

Duval County Public Schools

Springfield Middle School



2021-22 Schoolwide Improvement Plan

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Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

www.duvalschools.org/springfield

Demographics

Principal: Deshune Bush

Start Date for this Principal: 7/1/2018

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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: A (63%) 2017-18: A (64%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Duval 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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Springfield Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

www.duvalschools.org/springfield

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	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

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<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.

Springfield Middle School's mission is to provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Springfield Middle School's vision is to ensure that every student is inspired and prepared for success in college or career, and life.

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
Bush, De Shune	Principal	
Hall, Vincent	Assistant Principal	
Hardison, James	Assistant Principal	
Sims, Monica	Dean	Maintaining a Positive Behavior Intervention System, Maintaining schoolwide discipline, Issuing student discipline as indicated by the Student Code of Conduct

Demographic Information

Principal start date

Sunday 7/1/2018, Deshune Bush

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.*

3

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.*

8

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

880

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

3

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

2

Demographic Data**Early Warning Systems****2021-22****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	299	306	275	0	0	0	0	880	
Attendance below 90 percent	0	0	0	0	0	0	55	16	21	0	0	0	0	92	
One or more suspensions	0	0	0	0	0	0	14	22	16	0	0	0	0	52	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	49	46	0	0	0	0	157	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	17	19	0	0	0	0	64	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	55	38	0	0	0	0	123	

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	141	141	139	0	0	0	0	421	

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	

Date this data was collected or last updated

Wednesday 8/25/2021

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	

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				64%	43%	54%	63%	42%	53%
ELA Learning Gains				55%	49%	54%	54%	47%	54%
ELA Lowest 25th Percentile				49%	45%	47%	45%	44%	47%
Math Achievement				73%	49%	58%	70%	46%	58%
Math Learning Gains				53%	50%	57%	52%	50%	57%
Math Lowest 25th Percentile				53%	47%	51%	48%	47%	51%
Science Achievement				68%	44%	51%	70%	45%	52%
Social Studies Achievement				70%	68%	72%	91%	82%	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	60%	47%	13%	54%	6%
Cohort Comparison						
07	2021					
	2019	59%	44%	15%	52%	7%
Cohort Comparison		-60%				
08	2021					
	2019	72%	49%	23%	56%	16%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	71%	51%	20%	55%	16%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	47%	8%	54%	1%
Cohort Comparison		-71%				
08	2021					
	2019	71%	32%	39%	46%	25%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	40%	9%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	67%	32%	67%	32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	69%	1%	71%	-1%
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	83%	57%	26%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	61%	27%	57%	31%

Grade Level Data Review - Progress Monitoring Assessments

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

6th Grade - District Progress Monitoring Assessments

7th Grade- District Progress Monitoring Assessments

8th Grade- District Progress Monitoring Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	74	71
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	27	48
	Economically Disadvantaged			
	Students With Disabilities			
English Language Learners				

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	55	28
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	9	2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	65	63
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	73	84	56
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	5	9
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	41	50
	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	36	39	20	44	37	26	50	81	73		
ASN	80	60		87	60						
BLK	40	38	29	44	27	25	47	78	68		
HSP	81	64		77	48		86	93	89		
MUL	58	43		65	50						
WHT	72	52	36	77	42	42	87	92	88		
FRL	39	34	22	42	27	23	45	80	66		
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	34	36	36	61	52	46	31	61	67		
ASN	100	78		89	44				100		
BLK	52	49	47	63	51	51	53	64	75		

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
HSP	84	73		90	47		80	58	100		
MUL	74	50		76	56	64	82		94		
WHT	80	62	64	90	60	71	91	88	94		
FRL	50	46	42	65	53	51	52	59	81		
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	37	51	50	53	49	44	63	78	83		
ASN	75	71		89	75		79	100	100		
BLK	51	46	42	57	44	45	58	87	68		
HSP	75	70	80	89	55		100	96	100		
MUL	70	70		75	58		67	95	91		
WHT	82	61	50	90	65	64	89	96	92		
FRL	53	49	46	60	45	46	58	89	73		

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	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	72
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	44
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	77
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	54
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	65
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	42
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 core content area trended lower on progress monitoring assessments than in prior years.

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

Areas that saw the greatest deficits were both Language Arts and Math.

