

2020-21 Non-Receivership Mid-Year Report

1003(g) School Improvement Grant (SIG 6 and 7) 2020-21

Former Persistently Struggling Schools (PSS)* receiving the Persistently Struggling Schools Grant (PSSG) in 2020-21
And Former Receivership Schools* receiving the Community Schools Grant (CSG) in 2020-21

September 1, 2020 – January 15, 2021 (Due January 31, 2021)

Name of School District	Name of school	School BEDS Code		
Buffalo Public School	International Preparatory School #198	140600010308		
Select applicable Grant				
SIG 6 and/or SIG 7	PSSG	CSG		
School Principal		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Enrollment
Name	Date of Appointment (If new, attach resume)	9-12	73%	Total enrollment: 591
Mrs. Ella Dunne	8/2017			ELL %: 43%
				SWD%: 22%
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School Comprehensive Education Plan (if applicable) as Rated by the District	<u>Brief</u> Analysis/Report Out of Overall Implementation Status		
Name and Contact Information	(Red/Yellow/Green)	International Preparatory School #198 (IPrep) was deemed a school in good standing for the 2019-2020 school year by the New York State Education Commissioner. In that year, despite the challenges of the pandemic, IPrep's graduation rate increased by 16% going from 57% to 73%. This was one of the largest jumps by any Buffalo Public School.		
	Green			

Name of School District	Name of school	School BEDS Code
David Hills, Associate Superintendent dhills@buffaloschools.org		<p>So far, the 2020-2021 school year has remained 100% remote. As with all the schools this year, the challenges with remote instruction have been insurmountable. We have been struggling with student attendance, keeping the students engaged, technology issues, screen time fatigue, as well as an increasing amount of social emotional concerns including many students suffering from depression.</p> <p>To keep our students connected to the school, we have assigned each student a mentor. These mentors are an extra support to ensure the students don't lose focus and fall off track as well as act as a liaison to the families. The student support team meets weekly to discuss any student referrals as well as plan for home visits for students that have been struggling, have not been logging on and/or are in jeopardy of failing.</p> <p>Currently we are offering the following programs at IPrep: Business Opportunities for Start Up Success (BOSS), the Architecture and Design program and four-year language programs where the students can take either Spanish or American Sign Language. Despite being virtual, offering advanced programming is still a priority at IPrep. We are offering six Advanced Placement courses as well as two college courses where our students get dual college credits from Niagara University.</p> <p>The superintendent has asked each school to select the neediest population of students to return to school on February 1st. The IPrep Reopening Committee has determined that, after looking at numerous data points, the neediest population at IPrep is our senior class. Going into this school year, most of our students were on track to graduate, however now two-thirds of the senior class are failing one or more classes in the first marking period. The seniors have also expressed concern and anxiety surrounding completing college applications, FAFSA, as well as registering and preparing for the SATs and college entrance exams. The Reopening Committee realizes that all our students have diverse needs but feel with the limited amount of time left with the senior class, we need to support them and prepare them for college and/or the transition to careers.</p>

Attention –This document serves as the Progress Review Report for non-receivership schools now receiving either SIG, CSG or PSSG funds. The document is intended to be completed by the Superintendents of Schools and/or their designee and submitted electronically to OISR@NYSED.gov.

Key

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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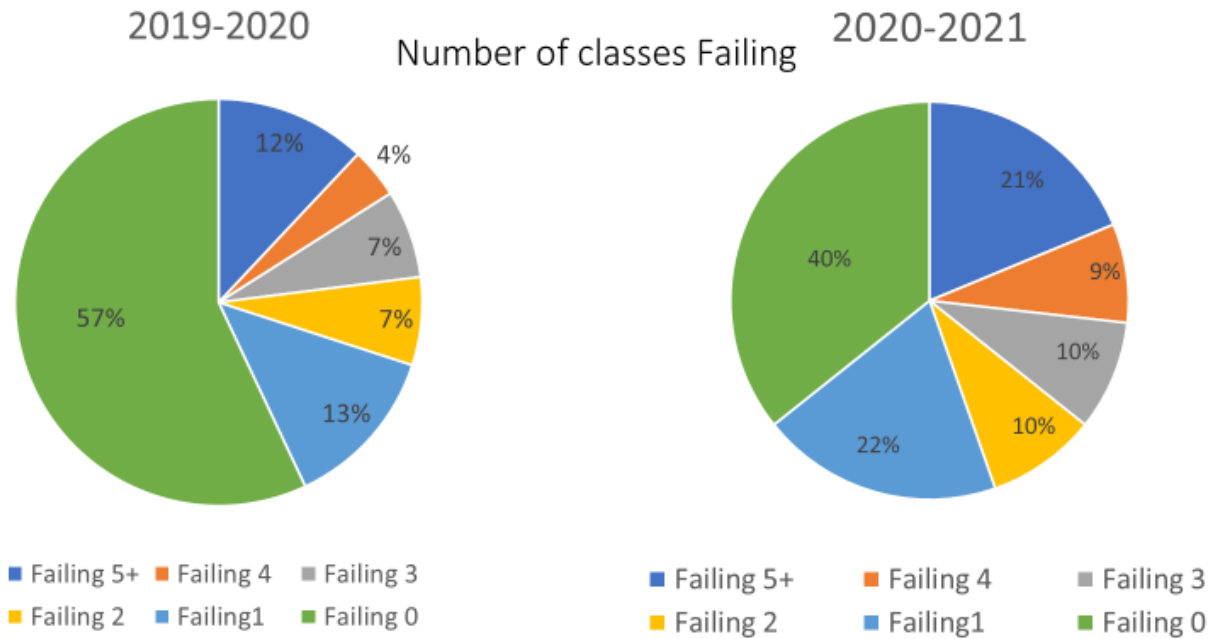
Directions - District and school staff should respond to the *Analysis/Report Out* sections of this document by both **analyzing and summarizing** the key initiatives put in place via the SIG (6 and/or 7), PSSG and CSG funding and in alignment with the continuation plan, and report on the impact of those key strategies on student learning outcomes.

