

Leon County Schools

# Success Academy At Ghazvini Learning



## 2020-21 Schoolwide Improvement Plan

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## Success Academy At Ghazvini Learning Center

854 BLOUNTSTOWN ST, Tallahassee, FL 32304

<https://www.leonschools.net/successacademy>

### Demographics

**Principal: Kelvin Norton**

Start Date for this Principal: 2/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>ESSA Status</b>	CS&I

### School Board Approval

This plan is pending approval by the Leon 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](http://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

The mission of The Success Academy is to create a unique and adaptable educational environment that will meet the needs and aspirations of our students. Students will be provided opportunities to access the curriculum at an accelerated pace and to recover from academic deficiencies. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, community and the school. We will promote the development of a community of life-long learners ready to be successful both academically and professionally.

#### Provide the school's vision statement

By focusing on the whole student, we will prepare students for leadership, service and success as global citizens with a sense of civic responsibility. By fostering safe and nurturing classrooms and putting an emphasis on personal growth, integrity, and academic acceleration, our students will be able to succeed in any collegiate or professional training program they choose.

### 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
Norton, Kelvin	Principal	Principal Kelvin L. Norton , Assistant Principal Genae Crump, Dean of Curriculum Orlando Burch, and Dean of discipline Shannon Baker will develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Burch, Orlando	Dean	Dean of Curriculum

**Demographic Information**

**Principal start date**

Thursday 2/20/2020, Kelvin Norton

**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.*

13

**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.*

5

**Total number of teacher positions allocated to the school**

18

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>ESSA Status</b>	CS&I

**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	10	17	32	41	48	12	9	169
Attendance below 90 percent	0	0	0	0	0	0	8	25	30	20	24	15	12	134
One or more suspensions	0	0	0	0	0	0	6	10	22	36	26	4	2	106
Course failure in ELA	0	0	0	0	0	0	8	31	45	32	38	34	11	199
Course failure in Math	0	0	0	0	0	0	20	26	41	53	28	23	17	208
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	10	14	24	30	28	7	4	117
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	10	14	19	28	34	8	4	117

**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	12	24	28	38	6	5	121

**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	5	9	21	28	38	5	3	109
Students retained two or more times	0	0	0	0	0	0	3	7	6	10	22	1	1	50

**Date this data was collected or last updated**

Wednesday 7/15/2020

**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	14	27	54	36	43	48	5	227
Attendance below 90 percent	0	0	0	0	0	0	9	11	37	18	27	24	4	130
One or more suspensions	0	0	0	0	0	0	1	2	9	0	7	3	0	22
Course failure in ELA or Math	0	0	0	0	0	0	13	24	49	31	40	43	5	205
Level 1 on statewide assessment	0	0	0	0	0	0	10	23	47	28	41	44	4	197

**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	10	16	40	20	29	25	4	144

**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	5	2	21	5	5	5	0	43
Students retained two or more times	0	0	0	0	0	0	1	2	8	4	11	3	0	29

**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	14	27	54	36	43	48	5	227
Attendance below 90 percent	0	0	0	0	0	0	9	11	37	18	27	24	4	130
One or more suspensions	0	0	0	0	0	0	1	2	9	0	7	3	0	22
Course failure in ELA or Math	0	0	0	0	0	0	13	24	49	31	40	43	5	205
Level 1 on statewide assessment	0	0	0	0	0	0	10	23	47	28	41	44	4	197

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Retained Students: Current Year	0	0	0	0	0	0	5	2	21	5	5	5	0	43
Students retained two or more times	0	0	0	0	0	0	1	2	8	4	11	3	0	29

**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%	57%	56%	0%	57%	56%



School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	0%	52%	51%	0%	52%	53%
ELA Lowest 25th Percentile	0%	40%	42%	0%	37%	44%
Math Achievement	0%	56%	51%	0%	52%	51%
Math Learning Gains	0%	47%	48%	0%	42%	48%
Math Lowest 25th Percentile	0%	47%	45%	0%	42%	45%
Science Achievement	0%	67%	68%	0%	64%	67%
Social Studies Achievement	0%	82%	73%	0%	77%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(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
06	2019	9%	54%	-45%	54%	-45%
	2018	0%	57%	-57%	52%	-52%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	0%	56%	-56%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	4%	59%	-55%	56%	-52%
	2018	10%	62%	-52%	58%	-48%
Same Grade Comparison		-6%				
Cohort Comparison		4%				
09	2019	2%	58%	-56%	55%	-53%
	2018	5%	60%	-55%	53%	-48%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				
10	2019	0%	57%	-57%	53%	-53%
	2018	9%	58%	-49%	53%	-44%
Same Grade Comparison		-9%				
Cohort Comparison		-5%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	59%	-59%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	8%	60%	-52%	54%	-46%
	2018	3%	55%	-52%	54%	-51%
Same Grade Comparison		5%				
Cohort Comparison		8%				
08	2019	5%	45%	-40%	46%	-41%
	2018	11%	44%	-33%	45%	-34%
Same Grade Comparison		-6%				
Cohort Comparison		2%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	2%	44%	-42%	48%	-46%
	2018	9%	49%	-40%	50%	-41%
Same Grade Comparison		-7%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	6%	70%	-64%	67%	-61%
2018	15%	69%	-54%	65%	-50%
Compare		-9%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	29%	75%	-46%	71%	-42%
2018	10%	73%	-63%	71%	-61%
Compare		19%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	11%	81%	-70%	70%	-59%
2018	13%	79%	-66%	68%	-55%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	61%	-61%
2018	6%	71%	-65%	62%	-56%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	67%	-64%	57%	-54%
2018	0%	60%	-60%	56%	-56%
Compare		3%			

**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 2016-17	C & C Accel 2016-17

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 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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	10
Percent Tested	86%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	10
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	21
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**

The Success Academy school performance was extremely low in all core subjects (ELA, Math, and Science). High absenteeism rates and high discipline infractions were the major contributors to the low performance of the students.

