

Calhoun County School District

Calhoun Virtual Instruction Program (District Provided)



2017-18 Schoolwide Improvement Plan

Calhoun Virtual Instruction Program (District Provided)

20048 NW PENNINGTON AVE, Blountstown, FL 32424

www.calhounflschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2016-17
Grade	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Calhoun County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Calhoun Virtual Instruction Program (District Provided)

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Calhoun Virtual School is committed to excellence, ensuring that each student achieves his or her highest potential in a global society.

b. Provide the school's vision statement.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Calhoun Virtual School has five part-time teachers who teach a variety of courses. All teachers are available in-person virtually, by phone or email to provide students with academic support.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Calhoun Virtual School provides a safe and supportive environment by providing students with an in-person teacher who provides individual academic support as needed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Calhoun Virtual School does not have a schoolwide behavioral system.

d. 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.

All students have access to the Family and Support Liaison. She will coordinate resources such as counseling, special transportation, school supplies, and/or additional tutoring as needed by the student.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school leadership monitors the school Early Warning System by reviewing each student early warning indicators. The list includes:

- >Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- >One or more suspensions, whether in school or out of school
- >Course failure in English Language Arts or mathematics during any grading period
- >Score of Level 1 on the statewide, standardized assessments in English Language Arts or

mathematics

>Two or more early warning indicators

b. Provide the following data related to the school's early warning system

1. 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	1	0	1	2	2	0	6	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	3	1	2	1	0	8	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	0	1	2	1	0	5	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

All students have access to a teacher who will provide them with individual in-person differentiated instruction. The virtual school teacher will provide students with the academic support needed to be successful in their academic coursework and academic career.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The school has little to no family and community engagement. The school will work during the 2017-2018 school year to understand the needs, values, barriers and perceptions of the families they are serving. The school will establish effective lines of communication with its parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Calhoun Virtual School partners with the Calhoun County Library to support our students and their academic achievement.

The Calhoun County Library and its branches has computer labs that many of our students use as a means to complete their course assignments.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Other	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The District Leadership Team will consist of the Superintendent, the Assistant Superintendent, the Director of Curriculum and Instruction, the Director of Exceptional Student Education and the Student and Family Support Liaison.

Each member of the Leadership Team will provide their expertise as the plan is implemented. The Director of Curriculum and Instruction will be responsible to monitor the effectiveness of the support. Students will be monitored weekly to determine course completion progress. Students will be provided support and immediate interventions as needed to keep them “on track” for graduation.

2. 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.

Calhoun County School District will allocate support and resources to Calhoun Virtual School as needed to improve student graduation from high school. The District will give the school staffing, scheduling and budgeting flexibility to fully implement a comprehensive plan to improve student achievement and increase graduation rates.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alice Marshall	Teacher
Emily Fuller	Student
Vicki Davis	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's data was evaluated by the SAC. Data evaluated included FSA scores, graduation rates, early warning systems, and mobility.

b. Development of this school improvement plan

The SAC uses the data to guide the development of this school improvement plan.

c. Preparation of the school's annual budget and plan

The SAC is involved in creating and approving the school's annual school improvement budget and plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The school is working to establish an effective SAC that meets the requirements of the Florida Statutes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school has one full time teacher who handles the day-to-day operation of the school. The school has five part-time teachers who teach a variety of courses.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The school has 1 full-time teacher and 5 part-time teachers. Four of the teachers have over 15 years of successful classroom experience. The school does not have a problem with teacher turnover.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

NA

E. Ambitious Instruction and Learning**1. Instructional Programs and Strategies****a. Instructional Programs**

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Curriculum for all students enrolled in the Calhoun County Virtual Instruction Program is governed by the district Student Progression Plan; <http://calhounflschools.org/curriculum-and-instruction>. Curriculum is aligned to the Florida Standards and/or Next Generation Sunshine State Standards for each grade level and subject.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All students have access to a teacher who will provide them with individual in-person differentiated instruction. The virtual school teacher will provide students with the academic support needed to be successful in their academic coursework and academic career.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The in-person teacher works with all incoming students to orient them to the virtual platform.

b. College and Career Readiness

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

None at this time

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

None at this time

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

None at this time

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths

- Professional Capacity- The school has 1 full-time teacher and 5 part-time teachers. Four of the teachers have over 15 years of successful classroom experience. The school does not have a problem with teacher turnover.
- Ambitious Instruction and Learning-Students are given the opportunity to work with a teacher who provides in-person differentiated instruction as needed for their academic success.

Opportunities for Improvement

- Ambitious Instruction and Learning-The District and School Leadership need to look for ways to support the academic and social needs of the virtual school student and especially the student in danger of dropping out of school.
- Supportive Environment- The school needs to better assist students to help them remain "on track" to graduate by providing additional supports and interventions.
- Family and Community Engagement-The school has little to no family and community engagement. The school needs to work to understand the needs, values, barriers and perceptions of the families they are serving. The school will establish effective lines of communication with its parents.
- Professional Capacity- Professional development will be provided to target the specific needs of the staff as it relates to student achievement and meeting the needs of the virtual school student.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. The Graduation Rate at Calhoun Virtual School will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The Graduation Rate at Calhoun Virtual School will improve. 1a

G098826

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Students are academically risk lacking skills needed to be successful.
- Students need individual supports and interventions to help them remain "on track" to graduate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tutors will be hired to work with students to help them improve their academic performance.
- Graduation Coaches will be hired to work with students to provide them with support and services helping to eliminate barriers that might prevent students from staying in school.