1. METRICS

Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that <i>summarize</i> on-going and formative data used to address student needs and determine progress toward student achievement goals.																
Key Questions/Prompts	Analysis / Report Out															
<p>Describe student performance trends in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms).</p>	<p>Below are charts that show success rates after the first marking period. Students failing subjects were given incompletes and are allowed to hand in missing work until January 28th. At that point their averages will be recalculated and adjusted on their permanent records.</p> <p>Chart 1 Trends:</p> <ul style="list-style-type: none"> • Grades 9-11 are struggling most with academic success when compared to the first marking period last year. • Senior failure rates have decreased compared to the first marking period last year. • Our Freshmen are struggling the most. <div style="text-align: right; margin-top: 20px;"> <p>1337 total Failing Grades 2020-21 1044 total Failing Grades 2019-20</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>Number of Failures by Grade</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>2020-2021</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>9th (160)</td> <td>354</td> <td>188</td> </tr> <tr> <td>10th (166)</td> <td>335</td> <td>302</td> </tr> <tr> <td>11th (169)</td> <td>400</td> <td>308</td> </tr> <tr> <td>12th (148)</td> <td>148</td> <td>246</td> </tr> </tbody> </table> </div>	Grade	2020-2021	2019-2020	9th (160)	354	188	10th (166)	335	302	11th (169)	400	308	12th (148)	148	246
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Chart 2
Trends

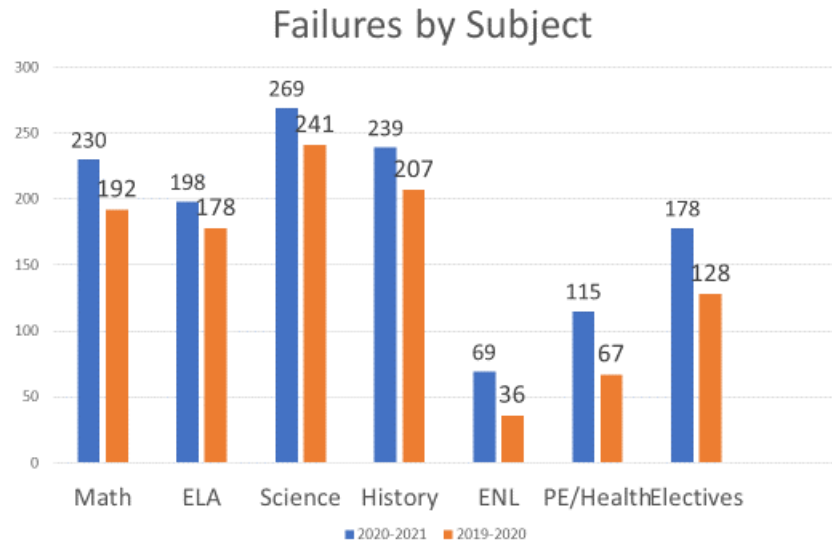
- While the number of students passing all classes has decreased from 57% to 40%, the combined number of failing one or less is comparable.
- The number of students failing 5 or more subjects has increased 9%.



Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

Chart 3

- Failures have increased across all subject areas



How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.