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

The Success Academy school performance was extremely low in all core subjects (ELA, Math, and Science) but the greatest decline was in the area of ELA. High absenteeism rates and high discipline infractions were the major contributors to the low performance of the students.

#### **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**

The Success Academy school performance was extremely low in all core subjects (ELA, Math, and Science) but once again the ELA scores for each grade showed significant disparities when compared to the state averages. High absenteeism rates and high discipline infractions were the major contributors to the low performance of the students.

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

The Success Academy school performance in the Civics EOC (19% gain) showed the most improvement. Before and after school tutoring programs helped contribute to the gain in the Civics scores.

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

Attendance and discipline would be the major areas of concern for the 2020-2021 school year.

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

1. Attendance
2. Discipline

- 3. Academic improvement across all core subject areas
- 4. Parental involvement
- 5. Commendable School rating for 2020-2021 school year.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	The area of ELA has been identified as a critical area due to the poor performance on the FSA in prior years on the State Assessment. Students have a weakness in vocabulary and exposure to cross-curricular text. It is imperative that students perform well in this area to ensure future school success.
<b>Measureable Outcome:</b>	38% of matched students will show increased learning gains in ELA as measured by the DOE School Improvement Ratings.
<b>Person responsible for monitoring outcome:</b>	Orlando Burch (burcho@leonschools.net)
<b>Evidence-based Strategy:</b>	IXL ELA and Achieve Data will be collected by the reading coach and monitored by the Dean of Curriculum Monthly, from September 2020 to May 2021. Ongoing data chats will be had with the students and faculty to ensure the fidelity of the strategy.
<b>Rationale for Evidence-based Strategy:</b>	Increase non-fiction rigorous texts across the curriculum, provide complex texts, and close reading activities to all students. Utilize the district recommended text resource library in all courses. IXL and Achieve 3000 goals will be set to 50 articles for the year. Students will learn skills to independently synthesize and problem solves with proficiency.

#### Action Steps to Implement

Increase text complexity, text length, and vocabulary level of student reading The implementation of Block Scheduling will increase the length of time on task and text length in all core courses.

**Person Responsible** Orlando Burch (burcho@leonschools.net)

## #2. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** The area of Math has been identified as a critical area due to the poor performance on the FSA in prior years on the State Assessment. It is imperative that students perform well in this area to ensure future school success.

**Measureable Outcome:** 55% of matched students will show increased learning gains in Math as measured by the DOE School Improvement Ratings.

**Person responsible for monitoring outcome:** Orlando Burch (burcho@leonschools.net)

**Evidence-based Strategy:** IXL MATH and progress monitoring data will be collected by the reading coach and monitored by the Dean of Curriculum Monthly, from September 2020 to May 2021. Ongoing data chats will be had with the students and faculty to ensure the fidelity of the strategy.

**Rationale for Evidence-based Strategy:** Edgenuity, Math texts, IXL, and tutors from FSU. The implementation of Block Scheduling will increase the length of time on task and text length in all core courses.

### Action Steps to Implement

Math Progress monitoring assessments, Quarterly throughout the year. Increase math word problems in the classrooms and real-world application of math.

**Person Responsible** Orlando Burch (burcho@leonschools.net)

### Additional Schoolwide Improvement Priorities

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

**The leadership team will work closely with the faculty, staff, and student body along with our parents to address our attendance, discipline, and parental involvement concerns. A concerted effort will be by the leadership team to adequately and effectively communicate with each stakeholder our desire to rectify these issues.**

## 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.

The Success Academy (TSA) leadership recognizes the importance of parent and family engagement. Additionally, we understand that this is an area that needs significant improvement for our school. In order to build positive relationships with our families and community stakeholders, we have made addressing our school climate a priority. We have created a parent engagement room that is welcoming and inviting to visitors. Our office staff welcomes parents into our school and quickly assesses the nature of their visit and contacts the appropriate staff member. We realize that each interaction with a TSA faculty or staff member is critical in the development of a partnership with a parent. Therefore, we are focusing on building meaningful connections with our families.

We have a School Advisory Committee (SAC) that meets quarterly to plan, review, and provide input for our Parent and Family Engagement Plan, School Improvement Plan, and schoolwide activities. During school events, all stakeholders are invited to join our SAC. We gather feedback from our parents via the Title I Survey and School Climate Survey Results to measure our success in increasing parent involvement and to demonstrate to parents that we are responsive to their suggestions. Based on the information gathered through previous surveys, we have revamped our communication methods. We will communicate with parents in a variety of methods, including, but not limited to social media, flyers, listserv, school marquee, telephone communication, and signs posted on campus. Additionally, feedback from discussions in SAC meetings and at other engagement activities will be used to measure our success in increasing parent involvement. The data collected is used to assess our progress and provide guidance for our future engagement plans.

**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**

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	1211 - Success Academy At Ghazvini Learning Center	School Improvement Funds		\$1,500.00



			<i>Notes: Materials and supplies will be purchased to support the ELA teachers in our efforts to raise our learning gains.</i>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$1,500.00</b>