Plan to Monitor Progress Toward G1. 8

Graduation records will be reviewed.

Person Responsible

Vicki Davis

Schedule

On 6/1/2018

Evidence of Completion

Students will graduate on-time.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The Graduation Rate at Calhoun Virtual School will improve. **1**

 G098826

G1.B1 Students are academically risk lacking skills needed to be successful. **2**

 B266012

G1.B1.S1 Tutors will be hired to work with students individually to help them gain the skills necessary to be successful academically. **4**

 S281955

Strategy Rationale

Many students who drop out of school are missing credits and/or have a low GPA. Individual tutors can help students with their academic needs.

Action Step 1 **5**

Tutors will be hired to work individually with students to help them gain the skills necessary to be successful academically.

Person Responsible

Vicki Davis

Schedule

On 10/31/2017

Evidence of Completion

Employment records indicating the names of the people hired to be tutors.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meet with the tutors monthly to review the progress of each student.

Person Responsible

Vicki Davis

Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Course Completion records will be reviewed to determine the effectiveness of the tutors.

Person Responsible

Vicki Davis

Schedule

On 5/24/2018

Evidence of Completion

Course completion records for each student.

G1.B2 Students need individual supports and interventions to help them remain "on track" to graduate. **2**

 B266013

G1.B2.S1 Graduation Coaches will be hired to work with all students to provide them with support and services to help eliminate barriers that might prevent them from staying in school. **4**

 S281956

Strategy Rationale

Students dropout of school for many reasons. Many students lack family support

Action Step 1 **5**

Graduation Coaches will be hired to work with all students to support them during their middle and high school career.

Person Responsible

Vicki Davis

Schedule

On 10/31/2017

Evidence of Completion

Employment records indicating the names of the Graduation Coaches.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Meet with Graduation Coaches monthly to review the progress and needs of each student.

Person Responsible

Vicki Davis

Schedule

Monthly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Meeting notes and student progress records.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will graduate on-time.

Person Responsible

Vicki Davis

Schedule

On 6/8/2018

Evidence of Completion

Review of graduation records.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A380467	Tutors will be hired to work individually with students to help them gain the skills necessary to...	Davis, Vicki	10/2/2017	Employment records indicating the names of the people hired to be tutors.	10/31/2017 one-time
G1.B2.S1.A1 A380468	Graduation Coaches will be hired to work with all students to support them during their middle and...	Davis, Vicki	10/2/2017	Employment records indicating the names of the Graduation Coaches.	10/31/2017 one-time
G1.B1.S1.MA1 M412736	Course Completion records will be reviewed to determine the effectiveness of the tutors.	Davis, Vicki	11/6/2017	Course completion records for each student.	5/24/2018 one-time
G1.B1.S1.MA1 M412737	Meet with the tutors monthly to review the progress of each student.	Davis, Vicki	11/6/2017	Meeting notes.	5/24/2018 monthly
G1.B2.S1.MA1 M412739	Meet with Graduation Coaches monthly to review the progress and needs of each student.	Davis, Vicki	11/6/2017	Meeting notes and student progress records.	5/24/2018 monthly
G1.MA1 M412740	Graduation records will be reviewed.	Davis, Vicki	6/1/2018	Students will graduate on-time.	6/1/2018 one-time
G1.B2.S1.MA1 M412738	Students will graduate on-time.	Davis, Vicki	6/8/2018	Review of graduation records.	6/8/2018 one-time

VII. Budget

1	G1.B1.S1.A1	Tutors will be hired to work individually with students to help them gain the skills necessary to be successful academically.				\$5,468.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$3,000.00
			<i>Notes: Funds from the UniSig grant will be used to employee after school tutors to support the academic needs to the students.</i>			
	5100	210-Retirement	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$238.00
			<i>Notes: Retirement for Tutors at 7.92%</i>			
	5100	220-Social Security	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$230.00
			<i>Notes: Social Security for Tutors at 7.65%</i>			
	5100	644-Computer Hardware Non-Capitalized	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$1,500.00
			<i>Notes: Two laptop computers will be purchased to assist the tutors as they work with students</i>			
	5100	510-Supplies	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$500.00
			<i>Notes: Supplies for tutors to use as they work with students such as workbooks, calculators, and/or reading materials.</i>			
2	G1.B2.S1.A1	Graduation Coaches will be hired to work with all students to support them during their middle and high school career.				\$9,532.00

Calhoun - 7023 - Calhoun Virtual Instruc(District Provided) - 2017-18 SIP
Calhoun Virtual Instruction Program (District Provided)

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	120-Classroom Teachers	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$6,000.00
			<i>Notes: Salary supplements will be paid to two people to serve as Graduation Coaches at Calhoun Virtual School to provide students with needed support.</i>			
	6120	330-Travel	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$596.00
			<i>Notes: Travel expenses will be required for the Graduation Coaches to make home visits.</i>			
	6120	210-Retirement	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$476.00
			<i>Notes: Retirement for Graduation Coaches at 7.92%</i>			
	6120	220-Social Security	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$460.00
			<i>Notes: Social Security for Graduation Coaches at 7.65%</i>			
	6120	644-Computer Hardware Non-Capitalized	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$1,500.00
			<i>Notes: Purchase 2 laptop computers for the Graduation Coaches to use as they support the students and their needs.</i>			
	6120	510-Supplies	7023 - Calhoun Virtual Instruc(District Provided)	UniSIG		\$500.00
			<i>Notes: School supplies and/or personal hygiene kits will be purchased to support the needs of the students.</i>			
					Total:	\$15,000.00