After a close analysis of the above data the following inferences were made:

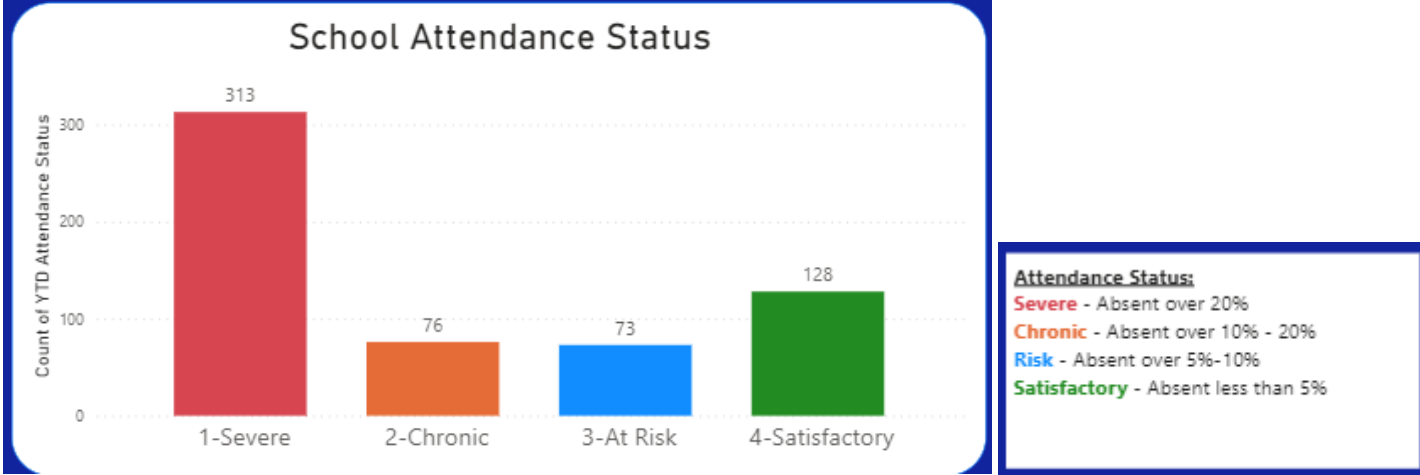
1. A significant portion of our student population is not engaged in remote learning or have unofficially dropped out of school (21%).
2. Many of our students are still doing well in the current remote learning environment (40%).
3. Many of our students are putting forth the effort but are failing one or two subjects (32%).
4. Our Freshmen are struggling due to not feeling connected to the school community, the procedures of online learning, and gaps in learning from being remote the prior year.
5. Our seniors have adjusted to remote learning and are on track for graduation.
6. Our current distance learning environment is not as effective as when all students were in the building

School Actions:

- All students have been assigned mentors that call home bi-weekly. Discussions are geared towards ensuring student and families social-emotional well-being is met. Academic progress/attendance is reviewed with parents/guardians and students. If families need assistance, they are referred to secondary teams depending on need-SST for social emotional concerns, guidance and administration for academic concerns, instructional technology coach for technology issues.

Academic Achievement - Please complete the prompts/questions below. If necessary, attach separate charts, tables, and/or graphs that summarize on-going and formative data used to address student needs and determine progress toward student achievement goals.

- Subject area teachers make monthly calls to families to inform them of their child's progress as well. Teachers review student schedule so that parents are aware of class times, office hours and opportunities for extra help.
- Our SST, administration and SRO make home visits to families that we cannot reach due to changes in their contact information.
- All attempts at communication are document in student information system (Infinite Campus).
- At the end of the quarter each teacher completed a quarterly reflection. They were asked to give class passing rates and list what supports they were giving to students/families to give allow for all opportunities of improvement. These documents were reviewed by building administration and written feedback was provided to teachers.
- Phone calls home for students failing classes were made by each administrator by grade level. For our non-English speaking families, Language line and Teacher Aids who speak different languages were used to communicate student progress.
- Virtual grade level meetings were held by administration, guidance and SST to discuss graduation requirements, academic and social emotional resources and attendance.
- To remedy the higher than normal failure rates for courses, students were given incompletes in classes where work was missing. Families were contacted about student grades and then given the opportunity to make up missing assignments through January 28th. At that point their 1st quarter grades would be adjusted to reflect their new averages.

