East Bay High School

2018-19 Schoolwide Improvement Plan

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East Bay High School

7710 OLD BIG BEND RD, Gibsonton, FL 33534

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	63%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

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 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.

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.

East Bay High School will graduate students who are prepared to take advantage of opportunities to become active and productive members of society.

Provide the school's vision statement.

Prepare a generation of students who believe in their strengths, abilities and their future.

School Leadership Team

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

Name	Title
Gsell, Maria	Principal

Duties

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

Leadership team meetings can include the following:
Principal
Assistant Principal / ELP Coordinator
Guidance Counselor
SAC Chairs
School Psychologist/ Behavior team Representative
School Social Worker/ Attendance Committee Representative
Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
ESE teachers
PLC Liaisons for each grade level, K-5
District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:
1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. PLCs and the District's Mentoring program for new teachers are essential for teacher retention. Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. The teacher

evaluation is based on value added, along with peer/mentor evaluation data and principal/administration evaluation data.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

Early Warning Systems

Year 2017-18

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	83	77	82	93	335
One or more suspensions	0	0	0	0	0	0	0	0	0	18	38	20	25	101
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	220	144	149	137	650
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	155	119	97	108	479
	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	0	0	252	256	227	295	1030

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 10/10/2018

Year 2016-17 - 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	95	102	100	107	404
One or more suspensions	0	0	0	0	0	0	0	0	0	113	143	118	94	468
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	51	177	165	143	536
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	214	277	277	157	926

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	0	0	126	204	189	138	657

Year 2016-17 - 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	95	102	100	107	404
One or more suspensions	0	0	0	0	0	0	0	0	0	113	143	118	94	468
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	51	177	165	143	536
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	214	277	277	157	926

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	0	0	126	204	189	138	657

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data that performed the lowest based on state assessment is Mathematics Grade 9 Bottom Quartile at 31%.

Which data component showed the greatest decline from prior year?

This data point and BQ 9th grade mathematics showed the biggest decline in our data.

Which data component had the biggest gap when compared to the state average?

Previous year Level 5 (10th grade) students showed zero learning gains while the state average for Level 5 (10th grade) was 55%

Which data component showed the most improvement? Is this a trend?

10th grade ELA students showed the highest gain with 56% of Level 1 BQ students demonstrating learning gains compared to the state overage of 49%

Describe the actions or changes that led to the improvement in this area.

Actions included:
On going Boot Camp targeting specific reading skills.
Push ins and pull outs
Explicitly teaching test distractors.
Data driven PLC with emphasis of standard assessment and Differentiated Instruction

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	54%	56%	44%	50%	52%
ELA Learning Gains	54%	53%	53%	46%	46%	46%
ELA Lowest 25th Percentile	46%	43%	44%	36%	35%	38%
Math Achievement	38%	48%	51%	34%	45%	43%
Math Learning Gains	43%	49%	48%	35%	40%	39%
Math Lowest 25th Percentile	31%	45%	45%	31%	32%	38%
Science Achievement	51%	65%	67%	52%	61%	65%
Social Studies Achievement	69%	73%	71%	69%	75%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	83 (95)	77 (102)	82 (100)	93 (107)	335 (404)
One or more suspensions	18 (113)	38 (143)	20 (118)	25 (94)	101 (468)
Course failure in ELA or Math	220 (51)	144 (177)	149 (165)	137 (143)	650 (536)
Level 1 on statewide assessment	155 (214)	119 (277)	97 (277)	108 (157)	479 (925)
	0 (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
09	2018	44%	53%	-9%	53%	-9%
	2017	41%	50%	-9%	52%	-11%
Same Grade Comparison		3%				
Cohort Comparison						
10	2018	44%	52%	-8%	53%	-9%
	2017	36%	47%	-11%	50%	-14%
Same Grade Comparison		8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	62%	-14%	65%	-17%
2017	45%	58%	-13%	63%	-18%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	70%	-2%	68%	0%
2017	73%	72%	1%	67%	6%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	63%	-32%	62%	-31%
2017	28%	63%	-35%	60%	-32%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	56%	-14%	56%	-14%
2017	42%	56%	-14%	53%	-11%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	46	46	19	29	23	33	54		68	18
ELL	19	46	57	25	35	45	29	42		69	31
ASN	65	58		69	33		75	85			
BLK	38	47	41	32	39	24	42	67		88	25
HSP	41	53	45	33	39	42	44	63		83	43
MUL	68	63		47	42		57	76		70	63
WHT	53	59	53	47	51	27	62	77		80	49
FRL	39	52	47	33	40	30	43	62		80	36

