Hilliard Middle Senior High

2021-22 Schoolwide Improvement Plan

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Hilliard Middle Senior High

1 FLASHES AVE, Hilliard, FL 32046

[no web address on file]

Demographics

Principal: John Crawford

Start Date for this Principal: 8/8/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	52%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2020-21: (60%) 2018-19: A (68%) 2017-18: A (64%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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 Nassau 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Hilliard Middle-Senior High School will educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. HMSHS is committed to focusing on high expectations and individual academic success to create a community of respect and responsibility.

Provide the school's vision statement.

Inspire a passion for learning, excellence, and character.

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
Johnson, Tammy	Principal	
Crawford, John	Assistant Principal	
Franzese, Michael	Dean	
Moore, Amanda	Reading Coach	
Jarrett, Angela	Guidance Counselor	
Harris, Blair		

Demographic Information

Principal start date
Monday 8/8/2016, John Crawford

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
44

Total number of students enrolled at the school
792

Identify the number of instructional staff who left the school during the 2020-21 school year.
14

Identify the number of instructional staff who joined the school during the 2021-22 school year.
13

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	115	120	126	109	119	95	108	792
Attendance below 90 percent	0	0	0	0	0	0	18	22	26	19	28	34	32	179
One or more suspensions	0	0	0	0	0	0	3	0	5	2	5	0	4	19
Course failure in ELA	0	0	0	0	0	0	4	12	11	4	13	7	3	54
Course failure in Math	0	0	0	0	0	0	5	6	6	8	16	7	5	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	7	16	17	14	18	13	11	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	8	12	4	8	6	6	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	7	12	5	18	5	5	56

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	7	12	19	10	21	15	14	98

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	4	3	2	0	2	1	4	16

Date this data was collected or last updated
Thursday 9/23/2021

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	122	126	109	116	104	107	99	783
Attendance below 90 percent	0	0	0	0	0	0	27	35	22	22	29	23	27	185
One or more suspensions	0	0	0	0	0	0	2	5	2	1	3	4	0	17
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	9	4	7	13	11	5	13	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	5	3	6	10	5	10	45

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	8	6	3	10	11	6	8	52

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	3	2	0	3	4	2	3	17

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	122	126	109	116	104	107	99	783
Attendance below 90 percent	0	0	0	0	0	0	27	35	22	22	29	23	27	185
One or more suspensions	0	0	0	0	0	0	2	5	2	1	3	4	0	17
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	9	4	7	13	11	5	13	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	5	3	6	10	5	10	45

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	8	6	3	10	11	6	8	52

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	3	2	0	3	4	2	3	17

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	61%			67%	65%	56%	67%	66%	56%
ELA Learning Gains	51%			58%	55%	51%	61%	58%	53%
ELA Lowest 25th Percentile	30%			54%	38%	42%	45%	49%	44%
Math Achievement	69%			81%	64%	51%	73%	64%	51%
Math Learning Gains	42%			67%	54%	48%	64%	55%	48%
Math Lowest 25th Percentile	40%			66%	52%	45%	48%	52%	45%
Science Achievement	65%			49%	84%	68%	62%	78%	67%
Social Studies Achievement	84%			81%	80%	73%	71%	80%	71%

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	70%	63%	7%	54%	16%
Cohort Comparison						
07	2021					
	2019	72%	59%	13%	52%	20%
Cohort Comparison		-70%				
08	2021					
	2019	57%	65%	-8%	56%	1%
Cohort Comparison		-72%				
09	2021					
	2019	69%	65%	4%	55%	14%
Cohort Comparison		-57%				
10	2021					
	2019	61%	64%	-3%	53%	8%
Cohort Comparison		-69%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	88%	71%	17%	55%	33%
Cohort Comparison						
07	2021					
	2019	86%	76%	10%	54%	32%
Cohort Comparison		-88%				
08	2021					
	2019	64%	62%	2%	46%	18%
Cohort Comparison		-86%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	37%	60%	-23%	48%	-11%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	58%	84%	-26%	67%	-9%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	82%	72%	10%	71%	11%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	81%	82%	-1%	70%	11%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	87%	74%	13%	61%	26%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	68%	-11%	57%	0%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR for grades 6-8 Mathematics and Reading
STAR for Algebra 1
Edulastic District Created Assessments for Civics and Science (8th)

Biology....
US History...
Geometry...
Reading 9-10, retakes?

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	71	66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	59	62
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	64	61
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	71	59
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	76	78
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	75	80
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	38	28	39	37	25	33	60		75	
BLK	55	55		63	47						
HSP	82	80									
MUL	44	33		50	25						
WHT	61	51	30	70	43	40	68	84	62	82	80

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
FRL	53	44	27	59	39	39	60	80	49	75	69

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	32	53	47	56	62	60	21	44		67	
BLK	54	63		71	58	64	14				
MUL	56	56		79	57						
WHT	68	58	53	82	68	67	51	82	65	91	71
FRL	59	58	53	74	60	63	38	76	63	84	62

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	30	40	30	47	49	34	50	41		100	50
BLK	63	72	46	64	60	33		46		83	30
MUL	77	54		69	50						
WHT	67	60	45	74	64	51	62	73	52	88	73
FRL	61	59	47	69	61	45	58	65	39	79	52

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)	[not available]
OVERALL Federal Index – All Students	60
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	
Total Points Earned for the Federal Index	663
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	HMSHS' overall science performance improved from 49% (2019) to 63%. 8th grade science performance improved from 37% to 64% and Biology performance remained stable from 63% to 64%. It's important to note that 3 of 4 teachers on the science team are new to our District/School.
Measurable Outcome:	HMSHS will sustain its achievement proficiency in science at 65% for the 21-22 school year.
Monitoring:	-Edulastic progress monitoring for 8th grade science and District common assessments for Biology. -Walkthroughs, collaborative planning, data driven remediation of deficit skills for students.
Person responsible for monitoring outcome:	Tammy Johnson (johnsonta@nassau.k12.fl.us)
Evidence-based Strategy:	Kagan Structures and High Engagement Strategies (such as authentic labs) Emphasis on vocabulary Cooperative Learning
Rationale for Evidence-based Strategy:	Interaction with authentic science experiences through high engagement instruction and cooperative learning yields greater retention. Students also need consistent exposure to science vocabulary to engage in rigorous academic science conversations.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Social Studies
Area of Focus Description and Rationale:
Measurable Outcome:
Monitoring:
Person responsible for monitoring outcome: [no one identified]
Evidence-based Strategy:
Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#5. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

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.

PBIS
Booster
Leadership meetings, faculty meetings, MBWA, student interaction, School Advisory Council, Student Government leaders and committees, community partnerships such as churches, Town of Hilliard, Recreational Center, Extracurricular Booster Clubs, Florida State College of Jacksonville, Starting Point mental health, various business partners, and multiple streams of communications.

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Other: Graduation Rate	$0.00
		Total:	$0.00