Student Attendance - Please complete the prompts/questions below.											
	2020-21 Year-to-Date										
Average Daily Student Attendance Rate (%)	70.22%										
Key Questions/Prompts	Analysis / Report Out										
Describe patterns of student attendance data and how the attendance data is collected.	<p>International Preparatory is engaged in completely remote learning. Synchronous instruction takes place M, T and R on a regular 43 minute schedule consisting of 8 periods. Students learn asynchronously W and F. Students are expected to be present for all synchronous learning periods and attendance is taken using our student information system. Students are expected to check in with their teachers during asynchronous days as well and teachers mark attendance accordingly.</p> <p>Chart 1 Trends:</p> <ul style="list-style-type: none"> • Approximately half our students are considered Severe • 22% of our students are satisfactory  <table border="1"> <caption>School Attendance Status</caption> <thead> <tr> <th>Attendance Status</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1-Severe</td> <td>313</td> </tr> <tr> <td>2-Chronic</td> <td>76</td> </tr> <tr> <td>3-At Risk</td> <td>73</td> </tr> <tr> <td>4-Satisfactory</td> <td>128</td> </tr> </tbody> </table> <p>Attendance Status: Severe - Absent over 20% Chronic - Absent over 10% - 20% Risk - Absent over 5% - 10% Satisfactory - Absent less than 5%</p>	Attendance Status	Count	1-Severe	313	2-Chronic	76	3-At Risk	73	4-Satisfactory	128
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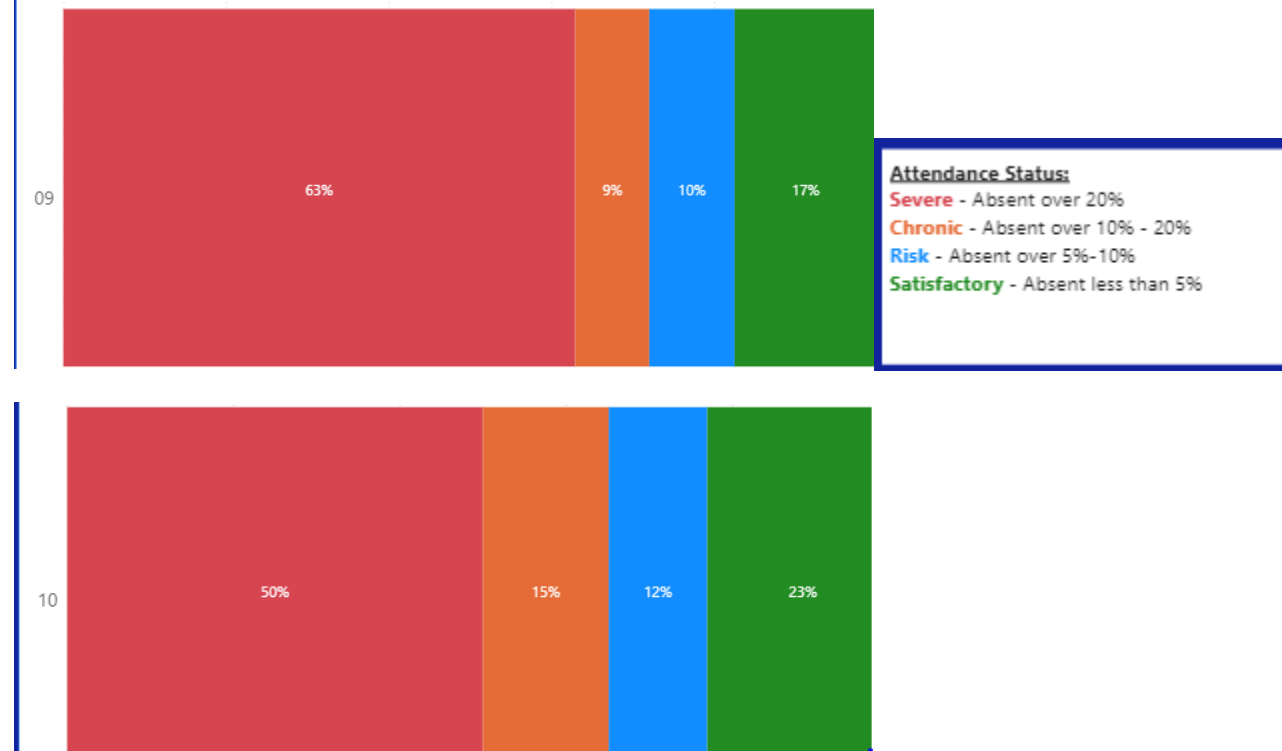
Student Attendance - Please complete the prompts/questions below.

Chart 2

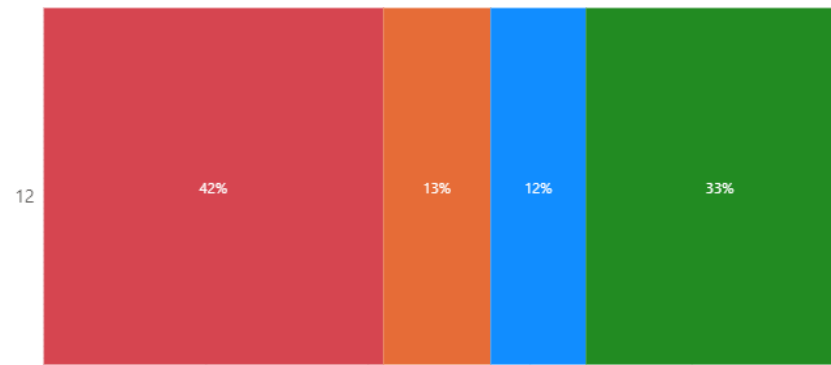
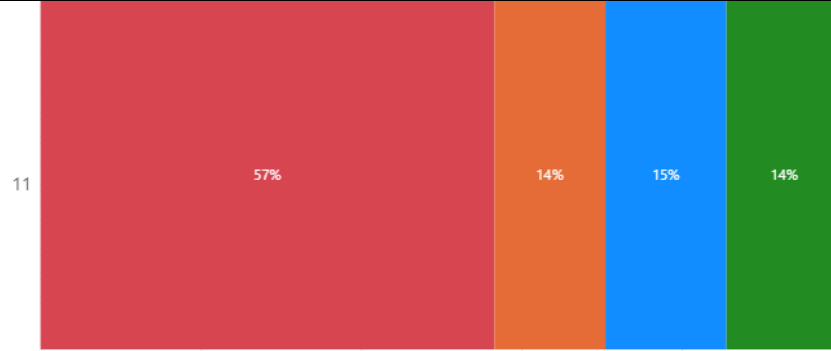
Trends:

