Walter C. Young Middle School

2021-22 Schoolwide Improvement Plan

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Walter C. Young Middle School

901 NW 129TH AVE, Pembroke Pines, FL 33028

[no web address on file]

Demographics

Principal: Mark Henderson

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2020-21 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: B (61%) 2017-18: A (64%) 2016-17: A (63%)
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 Broward 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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901 NW 129TH AVE, Pembroke Pines, FL 33028

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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SIP Authority

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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.

Walter C. Young Middle School is a community of learners where all stakeholders (staff, parents and community) strive to ensure that all students exit performing their highest potential in academic and behavioral achievement.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Henderson, Mark	Principal	Oversee all operations, instructional and non-instructional, at Walter C. Young Middle School.
Reeves, Ben	Assistant Principal	Oversee 8th grade, Social Studies and Electives.
Doval, Madelyn	Assistant Principal	Oversee 7th grade, ELA and Science departments.

Demographic Information

Principal start date
Thursday 7/1/2021, Mark Henderson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
978

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	320	323	333	0	0	0	0	976
Attendance below 90 percent	0	0	0	0	0	0	28	13	54	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	7	5	6	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	12	15	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	0	29	18	0	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	46	69	0	0	0	0	163
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	90	81	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	81	90	81	0	0	0	0	252

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	6	15	81	0	0	0	0	102

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	4	5	9	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	1	4	0	0	0	0	6

Date this data was collected or last updated
Friday 10/15/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	328	333	349	0	0	0	0	1010
Attendance below 90 percent	0	0	0	0	0	0	14	10	9	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	59	76	68	0	0	0	0	203
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	8	6	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	48	44	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	28	48	57	0	0	0	0	133

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	30	55	50	0	0	0	0	135

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	1	3	19	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	328	333	349	0	0	0	0	1010
Attendance below 90 percent	0	0	0	0	0	0	14	10	9	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	59	76	68	0	0	0	0	203
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	8	6	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	48	44	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	28	48	57	0	0	0	0	133

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	30	55	50	0	0	0	0	135

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	1	3	19	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	57%	54%	67%	57%	53%
ELA Learning Gains				57%	57%	54%	65%	57%	54%
ELA Lowest 25th Percentile				47%	48%	47%	55%	50%	47%
Math Achievement				65%	60%	58%	66%	60%	58%
Math Learning Gains				57%	58%	57%	64%	59%	57%
Math Lowest 25th Percentile				46%	49%	51%	52%	50%	51%
Science Achievement				65%	49%	51%	65%	52%	52%
Social Studies Achievement				77%	71%	72%	80%	72%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	65%	57%	8%	54%	11%
Cohort Comparison						
07	2021					
	2019	57%	55%	2%	52%	5%
Cohort Comparison		-65%				
08	2021					
	2019	71%	59%	12%	56%	15%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	53%	9%	54%	8%
Cohort Comparison		-54%				
08	2021					
	2019	57%	45%	12%	46%	11%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	43%	16%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	71%	3%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	61%	35%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady will be used as baseline data to assess out student during the 1st quarter of the 2020-2021 school year.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

	2021 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 2019-20	C & C Accel 2019-20
SWD	31	37	30	24	32	31	27	35	50		
ELL	59	57	42	42	33	29	42	64	48		
ASN	79	72	58	63	51	45	79	67	75		
BLK	52	45	30	42	28	21	44	65	54		
HSP	65	57	41	50	34	28	56	63	55		
MUL	76	58		58	18						
WHT	70	55	22	57	41	31	66	74	61		
FRL	55	49	32	41	30	27	45	61	46		
	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	28	44	40	28	39	36	28	48	31		
ELL	46	61	56	51	59	51	48	57	67		

