

Robert H. Prine Elementary School

3801 SOUTHERN PKWY W, Bradenton, FL 34205

www.manatee.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
87%

Alternative/ESE Center
No

Charter School
No

Minority
60%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Prine Elementary provides a balanced, enriched curriculum designed to successfully guide children through the 21st century. Our students prepare for life and academic success by participating in a strong, traditional program which incorporates the arts, enrichment and remediation programs. It is through this effort, and with the support and input from the Prine Family Foundation, that we are able to achieve a high standard of excellence.

Provide the school's vision statement

Prine Elementary sets high standards for learning and celebrates the achievement of every child.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We learn about students' cultures and build relationships through interactive conversations and designated times for staff to interact with family and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school by:

- * greeting parents and students during morning arrival and afternoon dismissal.
- * having the campus secured throughout the day.
- * establishing and monitoring expectations that are explicit, practiced, and enforced using the PBS model.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have a two fold system in place throughout our school. The first layer consists of the school-wide PBS system, which includes clear behavioral expectations that are modeled and practiced (including incentives), training for school personnel, and monitoring for fidelity by the school leadership team. The second layer includes the classroom procedures and expectations based on the school-wide PBS.

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

Teachers are trained to guide students in appropriate interactions with others. These interactions are modeled and practiced, and in some cases counseling is provided to meet the social-emotional needs of all our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

To ensure the academic success of all Prine students, teachers and staff progress monitor using the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Classroom/district assessments below 60 percent

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	2	2	2	2	2	13
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	37	24	96

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	2	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Multiple opportunities exist for success including:

- communication with parents
- small group instruction
- extended hour with supplementary materials (SRA, LLI, Ready, iReady)
- ongoing progress monitoring through MTSS/RtI/IST

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50279>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a business partner liaison who makes contact with local businesses to determine how they can best use their resources and/or funds to support our students' achievement. Businesses donate time, money, and resources, and in return we highlight their name on our marquee, in our newsletter, on our website, and in our yearbook.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Grimes, Guy	Principal
Hoffner, Caroline	Assistant Principal
Moore, Amy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team, made up of Guy Grimes-Principal, Caroline Hoffner-Asst. Principal, Shelbi Ericsson-Student Support Specialist, Amy Moore-Resource Teacher, Nancy Baker-Resource Teacher, Brenda Funderburke-Resource Teacher, Shawn Griffon-Guidance Counselor, Tammy Doyle-Guidance Counselor, meets weekly. During these weekly meetings, issues and concerns are identified and discussed at the school level. Each member is assigned to a grade level and acts as a conduit for information and problem solving.

The leadership team members also participate in the weekly IST to support individual parents and teachers in the academic and behavioral success of the student.

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 Leadership Team meets on a weekly basis. During this time, current issues are presented and discussed by all members of the team. Each team member is assigned to a grade level to act as a conduit for information/concerns.

Also during this time, the initiatives of the current school year are reviewed and discussed. If there is data to support the need for problem-solving, the team gathers important information and then

determines next steps for implementation.

The Leadership Team uses district given guidelines to support the need for resources, such as personnel, instruction, and curriculum.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Richard Skinner	Parent
Guy Grimes	Principal
Andre Rios	Parent
Johnny Archie	Parent
Isabel Arango	Education Support Employee
Jose Fernandez	Business/Community
Magaly Nunez	Parent
Dan Whittaker	Business/Community
Christina Lewis	Parent
Maggie Richards	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At each SAC meeting the committee was updated on our progress and needs to which they provided feedback and suggestions.

Development of this school improvement plan

The SAC committee was given the SIP draft to review and provided feedback. Feedback was gathered and the draft was updated.

Preparation of the school's annual budget and plan

The SAC committee was given the annual budget draft to review and provided feedback. Feedback was gathered and the draft was updated.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

According to last year's SIP, \$836.74 was allocated to provide for substitutes for staff participation in staff development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Grimes, Guy	Principal
Hoffner, Caroline	Assistant Principal
Moore, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Other LLT members

Nancy Baker, Reading Teacher, bakern@manateeschools.net

Brenda Funderburke, Reading Teacher, funderbb@manateeschools.net

Jean Goodwin, Media Specialist, goodwinj@manateeschools.net

Jennifer Lee, Teacher, leej@manateeschools.net

Kristen Simpson, Teacher, simpsonk@manateeschools.net

Darcia Shackett, ESE Teacher, shackettd@manateeschools.net

Cary Laboy, Teacher, laboyc@manateeschools.net

Katie Killian, Teacher, killiank@manateeschools.net

Sara Moreno, Teacher, moreno@manateeschools.net

Laurie Hess, Teacher, hessl@manateeschools.net

The LLT will meet monthly with an established agenda. The team provides support for the understanding an implementation of all areas of reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams meet weekly to plan and discuss data. Quarterly half-day planning sessions are provided to each grade level for content area planning, including SIOP planning. SIOP is a framework for planning and lesson delivery to support our ELL students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We provide ongoing support to our teachers through peer-buddies, professional development, honest and open communication, and timely feedback.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We pair newer teachers with a peer, usually within their grade level team. If a newer teacher is struggling in a particular area, for example reading, we pair that teacher with the reading specialist. The new teachers will participate in a book study on Teach Like a Champion with their peer buddy.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school adheres to the district guidelines which ensures instructional materials are aligned to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school has a trained data team which meets after every school-wide assessment (8-11-14, 9-24-14, 10-10-14, 10-27-14, 12-11-14, 1-22-14, 3-26-14, 5-21-14, and 6-9-14) to identify trends and to modify instructional delivery. Each data team member is assigned a role on the team as well as a grade level to assist.