- Our 9th grade students are struggling the most with their attendance
- Our 12th grade class has the best attendance by grade level but stil 42% are severe

Attendance by Grade Level:



Student Attendance - Please complete the prompts/questions below.



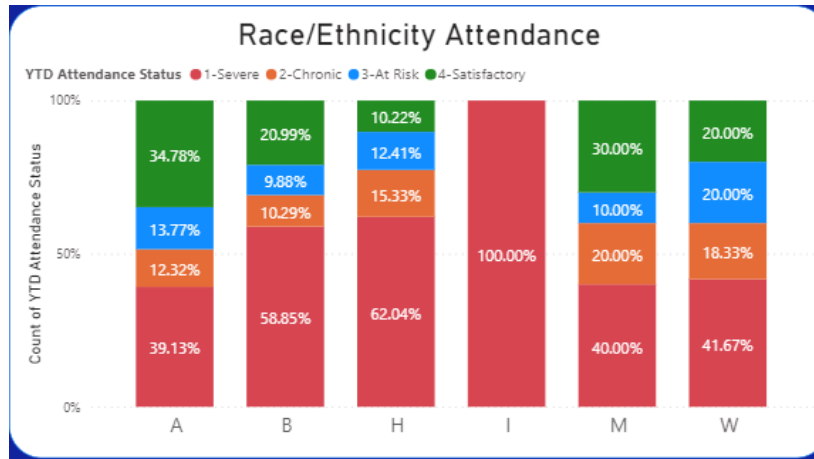
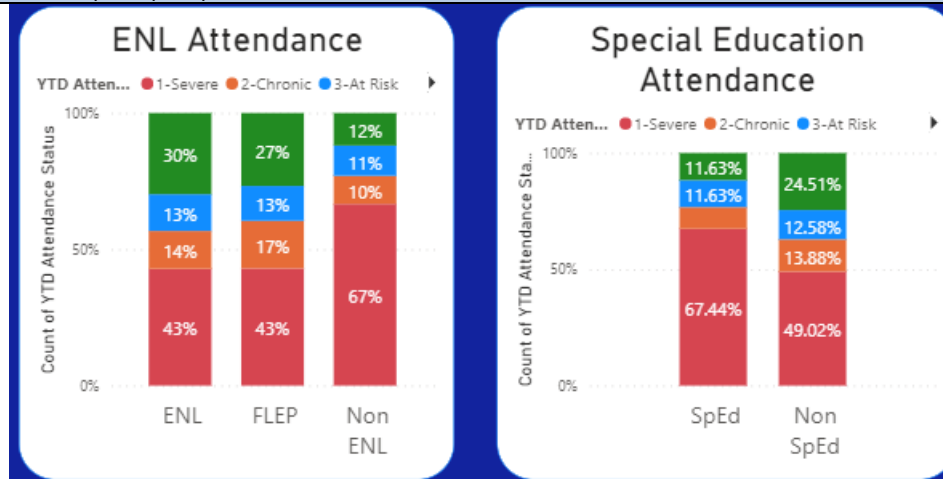
Charts 3

Subgroups

Trends:

- Our ENL subgroup has considerably better attendance than our non-ENL students.
- Our Special Education students have lower attendance rates when compared to non-Special Education students.
- Asian students are attending school at a much higher rate than the rest of the subgroups.
- Only 10% of Hispanic students fall in the satisfactory category.

Student Attendance - Please complete the prompts/questions below.



