

Miami-Dade County Public Schools

Academir Charter School Of Math And Science



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	15
Positive Culture & Environment	18
Budget to Support Goals	19

Academir Charter School Of Math And Science

13330 SW 288TH STREET, Homestead, FL 33030

www.academirpreparatoryacademy.com

Demographics

Principal: Antonio Cejas

Start Date for this Principal: 9/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	71%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: 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 Dade 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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	19

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

Year	2020-21
Grade	

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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.

The mission of AcadeMir Charter Shool of Math and Science is to provide students with a well-rounded elementary education through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision for AcadeMir Charter School of Math and Science is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for life through adherence to the mission, shared purpose, and clearly articulated goals.

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
Bello, Susie	Principal	

Demographic Information

Principal start date

Friday 9/24/2021, Antonio Cejas

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.*

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.*

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

274

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

4

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

14

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	71	61	36	36	35	35	0	0	0	0	0	0	0	274
Attendance below 90 percent	1	1	1	0	0	0	0	0	0	0	0	0	0	3
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 FSA ELA assessment	0	0	0	4	1	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	2	6	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	4	1	4	0	0	0	0	0	0	0	9

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	1	14	6	7	3	13	0	0	0	0	0	0	0	44

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	7	1	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/24/2021

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	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0
Students retained two or more times	0	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	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0
Students retained two or more times	0	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					62%	57%		62%	56%
ELA Learning Gains					62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement					69%	63%		69%	62%
Math Learning Gains					66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		58%	55%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready/Science District and State tests

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	30%	59%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	15%	55%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	24%	36%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	24%	27%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%	57%	72%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	37%	88%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	33%	42%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	24%	54%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	26%	58%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	42%	63%
Mathematics	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	5%	35%
	Economically Disadvantaged			
Science	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	15			50							
ELL	32	36		63	64		40				
HSP	41	44		67	63		33				
FRL	39	40		67	60		29				
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

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	51
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	61
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	6
Percent Tested	99%
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	49
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

ELA continues to display our lowest percentage in proficiency.

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

We do not have 2019 state assessments as we were not open that school year. The greatest need for improvement based off of 2021 data is in ELA.

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

New teachers with more experience were hired for grades 3-5; More Professional Development is taking place; An instructional coach was hired to train, assist, and mentor teachers.

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

We do not have 2019 state assessments as we were not open that school year. The data component that showed the most improvement based off of 2021 data is Mathematics.

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

The teachers in this area were more experienced and receptive to learning about data driven instruction. Professional development will be enhanced and an instructional coach was hired to train, assist, and mentor teachers.

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

Intervention; Rtl process; Enrichment; Coaching cycles; Data Driven Instruction; After-School Tutoring

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.

PD's on the Rtl process intervention/enrichment, data driven instruction, and BEST standards are taking place. Weekly common planning is taking place as well. Coaching cycles and teacher mentors have been assigned.

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

Consultation with NAEP; a solid educational plan; teacher trainings and mentorships.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: After reviewing the FSA data, the leadership team determined that this was a critical need.

Measurable Outcome: Our ELA goal for this year will be 50% (a 10% growth from last year).

Monitoring: i-Ready Progress Monitoring; Topic Assessments; Intervention data; Data chats with both teachers and students

Person responsible for monitoring outcome: Susie Bello (susiebello@dadeschools.net)

Evidence-based Strategy: Progress Monitoring and continual data chats

Rationale for Evidence-based Strategy: The resources are iReady, Standards based assessments, USA Test Prep, and Smarty Ants. All of these resources have been vetted to provide reliable proficiency data, areas of weaknesses, and areas of strengths.

Action Steps to Implement

Professional development on research-based strategies have been provided to teachers. Additional professional development on the use of the iReady teacher toolbox and Wonders digital platform will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

Person Responsible Susie Bello (susiebello@dadeschools.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: After reviewing the SSA data, the leadership team determined that this was a critical need.

Measurable Outcome: Our Science goal for this year will be 40% (a 7% growth from last year).

Monitoring: Standard Based Assessments; Baseline and Mid-Year Assessments; J & J Educational Bootcamp Assessments; Data chats with both teachers and students

Person responsible for monitoring outcome: Susie Bello (susiebello@dadeschools.net)

Evidence-based Strategy: Progress Monitoring and continual data chats

Rationale for Evidence-based Strategy: The resources are Standards based assessments, USA Test Prep, and J&J Educational Bootcamp. All of these resources have been vetted to provide reliable proficiency data, areas of weaknesses, and areas of strengths.

Action Steps to Implement

Additional professional development on the use of the J&J Educational Bootcamp and Science Labs will be provided in order for teachers to appropriately use these resources for instructional delivery, as well as targeted interventions and differentiated instruction. Tutoring will also be made available.

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.

My school does not appear on SafeSchoolsforAlex.org.

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.

The purpose of AcadeMir Charter School of Math and Science (ACSMS) is to prepare students to reach their maximum potential in all subjects. Student culture and diverse backgrounds are taken into account to build upon their knowledge. Teachers and students build a positive and nurturing relationship based on academic and social emotional respect. Culture and community building are at the foundation of every aspect of teaching and learning. At AcadeMir, students are treated as partners in the learning process and are engaged in shaping classroom expectations and learning targets. School and classroom expectations encourage everyone to persevere through challenging tasks and situations. Teachers get to know students as individuals and continually reflect and adjust their practice in accordance to the students' readiness to learn and interests.

To provide the best learning environment, ACSMS utilizes the Positive Behavior System (PBS) model which include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments where students feel safe and respected. The goal is to create a social culture in our school building that will encourage positive behaviors and interactions, while discouraging problem behaviors.

ACSMS implements the 3R's Plus Club - Respect, Responsibility, Readiness Ready to Learn, and Integrity plus School Values. Students are taught the skills and behaviors necessary for success through the PBS Student Kick-Off Event. During this event, students are introduced to the positive behavior expected in our school. Students then take the 3R's Plus Pledge which is a promise that the student will always strive toward reaching the positive behavior expectations of our school. Each month a different value such as Citizenship, Honesty, Integrity, etc. are highlighted and taught through the Social Studies class. The values are presented through the teacher's website, a lesson, as well as displayed in the PBS corner in the classroom. Throughout the month students receive Tiger Bucks to be used during our monthly Tiger Store and Tiger Social. After continuous teaching of behavioral expectations, students are rewarded in order to establish a school environment where appropriate and positive behavior is the norm.

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

Students, Parents, Faculty, Staff, Community Members, and Business partners are all stakeholders that attribute to building a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00