

Pasco County Schools

Paul R. Smith Middle School



2019-20 Schoolwide Improvement Plan

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Paul R. Smith Middle School

1410 SWEETBRIAR DR, Holiday, FL 34691

<https://prsms.pasco.k12.fl.us>

Demographics

Principal: Joel Divincent

Start Date for this Principal: 6/5/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (46%) 2016-17: C (44%) 2015-16: C (44%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

To provide a world class education.

Provide the school's vision statement.

Our mission at Paul R. Smith Middle School is to develop self-motivated life long learners who reach their highest potential. We will help every Eagle to Soar.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
DiVincent, Joel	Principal	To provide the leadership and vision necessary to create a atmosphere conducive to student learning at the highest possible level appropriate to age group, and to assume responsibility for all aspects of the school's operation.
Ebert, Brett	Teacher, K-12	MTSS support and implementation
Bermudez, Jennifer	Assistant Principal	School administrative leadership; assist the principal with effectively operating the school
Garrison-Saylor, Monique	Assistant Principal	School administrative leadership; assist the principal with effectively operating the school

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	375	338	398	0	0	0	0	1111	
Attendance below 90 percent	0	0	0	0	0	0	59	37	60	0	0	0	0	156	
One or more suspensions	0	0	0	0	0	0	40	54	94	0	0	0	0	188	
Course failure in ELA or Math	0	0	0	0	0	0	41	33	96	0	0	0	0	170	
Level 1 on statewide assessment	0	0	0	0	0	0	121	131	177	0	0	0	0	429	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	71	62	122	0	0	0	0	255

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	52%	54%	42%	50%	52%
ELA Learning Gains	52%	55%	54%	48%	52%	54%
ELA Lowest 25th Percentile	45%	47%	47%	36%	40%	44%
Math Achievement	44%	60%	58%	39%	53%	56%
Math Learning Gains	49%	61%	57%	49%	58%	57%
Math Lowest 25th Percentile	44%	52%	51%	43%	48%	50%
Science Achievement	41%	52%	51%	28%	45%	50%
Social Studies Achievement	62%	68%	72%	60%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	375 (0)	338 (0)	398 (0)	1111 (0)
Attendance below 90 percent	59 ()	37 ()	60 ()	156 (0)
One or more suspensions	40 ()	54 ()	94 ()	188 (0)
Course failure in ELA or Math	41 ()	33 ()	96 ()	170 (0)
Level 1 on statewide assessment	121 ()	131 ()	177 ()	429 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	56%	-12%	54%	-10%
	2018	33%	51%	-18%	52%	-19%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	37%	51%	-14%	52%	-15%
	2018	41%	51%	-10%	51%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
08	2019	46%	58%	-12%	56%	-10%
	2018	48%	58%	-10%	58%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	59%	-21%	55%	-17%
	2018	29%	53%	-24%	52%	-23%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	22%	42%	-20%	54%	-32%
	2018	22%	44%	-22%	54%	-32%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
08	2019	43%	68%	-25%	46%	-3%
	2018	45%	63%	-18%	45%	0%
Same Grade Comparison		-2%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	54%	-16%	48%	-10%
	2018	38%	53%	-15%	50%	-12%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	70%	-10%	71%	-11%
2018	61%	71%	-10%	71%	-10%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	61%	39%
2018	87%	63%	24%	62%	25%
Compare		13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	57%	-57%
2018	0%	60%	-60%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	36	37	16	40	38	16	21			
ELL	14	50	44	25	46	37	15	28			
ASN	50	59		73	55						
BLK	19	36	31	23	39	41	6	47			
HSP	41	47	44	37	45	42	40	51	53		
MUL	44	54	50	45	46	38	36	68	56		
WHT	48	55	49	48	51	46	48	67	56		
FRL	41	51	44	41	47	41	39	60	54		
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	10	34	26	8	39	43	11	16			
ELL	10	27	23	20	41	33	8				
ASN	61	53		65	78						
BLK	20	45	29	23	47	53	32	43			
HSP	38	46	19	32	36	34	30	66	42		
MUL	43	41	25	53	48	67	30	65			
WHT	47	48	39	43	46	45	44	66	57		
FRL	40	45	31	37	43	43	37	61	56		