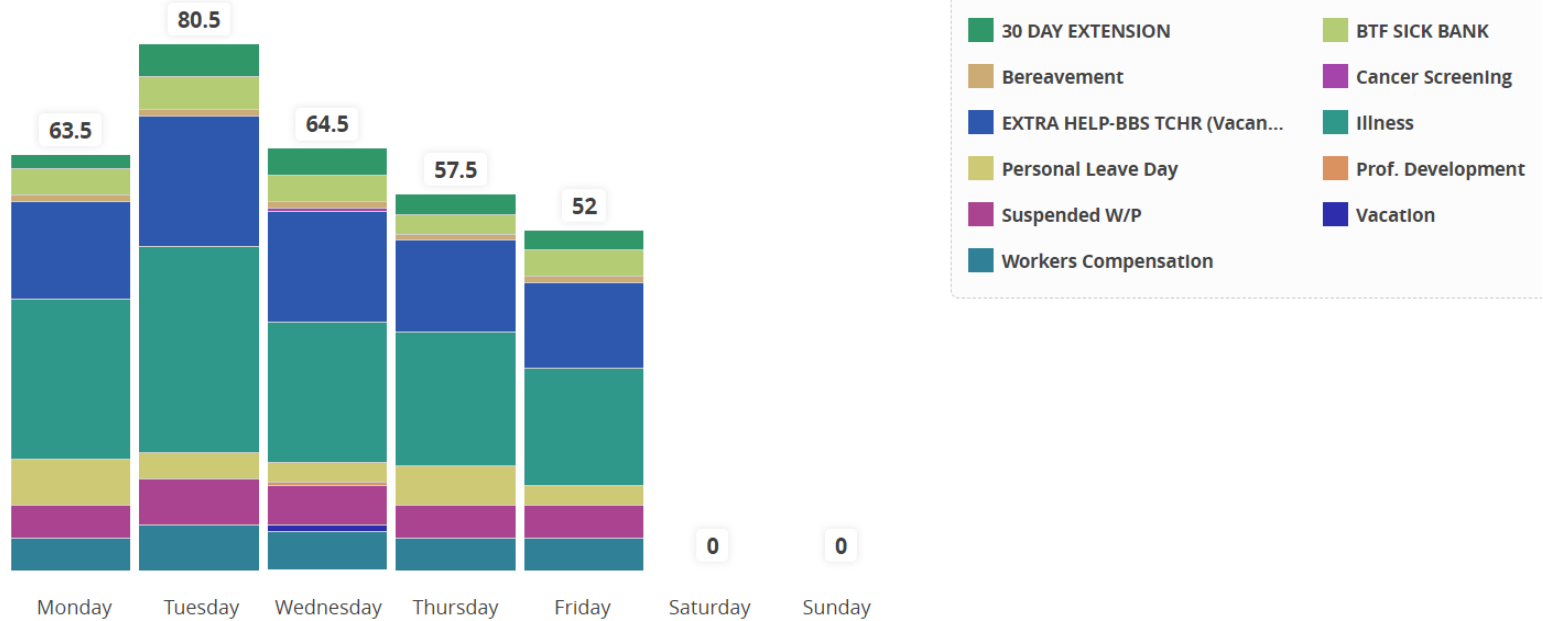
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.

Students who are struggling with their attendance are referred to our attendance teacher who makes home visits to discuss strategies for improvement.
 Monthly phone calls are made home by assigned Mentors to discuss student attendance with families.
 Administration makes monthly phone calls to students who are experiencing poor attendance.
 Home visits are performed by our SST and administration for students with poor attendance
 Language aids, Talking Points, and Language line are utilized to contact our ELL families to inform them of their child's attendance.
 Daily phone calls are made by our automated calling system for students who are absent from school.

Teacher Attendance - Please complete the prompts/questions below.																																																																																																	
	2020-21 Year-to-Date																																																																																																
Average Daily Teacher Attendance Rate (%)	97.77%																																																																																																
Key Questions/Prompts	Analysis / Report Out																																																																																																
Describe patterns of teacher attendance data (e.g., long-term, excused vs. unexcused, chronic/patterned absenteeism among certain teachers, etc.).	Absent Summary September-November																																																																																																
	<div style="background-color: #e0e0e0; padding: 5px; border: 1px solid #ccc;"> <h3 style="margin: 0;">Summary</h3> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Estimated Absence Data by Day</caption> <thead> <tr> <th>Day</th> <th>30 DAY EXTENSION</th> <th>Board Business</th> <th>EXTRA HELP-BBS TCHR (Vacan...)</th> <th>Personal Leave Day</th> <th>Suspended W/P</th> <th>Workers Compensation</th> <th>Bereavement</th> <th>Cancer Screening</th> <th>Illness</th> <th>Prof. Development</th> <th>Vacation</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>10</td> <td>0</td> <td>15</td> <td>5</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>45</td> <td>0</td> <td>17</td> </tr> <tr> <td>Tuesday</td> <td>5</td> <td>0</td> <td>10</td> <td>5</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>40</td> <td>0</td> <td>14</td> </tr> <tr> <td>Wednesday</td> <td>5</td> <td>0</td> <td>10</td> <td>5</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>40</td> <td>0</td> <td>10</td> </tr> <tr> <td>Thursday</td> <td>10</td> <td>0</td> <td>15</td> <td>5</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>45</td> <td>0</td> <td>12</td> </tr> <tr> <td>Friday</td> <td>15</td> <td>0</td> <td>20</td> <td>10</td> <td>10</td> <td>10</td> <td>0</td> <td>0</td> <td>45</td> <td>0</td> <td>15.5</td> </tr> <tr> <td>Saturday</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Sunday</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> </div>		Day	30 DAY EXTENSION	Board Business	EXTRA HELP-BBS TCHR (Vacan...)	Personal Leave Day	Suspended W/P	Workers Compensation	Bereavement	Cancer Screening	Illness	Prof. Development	Vacation	Monday	10	0	15	5	10	10	0	0	45	0	17	Tuesday	5	0	10	5	10	10	0	0	40	0	14	Wednesday	5	0	10	5	10	10	0	0	40	0	10	Thursday	10	0	15	5	10	10	0	0	45	0	12	Friday	15	0	20	10	10	10	0	0	45	0	15.5	Saturday	0	0	0	0	0	0	0	0	0	0	0	Sunday	0	0	0	0	0	0	0	0	0	0
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	Absence Summary December-January																																																																																																