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

Contributing factors include: 50% of students participating in distance learning, many students out for weeks at a time due to quarantine orders, several teachers out due to quarantine orders for COVID-19

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

Civics was the only area that showed growth from 2019 to 2021.

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

Contributing factors included new teachers with a focus on studying the standards and ensuring student task to standard alignment.

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

We will continue to focus on standards alignment for student tasks and teacher instruction.

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.

Teachers will engage in sessions aimed to increase their knowledge of Florida Standards and how to ensure student task alignment.

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

Teacher PLC
Teacher Common Planning
Student Small Group Instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: According to the Standards Walk Through Dashboard, 80% of observations included student tasks that were appropriately aligned to the indicated Florida Standard. In order for students to meet proficiency on grade level standards, they must be exposed to and expected to perform tasks that are appropriately aligned to Florida Standards.

Measurable Outcome: 90% of student tasks will be appropriately aligned to the indicated Florida Standard.

Monitoring: Administrators will conduct 2 core teacher observations daily, using the district's Standards Walk-through Tool to ensure appropriate alignment to Florida Standards.

Person responsible for monitoring outcome: De Shune Bush (stroyd@duvalschools.org)

Evidence-based Strategy: All core teachers will participate in Common Planning Sessions to develop lesson plans and student tasks using the Florida Standards Item Specifications and Achievement Level Descriptors.

Rationale for Evidence-based Strategy:

Action Steps to Implement

Develop a Master Schedule that includes uninterrupted common time for like subject area and like grade level teachers to plan together.

Person Responsible James Hardison (hardisonj1@duvalschools.org)

Develop a consistent Common Planning Calendar that includes a time and place for each subject area to meet for Common Planning Sessions.

Person Responsible De Shune Bush (stroyd@duvalschools.org)

Develop Common Planning Protocols that include a common agenda, teacher attendance and participation expectations, administrator expectations and deliverables.

Person Responsible De Shune Bush (stroyd@duvalschools.org)

#2. Culture & Environment specifically relating to Discipline**Area of Focus**

Description and Rationale: During the 2020-2021 School Year there were 874 student discipline referrals.

Measurable Outcome:

Student referrals will decrease by 20% for the 2021-2022 School Year.

Monitoring:

Assistant Principal of Student Services will complete a Discipline Summary each week to include, positive interventions, behavior interventions, restorative justice meetings and coded student code of conduct violations.

Person responsible for monitoring outcome:

Vincent Hall (halliiv@duvalschools.org)

Evidence-based Strategy:

Implementation of a robust Schoolwide Positive Behavior Plan to include, prevention strategies, restorative practices, monthly student incentives, and the opening of a school store.

Rationale for Evidence-based Strategy:

Action Steps to Implement

Student of the Month- Each Team selects one student of the month based on a different criteria each month.

Person Responsible

Monica Sims (whitem6@duvalschools.org)

Teachers will award daily points for good school citizenship, meeting classroom expectations, meeting hallway expectations and daily attendance. Points can be used to shop in the newly opened school store.

Person Responsible

Vincent Hall (halliiv@duvalschools.org)

No description entered

Person Responsible

[no one identified]

Student of the Month- Each Team selects one student of the month based on a different criteria each month.

Person Responsible

Monica Sims (whitem6@duvalschools.org)

Teachers will award daily points for good school citizenship, meeting classroom expectations, meeting hallway expectations and daily attendance. Points can be used to shop in the newly opened school store.

Person Responsible

Vincent Hall (halliiv@duvalschools.org)

No description entered

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Springfield Middle School ranked 225 out of 553 middle schools state wide, in the moderate range. While we are in the moderate range overall, we rank 350 out of 553 in the area of violent offense including fights, physical attacks and threats. At the other end of the spectrum, the school rank #1 in the areas of property incidents and drug offenses. The primary area of concern for this school year will be student fights. There is an increased focus on student supervision and continued student training on expectations and possible consequences. Monitoring is ongoing with weekly discipline summary reports and necessary next steps.

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.

Springfield Middle School strives to build a positive school culture and environment by celebrating student and staff achievements, establishing clear rituals and routines for all stakeholders, implementing fair and consistent discipline.

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

Staff- Facilitate the implementation of consistent rituals, routines and high expectations, implement fair and consistent discipline.

Students- Hold themselves accountable for following school rules and being responsible school citizens

Families- Support the school by holding students accountable for following school rules

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00

Total:		\$0.00
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