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	10	34	32	13	31	24	14	24			
ELL	8	35	31	8	38	43		17			
ASN	63	63		74	58						
BLK	21	35	30	16	42	50	5	50			
HSP	39	44	34	34	48	37	23	55	42		
MUL	46	51	27	31	37	41	39	55			
WHT	45	50	39	43	51	44	29	62	60		
FRL	41	48	38	37	47	43	25	58	53		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science achievement showed the lowest performance. We had teacher turnover in two of our science classrooms for the 2018-2019 school year and we believe this had a negative impact on student achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies Civics; we had a new teacher in this course who had never taught these standards. With additional support and training, we believe this teacher will have increased student achievement performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th grade ELA; this particular cohort has historically scored below school averages over the last four years.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest 25% Learning gains; increased academic support through intentional literacy activities including a school-wide focus on student writing across all content area classrooms.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern continue to be sub-group student performance data for students identified as SWD and BLK. Additionally supports need to be considered and implemented for these students to be able to meet the rigors of the FL standards. We believe, with the right supports, these students can and will succeed.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA student achievement; all students
2. Math student achievement; all students
3. Student achievement; SWD students
4. Student achievement; BLK students
5. Student achievement; FRL students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High Impact Instruction
Rationale	Teachers must design and implement classroom lessons that are based on and match the rigor of the Florida standards.
State the measurable outcome the school plans to achieve	By the conclusion of the 2019-20 school year, at least 90% of teachers will provide evidence of well-planned, rigorous lessons that are aligned to the Florida standards.
Person responsible for monitoring outcome	Joel DiVincent (jdivince@pasco.k12.fl.us)
Evidence-based Strategy	Implementation of well-planned, rigorous lessons that are aligned to the Florida standards.
Rationale for Evidence-based Strategy	Student performance will increase when teachers deliver well-planned, rigorous lessons that are aligned to the Florida standards. Students must be provided access to grade level content standards and provided the supports necessary to reach the level of rigor to show mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Intentional planning for all student learning experiences matched to the rigor of the standards (Professional Learning Communities) 2. Teachers deliver lessons that are aligned to the rigor of the standards, reflect the instructional shifts and integrate the Florida Educator Accomplished Practices. 3. A literacy block comprised of complex texts with teacher scaffolding, daily systematic phonics instruction, and print-digital text to build vocabulary and knowledge for writing. 4. A math block comprised of: math fluency activities, concept development lessons with application, and a student debrief session. 5. An intervention block that provides additional instructional support for all students. 6. Implementation of pre-identified AVID WICOR strategies with fidelity.
Person Responsible	Joel DiVincent (jdivince@pasco.k12.fl.us)

#2	
Title	Collaborative Culture
Rationale	Teachers must work collaboratively to learn and implement instructional best practices and social emotional competencies aligned with pedagogical research in the best interests of students.
State the measurable outcome the school plans to achieve	By the conclusion of the 2019-20 school year, 90% of teachers will begin implementing social emotional learning opportunities within their classrooms.
Person responsible for monitoring outcome	Brett Ebert (bebert@pasco.k12.fl.us)
Evidence-based Strategy	Implementation of professional learning communities Implementation of social emotional student supports Implementation of a RTI and MTSS system of supports
Rationale for Evidence-based Strategy	Current research suggests that teachers must work together through a professional learning community in order to be able to respond to the complexities of 21st century teaching and learning. Additionally, research suggests that a response to intervention model aligned to a multi-tier system of support is the best approach to meeting the needs of students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of weekly social emotional supports within classrooms. 2. Continued implementation of positive behavior incentives and support (PBIS) system. 3. Monthly teacher professional development in social emotional learning strategies. 4. Implementation of school-wide AVID college awareness activities. 5. All students will have multiple opportunities for enrichment activities including field trips, clubs, organizations, and honor societies. 6. Implementation of Middle School Teaming practices to include protected teacher planning time through PLC.
Person Responsible	Brett Ebert (bebert@pasco.k12.fl.us)