The data team analyzes data from benchmark assessments, Wonders Unit Assessments, SRA, Acaletics, iReady, Ready Florida, and SRA 2.0. The team develops 4-6 week mini-lessons to address deficiencies in identified areas then meets with grade level teams to disseminate the instructional plan and formulates next steps.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 180

Students will have an additional hour of core reading instruction per day through the use of Saxon Phonics (K-2), SRA (3), and Ready Florida (4-5).

Strategy Rationale

Increased student proficiency in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Grimes, Guy, grimesg@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from SRA, running records, iReady, and benchmark assessments will be analyzed by the data team throughout the year.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

From Pre-K to elementary, we provide an open house to familiarize students and parents with our campus. We pre-assess incoming students.
From elementary to middle school, we have middle school counselors come to our 5th grade students to speak to our children about transitioning to their new school.

College and Career Readiness

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

We participate in a community career awareness program called Project Teach.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As part of our specials rotation, we offer IE2 (Inspiring Elementary Engineers) to all grade levels.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Prine Elementary provides a risk-free environment focusing on high academic expectations for teachers and students, then student achievement in Reading, Writing, Mathematics, and Science will increase. The academic environment will be solidified through the implementation of SIOP in all grades, making this a program unique to Prine Elementary.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Prine Elementary provides a risk-free environment focusing on high academic expectations for teachers and students, then student achievement in Reading, Writing, Mathematics, and Science will increase. The academic environment will be solidified through the implementation of SIOP in all grades, making this a program unique to Prine Elementary. **1a**

G036484

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal **2**

- SIOP materials and training (8-4 to 8-7-14, 9-2 to 9-4-14, 9-20-14, 10-28 to 10-30-14, 11-15-14, 11-17 to 11-20-14, 1-27 to 1-29-15, 2-2 to 2-5-15, 2-21-15, and 4-14 to 4-16-15)
- iReady
- SRA
- GO Math
- Wonders
- Master Schedule Framework
- Saxon Phonics
- Ready Florida Workbook

Targeted Barriers to Achieving the Goal **3**

- Inconsistent implementation of new initiatives and unclear expectations for accountability.

Plan to Monitor Progress Toward G1. **8**

Walkthrough data, benchmark assessment data, writing samples, unit assessment data, and lesson plans

Person Responsible

Guy Grimes

Schedule

Weekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

FSA and End of Course Assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Prine Elementary provides a risk-free environment focusing on high academic expectations for teachers and students, then student achievement in Reading, Writing, Mathematics, and Science will increase. The academic environment will be solidified through the implementation of SIOp in all grades, making this a program unique to Prine Elementary. **1**

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G1.B1 Inconsistent implementation of new initiatives and unclear expectations for accountability. **2**

 B087364

G1.B1.S1 Consistently implement initiatives and set clear expectations for accountability. **4**

 S098098

Strategy Rationale

Consistent implementation of initiatives and clear expectations will allow us to focus on high academic expectations, and student achievement will increase.

Action Step 1 **5**

Members of the leadership team will each be responsible to support a grade level team in their implementation of new initiatives.

Person Responsible

Guy Grimes

Schedule

Weekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Organizational chart outlining leadership team members' assigned grade level team

Action Step 2 5

Members of the leadership team will establishing a clear line of communication with their assigned grade level team to clarify roles, responsibilities, and expectations.

Person Responsible

Guy Grimes

Schedule

Weekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Timelines, meeting minutes, organizational charts, email correspondence, notes from conferences

Action Step 3 5

Members of the leadership team will participate in team meetings, instructional planning, data chats, and professional development with their assigned grade level team.

Person Responsible

Guy Grimes

Schedule

Weekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Timelines, meeting minutes, email correspondence, notes from conferences

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team members will look for evidence of implementation of initiatives by reviewing lesson plans, walkthrough data, writing samples, and assessment data, then they will discuss findings with grade level team members and determine steps for support.

Person Responsible

Guy Grimes

Schedule

Biweekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The leadership team will have scheduled meetings to review evidence of initiative implementation and accountability, discuss progress, and collaborate on solutions to problems.

Person Responsible

Guy Grimes

Schedule

Biweekly, from 8/12/2014 to 6/12/2015

Evidence of Completion

Meeting agendas and notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Members of the leadership team will each be responsible to support a grade level team in their implementation of new initiatives.	Grimes, Guy	8/12/2014	Organizational chart outlining leadership team members' assigned grade level team	6/12/2015 weekly
G1.B1.S1.A2	Members of the leadership team will establishing a clear line of communication with their assigned grade level team to clarify roles, responsibilities, and expectations.	Grimes, Guy	8/12/2014	Timelines, meeting minutes, organizational charts, email correspondence, notes from conferences	6/12/2015 weekly
G1.B1.S1.A3	Members of the leadership team will participate in team meetings, instructional planning, data chats, and professional development with their assigned grade level team.	Grimes, Guy	8/12/2014	Timelines, meeting minutes, email correspondence, notes from conferences	6/12/2015 weekly
G1.MA1	Walkthrough data, benchmark assessment data, writing samples, unit assessment data, and lesson plans	Grimes, Guy	8/12/2014	FSA and End of Course Assessment data	6/12/2015 weekly
G1.B1.S1.MA1	The leadership team will have scheduled meetings to review evidence of initiative implementation and accountability, discuss progress, and collaborate on solutions to problems.	Grimes, Guy	8/12/2014	Meeting agendas and notes	6/12/2015 biweekly
G1.B1.S1.MA1	The leadership team members will look for evidence of implementation of initiatives by reviewing lesson plans, walkthrough data, writing samples, and assessment data, then they will discuss findings with grade level team members and determine steps for support.	Grimes, Guy	8/12/2014	Meeting agendas and notes	6/12/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0