Teacher Attendance - Please complete the prompts/questions below.

Summary



Observations:

- The majority of absences are due to Worker’s Compensation
- We had 3 teachers on Medical Leave
- From September-November there existed a pattern of absence of Monday and Friday, but that pattern disappeared since.

How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.

Staff absences for the 2020-2021 schoolyear have decreased from last year. This may be a product of our school being completely remote. Staff that are not feeling well are less likely to take sick time because they are able to still work from home without the fear of infecting their colleagues.

Staff will report back to school on February 1st. At that time our teacher attendance rates may change and we will monitor that at the end of the month.

Student Social Emotional Support and Discipline Referrals- Describe student social emotional support and discipline referrals made to address any disruption to the educational process or to improve student engagement. Include actions taken in the School Improvement Plan in your analysis summary. Discuss the goals/key strategies from the approved School Improvement Plan which are aligned with this metric.	
	2020-21 Year-to-Date
Office Discipline Referrals (#)	0
Key Questions/Prompts	Analysis / Report Out
Describe patterns of student social emotional support and discipline referrals (e.g., period, location, classroom, grade level, repeat offenders, etc.).	<p>Student Support Team (social workers, school counselors, school psychologist) receive and process referrals from teachers, administration, and families to address the social-emotional and behavioral needs of students.</p> <p>Attendance concerns have increased with online learning (due to Covid-19). The Student Support Team has been working to identify the high-risk student and the barriers preventing them from attending via referrals to the attendance teacher, phone calls to families, TEAMS, and home visits.</p> <p>Discipline referrals have decreased significantly with online learning (due to Covid-19.) Social Emotional Learning</p> <p>Each staff member has been assigned a group of mentees that they routinely check in on and maintain communication and provide support as needed.</p>
How do these patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions being taken.	<p>Specific Strategies involve utilizing more virtual tools to connect and support students (Schoology, TEAMS, Talking Points etc.).</p> <p>School Actions Being Taken</p> <ul style="list-style-type: none"> • Comprehensive school website to support family connections to agencies across Buffalo including Say Yes and BestSelf • Code of Conduct • Parent meetings prior to start of in-person learning • Continuation of Lunch Distribution • Administrative Office Hours daily from 10-11 <p>Students Supports</p> <ul style="list-style-type: none"> • Virtual meetings with our seniors and their families • Recognitions including student of the month • Shout Outs in the IPREP Times newspaper on Schoology • Senior grade-level meetings • Senior counsel elections were held, and officers will plan virtual senior events • Social workers will continue virtual counseling with their students • School Psychologist will take all referrals, determine student need and link them with appropriate assistance

Student Social Emotional Support and Discipline Referrals– Describe student social emotional support and discipline referrals made to address any disruption to the educational process or to improve student engagement. Include actions taken in the School Improvement Plan in your analysis summary. Discuss the goals/key strategies from the approved School Improvement Plan which are aligned with this metric.

- Counselors have daily office hours so that students can reach out to them for assistance
- Counselors are making regular virtual appointments to discuss student progress toward graduation
- All senior reviews were completed virtually
- All students have been invited to attend the BestSelf virtual after school program which includes academic help, social emotional support, extra-curricular activities
- Flyers and informational posters regarding COVID protocols and procedures will be created and posted throughout the building
- A virtual town hall will be held for students to express their ideas to help facilitate a smooth transition back to the building
- Students are invited to attend Saturday Academies where they have the opportunity to participate in engaging activities as well as receive social emotional supports

Extended Learning Time (If applicable) – *Average Extended Learning Time (ELT)*. Please respond to the prompts below with respect to extended learning opportunities offered to all students throughout the course of the school year.

