

Marion County Public Schools

Bellevue Middle School



2018-19 Schoolwide Improvement Plan

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Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[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)
Middle School 6-8	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

School Board Approval

This plan is pending approval by the Marion 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.

Belleview Middle School, working together as partners with the total community, will prepare students for the future. A professional, compassionate staff will provide a challenging, diversified curriculum to meet the individual needs of each student. Our goal is to provide a safe environment where students are expected to develop the integrity, social and life skills necessary to become productive citizens.

Provide the school's vision statement.

Belleview Middle School is committed to equipping students with the tools they need for academic, personal and social achievement.

Belleview Middle School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

School Leadership Team

Membership

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

Name	Title
Gary, Dion	Principal
Fisher, Jennifer	Assistant Principal
Jones, Carlressian	Dean
Mickel, Rhonda	Dean
Baker, Yvonna	School Counselor
Falcone, Paige	School Counselor
Falconer, Paige	School Counselor
Cook, Rebekah	Assistant Principal

Duties

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

The team will consist of:

Dr. Gary - Principal- Coordinates Team

Ms. Fisher - AP for Curriculum- MTSS Academic lead

Ms. Cook - AP for Discipline- MTSS Discipline lead

Mr. Jones - Student Services Manager - MTSS Discipline

Ms. Mickle - Student Services Manager - MTSS Discipline

Ms. Falcone - Guidance Counselor - MTSS academic

Ms. Falconer - Guidance Counselor - MTSS academics

We meet bi-monthly to problem solve individual students. The steps involved are:

- Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring
Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”

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	0	0	0	0	
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	0	
Level 1 on statewide assessment	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	0	0	0	0	

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

Tuesday 8/14/2018

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	57	67	38	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	12	15	17	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	7	38	26	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	1	11	4	0	0	0	0	16

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	1	16	8	0	0	0	0	25

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	57	67	38	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	12	15	17	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	7	38	26	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	1	11	4	0	0	0	0	16

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	1	16	8	0	0	0	0	25

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?

In school year 2017-18 the data component that scored the lowest was ELA learning gains for the lower 25%. However, this area is trending upward in 2015-16 we were at 35%, and in 2016-17 we were at 36%.

Which data component showed the greatest decline from prior year?

In school year 2017-18 the data components all areas increased Therefore, there was no decline occurred.

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

In school year 2017-18 the data component that scored the biggest gap compared to state average was ELA achievement. BMS scored a 51% and the State average is a 55%.

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

In school year 2017-18 the data component that scored the most improvement was acceleration at 72% compared to last year at 56%. This was a 16% gain.

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

Professional Development will occur in the areas of focus, which are as follows: Student-Centered Culture and Student Engagement Strategies.

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	48%	47%	53%	41%	44%	52%
ELA Learning Gains	51%	50%	54%	42%	46%	53%
ELA Lowest 25th Percentile	42%	45%	47%	35%	39%	45%
Math Achievement	55%	52%	58%	47%	47%	55%
Math Learning Gains	63%	61%	57%	51%	50%	55%
Math Lowest 25th Percentile	52%	52%	51%	45%	38%	47%
Science Achievement	46%	46%	52%	43%	45%	50%
Social Studies Achievement	83%	66%	72%	61%	58%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (57)	0 (67)	0 (38)	0 (162)
One or more suspensions	0 (12)	0 (15)	0 (17)	0 (44)
Course failure in ELA or Math	0 (7)	0 (38)	0 (26)	0 (71)
Level 1 on statewide assessment	0 (1)	0 (11)	0 (4)	0 (16)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	48%	44%	4%	52%	-4%
	2017	44%	44%	0%	52%	-8%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	45%	43%	2%	51%	-6%
	2017	44%	42%	2%	52%	-8%
Same Grade Comparison		1%				
Cohort Comparison		1%				
08	2018	51%	49%	2%	58%	-7%
	2017	46%	48%	-2%	55%	-9%
Same Grade Comparison		5%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	50%	42%	8%	52%	-2%
	2017	40%	37%	3%	51%	-11%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	54%	49%	5%	54%	0%
	2017	47%	47%	0%	53%	-6%
Same Grade Comparison		7%				
Cohort Comparison		14%				
08	2018	39%	43%	-4%	45%	-6%
	2017	38%	43%	-5%	46%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	45%	46%	-1%	50%	-5%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	64%	18%	71%	11%
2017	77%	64%	13%	69%	8%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	57%	42%	62%	37%
2017	93%	53%	40%	60%	33%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	48%	-48%	53%	-53%