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
ASN	77	80		80	78			87	88		
BLK	60	51	44	59	49	38	61	72	62		
HSP	67	59	51	65	57	50	66	77	66		
MUL	77	55		76	71		58				
WHT	74	57	48	74	62	59	63	91	62		
FRL	59	55	47	56	52	46	57	72	60		
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	27	45	41	31	51	45	39	47	17		
ELL	38	63	56	45	56	41	46	59	52		
ASN	85	74		85	74		68		86		
BLK	61	61	58	63	64	53	56	80	52		
HSP	63	64	55	62	61	48	63	79	63		
MUL	76	67		76	73		75	83	73		
WHT	79	71	61	79	71	63	82	86	72		
FRL	61	60	55	62	61	49	60	76	58		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	10
Percent Tested	84%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	65
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	53
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	53
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grade levels have shown decreases in proficiency in ELA. This is across most sub groups. The same is true for math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Continued decrease in proficiency amongst the lowest 25% is an ongoing concern. This is across all subject areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of traditional school for the 19-20 school year is the main factor. Even when students were allowed back on campus we maxed out at around 25% of students receiving in-person instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Scores on the SSA stayed consistent in 2019 and was the only sub-section to not see a decrease in proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The science department was able to leverage live labs and hands-on activities to effectively engagement students. This level of engagement was a key component in their success.

What strategies will need to be implemented in order to accelerate learning?

Content Area Literacy strategies are being rolled out school-wide to address the needs of those students in need to reinforcement in that area. Several ELO's will be rolled out to allow for additional students, particularly those that not meeting AAP.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing PD in Content Area Literacy has been implemented and is ongoing. Renewed focus on effective accommodations for ESLS students will also be a key initiative. Lastly, engagement best practices will be encouraged and shared with all staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extensive focus on curriculum and instruction from administration will ensure it remains a focus and a key part of our school culture. Ongoing data progress monitoring will guide us in making adjustment to instructional plans as needed. Professional Development will continue to be offered to classroom teachers to increase their effectiveness.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Most recent assessment data indicates this is a need.
Measurable Outcome:	WCY will be at 69% proficiency on the 2021 FSA for Math
Monitoring:	IReady data will be monitored frequently. Administration will conduct monthly data chats for progress monitoring. Classroom visits will also be utilized.
Person responsible for monitoring outcome:	Madelyn Doval (madelyn.doval@browardschools.com)
Evidence-based Strategy:	Intense focus on standards-based instruction, and assessment alignment. Renewed focus on engagement strategies that can be effective in the math classroom. Student-centered activities will be encouraged and promoted.
Rationale for Evidence-based Strategy:	Standards-based instruction ensures the students are being exposed to the types of questions they will see on statewide assessments. It is also critical the assessment the students take throughout the year closely mimic the ones they will see on the FSA.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Most recent assessment data indicates this is a need.
Measurable Outcome:	WCY will be at 70% proficiency on the the 2021 FSA for ELA
Monitoring:	IReady data will be monitored frequently. Administration will conduct monthly data chats for progress monitoring. Classroom visits will also be utilized.
Person responsible for monitoring outcome:	Madelyn Doval (madelyn.doval@browardschools.com)
Evidence-based Strategy:	Content Area Literacy focus will allow for literacy exposure in all subject areas. Cornell Notes, Close Reading, etc.
Rationale for Evidence-based Strategy:	It's a more effective way to infuse literacy in all subject areas. The strategies being used are easy to implement for any teacher, which helps with fidelity.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Walter C. Young ranked #91 in SafeSchoolsforAlex, which is in the "very low" category with regards to school incidents. Student altercations will be the primary focus for this year, as we have seen an increase in this area. SEL strategies for students will be embedded in all classrooms to assist students having trouble coping with difficult situations. We will focus on positive behavior reinforcement to foster a better environment for all students.

Part IV: Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our positive school culture begins with the awareness of everyone's role and how they contribute to the overall success of Walter C. Respect and tolerance is the expectation and all staff are expected to exhibit those behaviors at all times. Showing appreciation and recognition will also be a mainstay of the culture, as we want all staff and students to feel they are valued and appreciated.

All stakeholder groups, students, staff and community will have a voice when it comes to decisions that effect the school as a whole. Their input will be solicited regularly, and their input will be valued.

We will also look to foster better relationships with our feeder elementary schools in the Flanagan zone so we can support each other.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students are always the main focus and are the true "end-users."

School Staff is a key component because they are on the front lines and interact with the students directly on a daily basis. Their input is critical because all decisions made effect them directly.

Community provides additional support from a variety of resources. Their input is also critical because their impression of the school directly effects enrollment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3001 - Walter C. Young Middle School	Title, I Part A		$3,000.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3001 - Walter C. Young Middle School	Title, I Part A		$3,000.00
					Total:	$6,000.00