Key Questions/Prompts	Analysis / Report Out
Please describe the process in place to ensure that the unique educational needs of all students will be met. Address strategy and interventions used during this reporting period.	Currently we are assessing each student, on a case by case basis, when they first attend the afterschool program to determine which of our diverse range of classes best suit them. We reach out to school day teachers for the students as well to check in on what they need to work on and we look meticulously through their Schoology accounts, with them, to determine which assignments need to be completed. We also complete a DESSA report for each student after they have been regularly participating for at least 1 month to determine what types of social emotional needs they may have. We then develop small groups and make one on one appointments so that we can address those high need areas.
How do trends suggest the need for specific strategy adjustment or interventions to ensure the unique educational needs of all students will be met? Include opportunities offered during this reporting period.	Based on the students who do attend afterschool and the needs addressed by their school day teachers, we are able to tweak programming to best suit those needs. For example, when students showed the need to improve their math skills, we were able to pivot their virtual afterschool schedule to offer math tutoring first on a daily basis. DESSA reports are also conducted on a rolling basis to ensure every student is evaluated after they have been attending for 1 month. This offers an opportunity to consistently reevaluate their progress and how our program's offerings are or are not serving them and make adjustments as necessary. Other offerings that have been prepared for program based on student trends are: Earth Science Tutoring, Algebra Tutoring, ENL Support, Supplemental Physical Education based on the participant's interest i.e.) Dance and Yoga, CAD programming courses, Racial Equity courses and Poetry Writing courses.

2. PROJECT PLAN IMPLEMENTATION

<p><i>Key Strategies</i> - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved School Improvement Plan, if applicable, SIG, PSSG and/or CSG budget instrumental in meeting projected school improvement outcomes. (Add additional rows as needed.)</p>			
<p>Key Strategies List the Key Strategy(s) from your approved SIG, PSSG and/or CSG Plan</p>		<p>Implementation Status Identify strategy as R/Y/G</p>	<p>Identify the evidence that supports your assessment of implementation of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the SIG, PSSG and/or CSG Plan.</p>
1.	PD for coteachers	Green	<p>To better foster relationships between Special Education, ENL, and content teachers, we began a series of co-teacher sessions. These sessions are focused on assessing strengths and areas of improvement, co-teaching models of instruction in virtual and in-person environments, and more specific coaching support. With improved co-teaching rapport, we believe our teachers will be more collaborative to effectively meet the needs of students in the classroom.</p> <p>The targeted audience were current co-teachers. Over 90% of teachers who co-teach are involved in these sessions. Because some teachers overlap in their co-teaching pairs, we could not have everyone be a part of this first cycle of sessions.</p> <p>After we progress through these sessions, we would like to begin the cycle again with new combinations of co-teachers later in the school year.</p>
2.	Watercooler Staff sharing best practices	Green	<p>Teachers are meeting monthly as an entire faculty to share best practices for instruction across all content areas while teaching remotely. Teacher volunteers conduct short workshops on a topic related to pedagogy, content, equity, and/or technology integration. Participants have opportunity for question and answer/discussion and then follow up with presenter for more individualized assistance in implementing new skill/strategy/tool. Faculty completes survey at the end of each session to aid in future planning. Goals of the sessions are to increase student engagement and success, increase access to materials, and promote equity among learners.</p> <p>Evidence of success from CPT meetings & notes, observations made during walk-throughs, and watercooler chat form to assess implementation of strategies and needs for future sessions.</p>
3.	Mentor program	Green	<p>Being fully remote for the first half of the school year, we recognized the importance of keeping in close contact with our students. To do this staff members were assigned between 5-12 students that they would check in with monthly. Teachers first chose students they had relationships with so that the connection would be stronger. Then the remaining students were divided up between the staff. Students with primary languages other than English were assigned to our Language aids. Questions geared towards academic and social emotional well being were scripted to assist the mentees in their calls. Each contact is document in our Student Support System. Students having academic difficulty were then referred to their appropriate administrator and guidance counselor for intervention. Students and families that were experiencing social emotional issues were referred to a member of our SST team and home visits were made when necessary. Families that could not be reached were then referred to our SRO and/or administration, who would then make a home visit to check-in and assist.</p>

<i>Key Strategies</i> - Identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved School Improvement Plan, if applicable, SIG, PSSG and/or CSG budget instrumental in meeting projected school improvement outcomes. (Add additional rows as needed.)			
4.	Technology		<p>The librarian and instructional technology coach began a student tech chat. We have been able to address student concerns more effectively by having an allocated Microsoft Teams meeting room that meets on synchronous days. The students can "drop in" to the meeting to chat. Ten students have attended thus far. However, it is allowing us to meet the needs of students who prefer this method of support.</p> <p>Professional Development has been preserved in our Common Planning course in Schoology. This enables teachers to revisit content, and a central repository of best practices.</p>

3. BUDGET/FISCAL *

Expenditures	Grant: SIG, PSSG and/or CSG	Status (R/Y/G)	Analysis/Report Out If expenditures from the approved SIG, PSSG and/or CSG FS-10 and Budget Narrative are on target, describe their impact regarding the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for the upcoming months.
The school's CSG funding is exhausted.	CSG		

* Supporting fiscal documents should be available upon request.