

Hillsborough County Public Schools

# Stowers Elementary School



## 2019-20 School Improvement Plan

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# Stowers Elementary School

13915 BARRINGTON STOWERS DR, Lithia, FL 33547

[ no web address on file ]

## Demographics

**Principal: Catherine Lennard Shields**

Start Date for this Principal: 8/21/2008

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	13%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough 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

Provide meaningful, engaging instruction and experiences that promote the development of well-rounded students.

#### Provide the school's vision statement

To be a leader of holistic education in the district by developing productive, contributing, and successful members of society.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Lennard, Catherine	Principal	
Robinson, Dustin	Assistant Principal	
Walters, Elissa	SAC Member	

### 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	132	120	127	180	147	157	0	0	0	0	0	0	0	863
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	1	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	3	3	0	0	0	0	0	0	0	0	6

#### 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	1	0	0	0	0	0	0	0	0	0	1

**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	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

43

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

Wednesday 9/25/2019

**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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
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	6	8	18	0	0	0	0	0	0	0	32

**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	1	0	0	0	0	0	0	0	0	0	1

**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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
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	6	8	18	0	0	0	0	0	0	0	32

**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	1	0	0	0	0	0	0	0	0	0	1

## 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	79%	52%	57%	75%	52%	56%
ELA Learning Gains	66%	55%	58%	56%	52%	55%
ELA Lowest 25th Percentile	52%	50%	53%	48%	46%	48%
Math Achievement	84%	54%	63%	85%	55%	62%
Math Learning Gains	70%	57%	62%	62%	57%	59%
Math Lowest 25th Percentile	63%	46%	51%	55%	44%	47%
Science Achievement	73%	50%	53%	77%	51%	55%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	132 (0)	120 (0)	127 (0)	180 (0)	147 (0)	157 (0)	863 (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)	1 (1)	1 (0)	0 (1)	0 (0)	3 (0)	5 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (6)	3 (8)	0 (18)	6 (32)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	52%	32%	58%	26%
	2018	81%	53%	28%	57%	24%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	78%	55%	23%	58%	20%
	2018	82%	55%	27%	56%	26%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				
05	2019	76%	54%	22%	56%	20%
	2018	69%	51%	18%	55%	14%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

<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>
03	2019	87%	54%	33%	62%	25%
	2018	88%	55%	33%	62%	26%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	88%	57%	31%	64%	24%
	2018	89%	57%	32%	62%	27%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
05	2019	80%	54%	26%	60%	20%
	2018	83%	54%	29%	61%	22%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				

<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>
05	2019	73%	51%	22%	53%	20%
	2018	77%	52%	25%	55%	22%
Same Grade Comparison		-4%				
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	59	55	50	66	64	67	42				
ELL	76	82		82	73						
ASN	84	67		94	87						
BLK	89	71		89	79						
HSP	79	69	50	79	60	56	58				
MUL	58	36		79	45						
WHT	80	67	56	84	73	63	76				
FRL	60	64	29	70	67	38	62				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	54	60	58	58	60	48	55				
ELL	50			75							
ASN	96	85		92	80		91				
BLK	69	31		78	57		73				



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
HSP	69	51	25	81	68	59	82				
MUL	65	53		87	73						
WHT	77	58	56	86	58	49	74				
FRL	55	49	35	69	55	38	55				

**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)	N/A
OVERALL Federal Index - All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data****Students With Disabilities**

Federal Index - Students With Disabilities	58
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	79
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

**Black/African American Students**

Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO

<b>Black/African American Students</b>	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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**

Our ELA bottom 25% showed the lowest performance (52%), however, this score was 4% higher than the previous year. Much of the limited progress in this category can be attributed to deficiencies in the area of vocabulary.

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

Science achievement declined by 4% (77% to 73%). This decline may be influenced by limited vocabulary proficiency.

**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**

All components exceeded the state average.

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

ELA Learning Gains saw the greatest improvement. This is due to targeted instruction in the areas of vocabulary, fluency, and comprehension.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Monitor the student who achieved a Lvl. 1 on 3rd Grade FSA ELA and was retained.

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

1. Increase targeted vocabulary instruction
2. Increase peer-coaching opportunities
3. Increase ELA Bottom 25%
4. Increase Science Achievement
5. Provide necessary MTSS support structures in all grades

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Vocabulary Instruction
<b>Rationale</b>	Increasing students' vocabulary proficiency will positively impact all academic areas.
<b>State the measureable outcome the school plans to achieve</b>	Progress towards vocabulary proficiency will be measured by district i-Ready assessments.
<b>Person responsible for monitoring outcome</b>	Catherine Lennard (catherine.lennard@sdhc.k12.fl.us)
	Strategies utilized to positively impact this area of focus are:
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Peer-coaching opportunities for teachers to observe various forms of vocabulary instruction.</li> <li>2. Utilize instructional strategies that target vocabulary and can be modified for various grades and/or subject areas.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Stowers is committed to providing peer-coaching opportunities that expose teachers to various forms of vocabulary instruction. This initiative is focused on gathering instructional strategies that transcend each grade level and can be adapted for multiple subject areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Work with TTD's to setup peer-coaching opportunities.</li> <li>2. Work with ILT to generate effective instructional strategies for vocabulary.</li> <li>3. Monitor instruction through frequent informal observations.</li> <li>4. Monitor student progress through i-Ready assessments.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Dustin Robinson (dustin.robinson@sdhc.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

The remaining schoolwide improvement priorities will be addressed through weekly instructional focus meetings, monthly OTL meetings, and the continuous work done through our ILT. Instructional focus meetings provide uninterrupted time for grade levels to analyze student progress and discuss targeted lesson planning. During monthly OTL meetings, teachers are exposed to a wide variety of instructional support tools. In many instances, teachers have the opportunity to choose their OTL experience based on current needs. The work of our ILT is constant and remains focused on improving student achievement through evidence-based instructional practices.

Additionally, our MTSS team members play an integral role in ensuring student success. Individuals from all departments (e.g., ESE, ELL, guidance, media services, etc.). These

individuals provide expertise in their respective area and problem-solve to establish a solid foundation from which to build a positive, successful school experience for each student.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

##### **PFEP Link**

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

#### **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**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:  
<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation  
Train a cadre of student ambassadors to help orient other students  
Parent information and/or education opportunities  
Hold articulation meetings between 5th and 6th grade teachers  
Campus visits  
Shadow days  
Middle school students visit, tutor and or perform at elementary schools  
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:  
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved

job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

**TitleIII**

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

**TitleX- Homeless**

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

**TitleIV**

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

**HeadStart**

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

**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**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Vocabulary Instruction</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>