Southtech Success Center, Inc

2019-20 Schoolwide Improvement Plan

Table of Contents

Southtech Success Center, Inc

1300 SW 30TH AVE, Boynton Beach, FL 33426

southtechschools.org/southtech-success-center

Demographics

Principal: Maynard Harvey   Start Date for this Principal: 8/7/2019

2019-20 Status (per MSID File)	Closed: 2020-05-29
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Palm Beach 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.

Table of Contents

Southtech Success Center, Inc

1300 SW 30TH AVE, Boynton Beach, FL 33426

southtechschools.org/southtech-success-center

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)
High School 9-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach 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.

SouthTech Success Center's core mission is to maximize each student's individual capacity by graduating students prepared for work, higher education, and productive citizenship.

Provide the school's vision statement.

The vision of SouthTech Success Center is to provide high school students with an innovative, educational alternative leading to high school graduation and a viable career. Highly skilled and dedicated staff will provide each student with a personalized academic plan designed to meet the student's learning needs while promoting high standards of student achievement. Combining academic skills with technical training in an academy of choice, the school is committed to improving student outcomes that will allow each student to earn both a high school diploma and industry certification appropriate for their career. A successful transition into a career or into post-secondary education will enable students to become productive, contributing members of society.

The philosophical foundation of SouthTech's educational program is career preparation. The proposed school focuses on delivering the academic foundation, which is based on meeting Florida's state standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation. These students are afforded the opportunity to attain knowledge and proficiency necessary to prosper academically through the utilization of innovative and effective instructional practices. The educational program at SouthTech Success Center is specifically designed to meet the needs of a diverse population of students who have a record of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements. All teachers will be required to be state-certified in the area they teach and demonstrate competence through formal evaluations and student achievement data. Additionally, core teachers will be certified in ESE as well as the core subject they are teaching. The school will provide ongoing professional development to ensure teachers are highly trained in their assigned positions and can effectively implement the school's educational program. The Governing Board and school leadership will promote a school culture that is based on the belief that all students can succeed when provided with the right tools and support. School leaders will work hard to establish a school culture that promotes respect, equality, high expectations for student learning, and a commitment to continuous improvement of instructional practices.

In order to achieve its mission, SouthTech Success Center has structured its educational program around what research has shown to be key components for successful high school programs for at-risk students. The program will include the following: a career focus; a personalized learning program for each student; a school-wide focus on literacy; the use of research-based, innovative instructional strategies; technology-enhanced instruction; a mentor for each student; a multi-tiered system of supports to provide targeted interventions for students who are exhibiting academic or behavioral problems; counseling services; and character education. Additionally, the school recognizes the importance of engaging all stakeholders in ensuring the success of its educational program. SouthTech Success Center will initiate activities and programs designed to strengthen the bond between school and home. Through frequent communication with parents/guardians, monthly support meetings for parents, and the recruitment of parents to serve on the Governing Board, School Improvement Steering Committee, or Career Academy Advisory Boards, the school will encourage these critically important stakeholders to become partners with the school in ensuring their children are making continual progress toward meeting the goals stated in the student's individualized Student Learning and Career Plan. In addition to engaging parents in the educational process, the school will work with its sister school, SouthTech

Academy, to continue establishing relationships and partnerships with higher education institutions, community organizations, and local businesses. These partners will support the school's mission of maximizing each student's individual capacity to prepare them for graduation, a career, and post-secondary education.

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
Turenne, Eileen	Principal	As principal, Eileen Turenne oversees all of the operations of SouthTech Success Center including MTSS & SIP implementation on a school-wide scale. She also provides support to the instructional coaches and assistant principals as needed while revising policies and procedures as needed and assessing teaching methods.
Wigelsworth, Joshua	Assistant Principal	Joshua Wigelsworth coordinates the SWP and communicates its goals to the instructional staff. He ensures that the SWP is implemented and students are challenged with a rigorous curriculum in all courses. He is the head of all career academies, working towards the goal of every student graduating with an advanced certification.