2017 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
SWD	9	35	36	12	27	24	13	38		57	7
ELL	6	25	31	18	29	29	18	43		67	41
ASN	44	53		41	39			91			
BLK	32	46	41	27	40	38	40	65		81	35
HSP	32	41	31	31	38	30	42	69		84	35
MUL	51	49	30	40	40	30	69	61		90	58
WHT	50	53	47	44	42	35	56	82		82	48
FRL	30	42	36	30	38	35	42	68		76	32

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	East Bay High School seeks to increase student achievement by assessing and planning for students struggling during instruction.
Rationale	Professional development opportunities employ both administration and faculty and allow the exploration of intervention strategies and use of assessment tools that include formative and summative evaluation.
Intended Outcome	To improve student learning by utilizing data to identify students grappling within the learning environment.
Point Person	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Action Step	
Description	Providing faculty with professional development opportunities; for example, digging deeper into data and understanding its implications, to include analysis of student work samples, lesson study, and PLC intervention plans.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	All faculty are actively engaged in department PLC, within this context assessments will be planned and the data points will drive planning.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)

Activity #2	
Title	Non-Evaluative Feedback
Rationale	Administration and Instructional Leadership Team (ILT) provides feedback during frequent short observations in individual classrooms. Observations are followed up with a "Praise and Push" written slip with the observer's main observations regarding checks for understanding and differentiated instruction.
Intended Outcome	By creating a culture of feedback, teachers will tend to be more reflective in their instruction.
Point Person	Christine Wasylkiw (christine.wasylkiw@sdhc.k12.fl.us)
Action Step	
Description	Administration and ILT will observe individual classrooms on a regular basis and provide formatted "Praise and Push" feedback to instructors through Microsoft 365 form.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration and the ILT will analyze trends and provide PD in various forms to include drive by, after school and/or through PLC.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)

Activity #3	
Title	Bi-Weekly PLC's
Rationale	Professional Learning Communities provide opportunites for teacher to collaborate, respond to data and design assessment.
Intended Outcome	To increase meaning and understanding of the content and allow teachers to focus on authentic learning.
Point Person	[no one identified]
Action Step	
Description	Departments will meet bi-weekly and analyze data to plan for meaningful instruction.
Person Responsible	Christine Wasylkiw (christine.wasylkiw@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Departments produce reflective logs that indicate data analysis, planning for assessment within individual content areas for their department.
Person Responsible	Christine Wasylkiw (christine.wasylkiw@sdhc.k12.fl.us)

Activity #4	
Title	Graduation rate 90% by 2020.0
Rationale	Increase respect and trust between teachers and students.
Intended Outcome	Teachers will be intentional in building classroom culture that supports students to takes risks and both students and teachers lead by example.
Point Person	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Action Step	
Description	Administration and Teacher Leaders will provide ten minute professional development focused on increasing classroom culture, participate in a book study, homeroom advisory data chats, and utilize restorative practices such as peer jury.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Teacher attendance via passport incentive and campus relations demonstrate improvement.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)

Activity #5	
Title	Tribe student recognition.
Rationale	Encourage student leaders through the TRIBE student recognition , by celebrating successes to include: making gains, going out of their way to help a peer or strengthening the school community.
Intended Outcome	Teachers will build capacity by strengthening the culture of our school.
Point Person	[no one identified]
Action Step	
Description	Teachers will identify student leaders to be recognized which will continue to encourage leadership among the student body. Success will be celebrated through "Tribe on the Go." Students will be recognized monthly and quarterly by the Student Affairs Office.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Copies of Tribe nomination forms.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)

Activity #6	
Title	Faculty will build capacity with peers and administration.
Rationale	By making relationships a priority teachers and administration will increase trust and respect between one another.
Intended Outcome	A culture of trust and respect will further build a campus with a common vision and mission for our students.
Point Person	Maria Gsell (maria.gsell@sdhc.k12.fl.us)
Action Step	
Description	Engage faculty and staff by celebrating teacher accomplishments to include "Teacher Tribe," Principals Weekly Letter, Praise and Push, Teacher of the Year, and sunshine committee.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Monitor attendance, Teacher Tribe nominations and weekly letter.
Person Responsible	Maria Gsell (maria.gsell@sdhc.k12.fl.us)

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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Our Principal and administrative team communicate to all of our parents via an automated all-call system. Any important message is sent out immediately via this system. The teachers must communicate to the parents of any student that has a grade of "D" or "F" prior to the midpoint of the quarter, and prior to the end of the quarter.

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.

Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

Behavior Management Plan

Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/ emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

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 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.

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

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; Fieldtrip 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.

Part V: Budget

Total:	**$0.00**