruction is aligned and focused on areas of need. 4. Review the Sunshine State Science Standards for SSA for 8th grade. 5. Science teacher PLC's will meet to discuss progress monitoring and formative assessment data. 6. Science teachers will utilize text resources in CPALMS aligned to Next Generation Sunshine State Standards for science with the text complexity resources that will provide information text, text dependent questions, text complexity analysis and qualitative measure rubrics. 7. Science teachers will utilize scientific probes and supplies/equipment to provide and enhance hands on visuals and experience as well as data collection experience to enhance science lab instruction. 9. The Science specialist will meet with teachers to work on standards based planning and conduct walk through's in support to insure strategies and instruction is implemented with fidelity.
Person Responsible	Melia Adams (madams@ecsdfl.us)

Plan to Monitor Effectiveness	
Description	Weekly walk through's will focus on instruction and science strategies. Data chats with teaches will be held after each formative assessment supported by science specialist.

Person Responsible	Melia Adams (madams@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Bellview Middle School will target the following parental involvement activities to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students:
1. Increase the number of parents coming to Open House (parent sign in sheets)
2. Family Literacy Night focusing on literacy strategies and engagement
3. Report Card Days/Nights focusing on academic needs and parent/teacher conferences
4. Science and Civics Research Night focusing on writing and research strategies and lab activities with supplies provided.
5. Monthly parent newsletters with tips on reading, writing, and studying for home support.
6. Focus parent portal training offered in August/September to parents
7. Create a family friendly resource room within the Innovation Center for parents to use a computer and other resources.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Bellview Middle School has 2 school guidance counselors, 1 behavior coach, 1 PBIS Coach, 1 CDAC RISE counselor, 1 RTI/MTSS teacher and 1 MCUSA Mental Health Counselor who are assigned to the school full-time. All parties work together with teachers to ensure that proper counseling and mentoring services are established at school. Teachers, students and parents will be notified in writing regarding ways to request services to address social-emotional needs with one of the means of notification being created though a google form link that students have access to and is sent automatically to the school guidance counselors to review.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Bellview Middle School has established 6th grade and 8th grade transition committees that make up 6th and 8th grade level teachers and guidance counselors to review information that is shared with feeder elementary schools and transiting high schools. Family transition nights and various activities are planned in November, February and March to provided opportunities for families to tour the school and meet with staff. High school academies are advertised for our middle school students and families to help promote higher learning opportunities and career academies at the high school levels.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Bellview Middle School will use data retrieved from iReady, LANGUAGE! Live and other formative and district assessments. PBIS, RTI and attendance data will be reviewed to assist with problem-solving processes and monitoring of our MTSS and SIP structures.

Bellview Middle School's Leadership Team met during the summer and will continue to meet each month to review staff, parent and student concerns, disaggregate data identifying achievement areas of need in order to meet the needs of all students and desired student outcomes.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Selected Bellview Middle School teachers attended the summer NMASI traning and will focus on identifying students for advance placement in math and science at grades 6th, 7th and 8th for the 2018-2019 school year. Teachers will advise course selections and promote academic and career planning by incorporating research into all levels of electives that include personal development, Computer Fundamentals, keyboarding, Cybersecurity, and the Critical Thinking course. We will request promotional items that are specific to the Career Academy programs offered at each high school in efforts to provide exposure of students. We will also have an 8th grade informational night for students and parents that will allow the high schools to present information and answer questions directly from students and parents. School guidance counselors will develop lesson plans to specifically target students by rotating through the teams to advise students during the registration process.

Part V: Budget	
Total:	$441,322.50