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	0	0	0	106	0	0	0	106
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	21	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	91	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	35	0	0	0	35

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)

Date this data was collected or last updated
Tuesday 10/22/2019

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	0%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	106 (0)	0 (0)	0 (0)	0 (0)	106 (0)
Attendance below 90 percent	17 ()	0 ()	0 ()	0 ()	17 (0)
One or more suspensions	3 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Course failure in ELA or Math	21 (0)	0 (0)	0 (0)	0 (0)	21 (0)
Level 1 on statewide assessment	91 (0)	0 (0)	0 (0)	0 (0)	91 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (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
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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						
2018						
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						
2018						
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

It is SouthTech Success Center's inaugural year, thus we do not have any data to report on.

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

It is SouthTech Success Center's inaugural year, thus we do not have any data to report on.

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.

It is SouthTech Success Center's inaugural year, thus we do not have any data to report on.

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

It is SouthTech Success Center's inaugural year, thus we do not have any data to report on.

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

It is SouthTech Success Center's inaugural year, thus we do not have any data to report on.

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

1. ELA Learning Gains
2. Math Learning Gains
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA Learning Gains
Rationale	73% of our incoming students scored a level 1 on their ELA exam in 8th grade.

State the measurable outcome the school plans to achieve	By June 2020, 70% of SouthTech Success students will have made a learning grade as measured by their FSA scores on the ELA exam.
Person responsible for monitoring outcome	Joshua Wigelsworth (joshua.wigelsworth@pbcharterschools.org)
Evidence-based Strategy	Small ELA class sizes (an average of just under 14) allow instructors to provide individual support and engage in small group instruction. In addition, the ELA Instructional Coach will push-in to the courses to provide additional support.
Rationale for Evidence-based Strategy	73% of our students scored a level 1 in reading, while only 2% were proficient. We must concentrate on closing the achievement gap the majority of our students suffer from before we can concentrate on proficiency. By closing the achievement gap each year, students will be proficient by graduation.

Action Step

Description	1. Infuse reading in the content areas (Literacy coach will model lessons to show how to infuse reading across all content areas). 2. Teachers will participate in PLCs to assist teachers in incorporating Florida literacy standards in social studies, science, and technical subjects and in Core Six Essential Strategies 3. Small class sizes will allow instructors to provide individualized support on a frequent basis 4. We will retain/recruit highly-effective instructors focused on student achievement 5. Literacy Coach will provide individualized tutoring
Person Responsible	Joshua Wigelsworth (joshua.wigelsworth@pbcharterschools.org)

#2	
Title	Math Learning Gains
Rationale	72% of our students entered SouthTech Success Center with a Level One on their Math FSA.

State the measurable outcome the school plans to achieve	70% of students will achieve learning gains as measured by EOC scores.
Person responsible for monitoring outcome	Joshua Wigelsworth (joshua.wigelsworth@pbcharterschools.org)
Evidence-based Strategy	Using data from their 8th grade year, specific students will be targeted for pull-out tutoring, after school tutoring, and in-class support.
Rationale for Evidence-based Strategy	72% of our students scored a level 1 in mathematics. We must concentrate on closing the achievement gap the majority of our students suffer from before we can concentrate on proficiency. By closing the achievement gap each year, students will be proficient by graduation.
Action Step	
Description	1. Infuse technology into the classroom providing mathematical contexts and simulations that would otherwise be inaccessible in the classroom. 2. Planning with the instructional coach 3. Push-ins & pull-outs by the instructional coach 4. After school/lunch tutorials 5. Professional development to aid teachers on teaching the following five standards: problem solving, reasoning and proof, communication, representation, and connections.
Person Responsible	[no one identified]

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).

Teachers across all disciplines will use data to drive instruction and use the rotational instruction model to increase student engagement and achievement. The model ensures systematic delivery of explicit instruction, scaffold instruction, and differentiation. The purpose of this is to foster a balanced literacy program with struggling readers and those that struggle in mathematics. Through the RIM model, teachers can provide rigorous material that makes students think critically and problem solve. These skills will be used not only on upcoming exams, but throughout their academic and non-academic lives.

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, § 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.

