

Duval County Public Schools

Duval Mycroschool Of Integrated Academics And



2020-21 Schoolwide Improvement Plan

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Duval Mycroschool Of Integrated Academics And Technologies

1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

www.mycroschooljax.org

Demographics

Principal: Rachel Maldonado

Start Date for this Principal: 8/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year
Grade

School Board Approval

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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.

The Mission of Duval MYcroSchool of Integrated Academics and Technologies, Inc. (Duval MYcroSchool, Inc.) is to provide a premier high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life. Duval MYcroSchool views all at-risk students as 'at-promise'. MYcroSchool will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded opportunities for success in the workforce through a sound theoretical framework of competency-based, authentic education, high expectations, an orderly atmosphere, strong emphasis on skill acquisition, frequent monitoring of progress to promote student success, and data-driven decisions in real-time to help scholars achieve their maximum potential and function positively in society.

Provide the school's vision statement.

The Duval MYcroSchool Vision of success characterizes:

STUDENTS as life-long learners and contributing members of society.

STAFF having an opportunity to make a difference in an environment of respect, recognition and professional growth.

COMMUNITIES benefiting from the success and contributions of MYcroSchool students.

Duval MYcroSchool provides a competency-based education in an individual student growth model coupled with rigor, relevance and relationships, in a high-tech and high-touch environment, facilitating a specialized learning experience and meaningful transformation that will enhance each student's ability to access and succeed in institutions of higher learning, the 21st century workforce and/or military service. Duval MYcroSchool promotes and provides opportunities to learn the skills needed to negotiate the complexities of life and to prepare for life educationally, technologically, economically, and socially.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Maldonado, Rachel	Principal	Overall school operations, discipline, professional development, school culture, business partnerships, school safety as priority, instruction, curriculum, student information system, master scheduling, governing board, management company, and district sponsor for deliverables and financials.
Booth, Stephen	Teacher, ESE	ESE, ELL, and 504 students.

Demographic Information

Principal start date

Monday 8/17/2020, Rachel Maldonado

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.*

3

Total number of teacher positions allocated to the school

7

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	59	103	40	191	393
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	59	103	40	190	392
One or more suspensions	0	0	0	0	0	0	0	0	0	0	21	26	6	12	65
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	29	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	35	35

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	59	103	40	191	393

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	44	84	38	48	214
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	51	91	37	97	276

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - 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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	47%	56%	0%	46%	53%
ELA Learning Gains	0%	48%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	42%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	59%	49%
Math Learning Gains	0%	52%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	45%	39%
Science Achievement	0%	65%	68%	0%	64%	65%
Social Studies Achievement	0%	70%	73%	0%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	7%	48%	-41%	55%	-48%
	2018	0%	48%	-48%	53%	-53%
Same Grade Comparison		7%				
Cohort Comparison						
10	2019	0%	48%	-48%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	67%	-63%	67%	-63%
2018	6%	63%	-57%	65%	-59%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	68%	-57%	70%	-59%
2018	19%	64%	-45%	68%	-49%
Compare		-8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	57%	-52%	61%	-56%
2018	0%	61%	-61%	62%	-62%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	7%	61%	-54%	57%	-50%
2018	11%	57%	-46%	56%	-45%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										12	
BLK										21	8
HSP										14	
WHT										32	14

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
FRL										19	18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	35
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0
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%	0
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students w/ disabilities at 12%. Contributing factors: limited exposure to testing in Fall 2019. Not enough time to get students on grade level. Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

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

Both Black and White students showed declines in the past two years. Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

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

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to the data set, all demographic groups performed under the metric for at least 1 year. White students continue to flat-line on the federal index.

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

1. School safety.
2. Cohort graduation rate.
3. Technology penetration.
4. School culture.
5. Reading and math state assessment performance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Greater attention to lowest performing groups: White, Black, ESE students. Rationale: Worst performing groups for first time test-takers.
Measurable Outcome:	Improve the federal index from 1920 to 2021 by 5%.
Person responsible for monitoring outcome:	Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)
Evidence-based Strategy:	STAR Reading Quarterly Scores monitored and reported to all teachers. Identify target list of students by Winter Break. Teachers use common planning to support reading in the content area.
Rationale for Evidence-based Strategy:	Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction.

Action Steps to Implement

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR Reading, compare, make adjustments to instruction if necessary.
6. Evaluate FSA scores.

Person Responsible Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	ESE, White, and Black students were the lowest performing students.. EWS states these were our lowest performing students.
Measurable Outcome:	Improve the federal index from 12% to 10% for 2021.
Person responsible for monitoring outcome:	Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)
Evidence-based Strategy:	Greater technology penetration for students that includes direct instruction.
Rationale for Evidence-based Strategy:	Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction.

Action Steps to Implement

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.

Person Responsible Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: Reopening schools amidst a pandemic. This impacts student learning as it changes the manner in which students have traditionally come to a school to learn. Technology and Wifi penetration are needed to insure that students we don't see every day will fully engage in school.

Measurable Outcome: Improve the metric 15% in 1920 to 13% in 2021.

Person responsible for monitoring outcome: Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

Evidence-based Strategy: STAR Reading Quarterly Scores monitored and reported by ELA Teacher. This will provide a target list by Winter Break. Teacher can then be supported to plan intensive MYcroPaths instruction in ELA strategies for first-time targeted test takers. Create intrinsic incentives for students via advisory that show growth on quarterly exams.

Rationale for Evidence-based Strategy: Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction.

Action Steps to Implement

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR Reading, compare, make adjustments to instruction if necessary.
6. Evaluate FSA scores.

Person Responsible Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Close monitoring of STAR Reading and Math scores for 1 year of growth in Reading and Math.
2. Additional technology resources for all students of site.
3. Addition of advisory groups for teachers.

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 ensuring all stakeholders are involved.

n/a We are not a Title I school for 2021.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
Total:			\$0.00