#3	
Title	Data Driven Decisions
Rationale	Our students have more to show than one test can capture. At PRSMS we know that we cannot wait until end of year exams to check for signs of gaps in learning. We need the early warning, the formative approach, the real-time data, in order to address these gaps prior to that end of year, one-day, capture.
State the measurable outcome the school plans to achieve	PRSMS staff will collect, organize, and analyze early warning system data to monitor academic, behavior, and attendance status of all students.
Person responsible for monitoring outcome	Jennifer Bermudez (jbermude@pasco.k12.fl.us)
Evidence-based Strategy	Our goal in utilizing an Early Warning System (EWS) is to more accurately reflect the day-to-day reality of Paul R. Smith Middle School. If we can gain access to data that reflects this reality, our teams can make professional decisions for their students that are meaningful, purposeful, and timely.
Rationale for Evidence-based Strategy	Our district-wide Early Warning System is designed to prioritize specific indicators that lead to student success. We will focus on the indicators of Academics, Attendance, and Behavior to determine which students are On-track, At-Risk, and Off-track for academic success.
Action Step	
Description	<ol style="list-style-type: none"> 1. School Intervention Team will identify, support, and monitor students utilizing the EWS system. 2. * School leadership Team will analyze school data and make appropriate leadership decisions for school improvement. 3. Teachers within PLC's will use grade level data and common formative assessments to plan for and adjust instruction. 4. Implementation of attendance monitoring systems with follow up supports. 5. Teacher supports through professional development opportunities linked to AVID strategies. 6. Monthly data reviews through priority school structures.
Person Responsible	Jennifer Bermudez (jbermude@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

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 Schoolwide Improvement Plan 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.

The school implements a variety of activities to build positive relationships with parents, families, and other community stakeholders. Paul R. Smith Middle School is committed to providing our families with consistent and timely information. Families will be informed of school events, volunteer opportunities, and specific student information through various modes of communication:

- * School messenger phone system
- * School website - <http://prsms.pasco.k12.fl.us/>
- * Social Media – Facebook and Twitter; linked to our website
- * Documents sent home with students – including monthly newsletters
- * Progress reports and report cards
- * myStudent parent portal
- * Parent and teacher conferences?
- * Parent syllabus

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.

The school employs a variety of staff to support the social-emotional needs of all students. PRSMS has three full time school counselors, one full time agency therapist, one full time social worker, one part time school psychologist, one part time Baycare counselor, one full time behavior specialist, one full time MTSS specialist, one full time graduation enhancement teacher, and four school administrators. Additionally, all instructional staff will receive social-emotional training during the 2019-2020 school year.

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

The school utilizes district processes and procedures for all articulation activities for student transitioning from 5th to 6th grade as well as students transitioning from 8th to 9th grade. School staff effectively collaborate with corresponding colleagues at feeder school to ensure that all students articulate in an efficient manner.

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.

Paul R. Smith Middle School will solicit and incorporate parent feedback when making decisions regarding the use of Title I funds to enhance the learning experiences of our students. Parents are encouraged to be a part of the School Advisory Council (SAC). School Advisory Council meetings take place monthly. Additionally, the school's leadership team, which includes over twenty instructional staff members, gathers input from all staff in order to make school improvement decisions. This team meets

every two weeks or more often as needed. The school intervention team meets weekly, academic teams meet weekly, and PLC's meet weekly to review data and make adjustments to school programs. District support team members meet monthly with staff in order to align resources with student need.

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

PRSMS is a certified AVID school affiliated with the national AVID organization. The school has a growing program which includes the implementation of WICOR strategies in all classes, college and career awareness activities including field trips and guest speakers, and AVID elective course, career days, and college awareness and exposure activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High Impact Instruction	\$0.00
2	III.A.	Areas of Focus: Collaborative Culture	\$0.00
3	III.A.	Areas of Focus: Data Driven Decisions	\$0.00
Total:			\$0.00