SouthTech Success Center is emphasizing community involvement, along with collaboration among ESE support instructors, academic instructors, academy instructors, administration, and families. SouthTech will continue to increase parent involvement in school activities and decision making during the 2019-2020 school year. Thus far in SY20, a new student orientation was held on August 6, 2019 followed by a Parent Night. In addition, the Title I Annual Meeting for parents was held, and two SISC (School Improvement Steering Committee) meetings have been held. Parents and community members who attend SISC meetings and Board meetings provide input on the school wide program. Additionally, the career academies maintain advisory boards that are comprised of students, parents, and community members who offer guidance and direction for the academies. Information is regularly dispresed through email distribution lists, ParentLinks, flyers, SIS Gateway, and southtechschools.org.

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.

SouthTech Success Center requires all ninth graders to participate in the Student Success Skills program. The program has two main tiers: large group.whole classroom model and small group counseling model. The classroom model is based on six weekly lessons that teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on the their progress and long term goals. The total length of the program is 8 weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. The School-Based Team meets monthly to discuss students with barriers to academic and social success, and mentors are assigned to students with identified issues.
Check-in/Check-out, Check and Connect are utilized with students in need of positive adult interactions and positive feedback throughout the day.
A comprehensive school counseling program has been developed and implement with dedicated time to:
(1) Assess the needs of the students and the barriers blocking their success (data-driven decision making)
(2) Identify interventions that research suggests works to remove the barrier to success (Evidence-based intervention), and
(3) Evaluate your intervention and evolve (evaluation).
SouthTech has implemented Motivational Monday which will support social-emotional needs of all students. Each Monday, every teacher participates in a school-wide lesson during which each teacher engages students in a meaningful discussion after watching a positive news story. The end goal is to fulfill our mission statement of graduating productive citizens.
Academy classes are participating in MyCareerShines, a program which helps students develop workforce skills.

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

SouthTech Success Center partners with SouthTech Prep Middle School by bringing middle school students to the high school campus and spending time in career laboratory settings. Additionally, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across content areas and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

The school implements a multi-tiered system of supports (MTSS) to address the needs of students who require additional academic or behavioral support to succeed in the general education environment. Through the implementation of this problem-solving framework, the school will provide high-quality instruction and intervention matched to student needs. The MTSS involves the systematic use of assessment data to inform instructional decisions and efficiently allocate resources to improve learning for all students. The school will implement evidenced-based interventions addressing the identified areas of concern. The interventions selected for implementation will be determined by the Problem-Solving Team (PST) through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed. The school will provide opportunities for parents to be involved in the problem-solving process and be in communication regarding the student's response to the intervention and anticipated future action.

Family involvement is key in student achievement, and over 10% of Title I funds are designated to keep parents informed. Open houses, parent workshops, meetings, the school newsletter, and SouthTech's website are some of the ways that parents are informed of activities and events.

In accordance with the McKinney-Vento Homeless Education Program, SouthTech provides immediate public school enrollment for students. When needed, a school counselor will coordinate with outside agencies to provide additional services and support to our homeless population.

SouthTech has implemented all measures mandated by the "Jeffrey Johnston Stand Up for All Students Act" and with Board Policy 5.002 entitled "Prohibition of Bullying and Harassment."

South Tech utilizes the School District's food service program, meeting all nutrition program guidelines.

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

SouthTech Success Center offers 11 options for career-technical training that all students opt into: Auto Collision Repair/Refinishing, Automotive Service Technology, Business Management, Commercial Arts, Culinary Arts, Digital Film and Broadcasting, Information Technology, Marine Mechanics, Motorcycle Service Technology, Music and Sound Production, and Veterinary Assisting. In support of Florida's efforts to graduate college and career-ready students, the school will provide opportunities to achieve industry-standard certification as well.

In addition, at least twice annually, all students receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. MyCareerShines and My College Quickstart are two web based programs that are utilized to promote college and career planning. Students are asked to take ownership in their course planning by applying what is learned in large group and individual counseling lessons to their course selection each year. In addition, a College and Career night was held September 25, 2019.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Learning Gains	$0.00
2	III.A.	Areas of Focus: Math Learning Gains	$0.00
		Total:	$0.00