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	13	36	35	19	40	36	13	55			
ELL	22	51	49	29	46	38	17	73			
ASN	50	60		40	60						
BLK	32	45	47	36	58	51	24	76	80		
HSP	47	53	45	48	59	47	45	84	71		
MUL	44	53	29	65	70	60	47	100	50		
WHT	51	51	40	60	64	54	50	83	73		
FRL	42	48	41	49	61	51	38	80	63		
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	8	28	30	8	41	41	2	40			
ELL	19	41	42	23	49	50	22	87			
BLK	24	36	25	22	46	38	21	68			
HSP	39	48	44	41	54	49	33	83	58		
MUL	41	38		52	48	30	50	100	50		
WHT	51	52	36	53	59	44	48	79	59		
FRL	37	46	35	39	52	44	35	73	50		

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	<p>Process- Planning, Collaboration, and Professional Development</p> <p>Based on 2017-2018 FSA data, BMS areas of focus will be: ELA Achievement 48% (6th grade- 48%; 7th grade 45%; 8th grade 51%); state 53% ELA Learning Gains 51% state 54% ELA Learning Gains Lowest 25%- 42%; state 47% Math Achievement 55% (6th grade 50%; 7th grade 54%; 8th grade 39%); state 58% Science Achievement 46%; state 52%</p>
Rationale	<p>High-quality planning and collaboration is strongly associated with increases in students' achievement on local and state assessments. Therefore, educators need planning time to implement their curriculum, review assessment data, make data-based decisions, and meet the diverse needs of their student population. To remain within the confines of teacher contracts and collective bargaining agreements school administrators who understand the benefits of increase planning and collaborative time must be creative. In addition, teachers must be abreast with the most current research and strategies to improve student achievement. Therefore, teachers must receive effective professional development.</p>
Intended Outcome	<p>If teachers are provided with extended time for planning, collaboration, professional development, and instructional resources, then student proficiency in tested areas will increase school-wide from 57% to 63% on Florida Standard Assessments. With the focus being on learning for all students, it is the goal that learning gains will increase from 51% to 56%. With a focus on the lowest 25th percentile it is the goal that learning gains will increase from 42% to 48%.</p>
Point Person	Dion Gary (dion.gary@marion.k12.fl.us)
Action Step	
Description	<p>All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 45 minutes. This will occur during 0 period and PantherPrime. All core teachers will meet for Professional Learning Communities, PLC, to plan for essential standards, evaluate learner performance, and problem solve. The master schedule has been developed to include collaboration time and planning time for all core teachers. Teachers will submit lesson plans via the portal. Teachers will use the data from iReady, weekly lessons, and standards mastery assessment to guide their instruction. In addition, the core curriculum is aligned to state curriculum frameworks and the FSA performance. Also, curriculum and instruction is aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course. The school-based leadership team will work with teachers using the coaching cycle with specific areas of need. The leadership team and synergy team will analyze student data to determine teacher and learner needs as well as model lessons, support in the classroom, and offer additional resources based on the need. Teachers will be provided professional development in instructional practices which are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based instructional strategies. Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their</p>

effect on raising student achievement.

Person Responsible Dion Gary (dion.gary@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description

The Administrative Team, Principal and Assistant Principals, will observe the small group instruction and provide ongoing feedback. Either the Principal, Assistant Principal, or both will participate in PLC. The Admin team will track the progress through various data sources; unify, iReady, and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, iReady, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.

Person Responsible Dion Gary (dion.gary@marion.k12.fl.us)

Activity #2	
Title	<p>Instruction- Extended Learning, Behavioral Support Structures, and Student Learning Tools</p> <p>Based on 2017-2018 FSA data, BMS areas of focus will be: ELA Achievement 48% (6th grade- 48%; 7th grade 45%; 8th grade 51%); state 53% ELA Learning Gains 51% state 54% ELA Learning Gains Lowest 25%- 42%; state 47% Math Achievement 55% (6th grade 50%; 7th grade 54%; 8th grade 39%); state 58% Science Achievement 46%; state 52%</p>
Rationale	<p>Extended learning time and opportunities serves as a means of improving academic achievement. Due to the increasing demand for knowledge and skills and complexity of Florida Standards, students need more time and opportunities for learning. This provides students with the following:</p> <ol style="list-style-type: none"> 1. More time on task. 2. Greater depth and breadth of learning. 3. More opportunities direct assistance. 4. More time for enrichment and experiential learning. 5. Stronger relationships between teachers and students. <p>Participation in voluntary structured activities has been consistently linked to positive academic and social development outcomes.</p>
Intended Outcome	<p>If students are provided with extended learning time, behavioral support structures, and student learning tools in all core academic areas, then student proficiency in tested areas will increase school-wide from 57% to 63% on Florida Standard Assessments. With the focus being on learning for all students it is the goal that learning gains will increase from 51% to 56%.</p>
Point Person	Dion Gary (dion.gary@marion.k12.fl.us)
Action Step	
Description	<p>Students will be provided with tutoring in the core areas and in robotics, before and after school. This will serve as enrichment and remediation, based on the needs of the learner. The teachers will only be high effective and highly qualified teachers from the prior school year, based on certification and VAM scores. The curriculum will be aligned with Florida Standards Assessment. In addition, after school programs will follow curriculum maps that were developed and aligned to state standards. All curriculum maps will address learning targets, and learning objectives. The school based leadership team will provide necessary support and resources to the after school program when appropriate. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals. School faculty and staff will reinforce positive social behavior through our Positive Behavior Support System. In addition, we will teach behavioral expectations school-wide through a research-based "Why Try" program and rewarding students with Panther Bucks. All faculty and staff will receive PBS & "Why Try" Training during pre-service week on the fundamental concepts.</p>
Person Responsible	Dion Gary (dion.gary@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>The Administrative Team, Principal and Assistant Principals, will observe after school programs and provide ongoing feedback. The Admin team will track the progress through various data sources; unify, and iReady. The teachers will track learner progress through ongoing formative assessments, iReady, standards mastery assessments, and district</p>

assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.

Person Responsible Dion Gary (dion.gary@marion.k12.fl.us)

Activity #3

Title Context- Student Centered Culture & Climate

Based on 2017-2018 FSA data, BMS areas of focus will be:

ELA Achievement 48% (6th grade- 48%; 7th grade 45%; 8th grade 51%); state 53%

ELA Learning Gains 51% state 54%

ELA Learning Gains Lowest 25%- 42%; state 47%

Rationale

Math Achievement 55% (6th grade 50%; 7th grade 54%; 8th grade 39%); state 58%

Science Achievement 46%; state 52%

To effectively manage a school and communicate effectively to all stakeholders, Belleview Middle School will provide clear and explicit school-wide policies and procedures. Many problems can be directly traced to the effectiveness of the school's communication. At Belleview Middle School we strive to provide first class communication to all stakeholders.

Intended Outcome

If all stakeholders are provided with clear and explicit communication of school-wide policies, and procedures, then, student proficiency in tested areas will increase school-wide from 57% to 63% on Florida Standard Assessments. With the focus being on learning for all students it is the goal that learning gains will increase from 51% to 56%.

Point Person

Dion Gary (dion.gary@marion.k12.fl.us)

Action Step

Description

All Stakeholders will be provided with clear and explicit policies and procedures. Expectations will be available in various formats delivering a variety on information, such as, requirements for promotion, course codes and course descriptions, course objectives, program objectives. All stakeholders will be provided with a school-wide policy and procedures handbook. All stakeholders in our Cambridge magnet program will be provided with a Cambridge Handbook of school wide policies and procedures. In addition, stakeholders will receive a monthly newsletter.

Person Responsible

Dion Gary (dion.gary@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description

Principal will provide parent and student surveys to gather feedback from and make adjustments as needed.

Person Responsible

Dion Gary (dion.gary@marion.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.

The mission of the Belleview Middle School Parent and Family Engagement Plan is to actively partner with parents and families to strengthen the home/school connection by providing resources, training, and information that support student academic success and personal development. Parents will engage in activities throughout the year that support high quality instruction that is necessary for all learners to be successful. Parents will be given the opportunity to observe & participate in classroom instruction. Our goal is to increase the percent of parent involvement at BMS by 5% as measured by parent volunteers, parent portal sign-up, and event attendance.

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.

At Belleview Middle School our guidance counselors provide basic counseling services when students are identified needing counseling either by the school personnel, the student or a parent request. We also employ the services of our school based social workers to assist depending on the situation and need for additional resources.

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

BMS offers a New Student & 6th grade Student Orientation in order to ease anxiety levels of students during the transition. BMS Open House is conducted at the beginning of every school year and includes all grade levels. Our ESE Program supports student transitions with our support facilitators as they are integrated into their current grades and through continued support to the next grade level. High school orientation, and articulation meetings allow the students to become familiar with upcoming choices and college courses they will have available in high school. Take Stock in Children introduces students to the process of college requirements in regards to writing essays for scholarships.

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.

We meet bi-monthly to problem solve individual students. The steps involved are:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families.
- Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds.

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

Offering advanced and honor classes, high school orientation, and articulation meetings allow the students to become familiar with upcoming choices and college courses they will have available to them in high school. Take Stock in Children introduces students to the process of college requirements in regards to writing essays for scholarships.

Marion County Public Schools implements standards provided by the state that set to prepare students for success and make them competitive in the global workplace.

Florida Standards provide clear expectations for the knowledge and skills students need to master in each grade and subject so they will be prepared to succeed in college, career and life.

Part V: Budget

Total:

\$249,355.00