Morgan Woods Elementary School

2019-20 Schoolwide Improvement Plan

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Morgan Woods Elementary School

7001 ARMAND DR, Tampa, FL 33634

[no web address on file]

Demographics

Principal: Jessica Kepa

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (49%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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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. 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.

The Morgan Woods Elementary School community will provide opportunities for personal growth and academic success for all students.

Provide the school's vision statement.

Morgan Woods Elementary School will develop individuals who are capable of successfully meeting the challenges of the future.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Kepa, Jessica	Principal	
Kurella, Carrie	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	78	72	85	75	85	0	0	0	0	0	0	0	454
Attendance below 90 percent	11	9	11	11	9	13	0	0	0	0	0	0	0	64
One or more suspensions	1	0	0	5	1	1	0	0	0	0	0	0	0	8
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	37	32	34	0	0	0	0	0	0	0	103

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	5	8	0	0	0	0	0	0	0	19

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	5	2	4	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

40

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 with two or more early warning indicators:

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	52%	57%	48%	52%	55%
ELA Learning Gains	46%	55%	58%	49%	55%	57%
ELA Lowest 25th Percentile	43%	50%	53%	47%	51%	52%
Math Achievement	43%	54%	63%	46%	53%	61%
Math Learning Gains	58%	57%	62%	54%	54%	61%
Math Lowest 25th Percentile	53%	46%	51%	49%	46%	51%
Science Achievement	49%	50%	53%	47%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	59 (0)	78 (0)	72 (0)	85 (0)	75 (0)	85 (0)	454 (0)
Attendance below 90 percent	11 (0)	9 (0)	11 (0)	11 (0)	9 (0)	13 (0)	64 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	5 (0)	1 (0)	1 (0)	8 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	37 (0)	32 (0)	34 (0)	103 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	52%	-7%	58%	-13%
	2018	46%	53%	-7%	57%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	41%	55%	-14%	58%	-17%
	2018	44%	55%	-11%	56%	-12%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
05	2019	42%	54%	-12%	56%	-14%
	2018	48%	51%	-3%	55%	-7%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	54%	-23%	62%	-31%
	2018	44%	55%	-11%	62%	-18%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	45%	57%	-12%	64%	-19%
	2018	41%	57%	-16%	62%	-21%
Same Grade Comparison		4%				
Cohort Comparison		1%				
05	2019	48%	54%	-6%	60%	-12%
	2018	50%	54%	-4%	61%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	51%	-8%	53%	-10%
	2018	44%	52%	-8%	55%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	24	37	33	27	48	50	14				
ELL	36	53	62	32	59	61	50				
BLK	31			23							
HSP	45	50	54	43	58	48	55				
WHT	47	36		44	58		31				
FRL	43	46	44	41	57	51	49				
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	9	33	55	18	45	42					
ELL	37	53	56	45	61		23				
BLK	33			17							
HSP	47	64	60	48	68	50	49				
WHT	60	53		52	56						
FRL	48	61	57	46	62	44	45				

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	19	32	45	19	27		29				
ELL	33	49	53	31	44	44					
BLK	47			44							
HSP	45	51	52	44	51	52	42				
WHT	53	36		50	64		50				
FRL	44	50	48	42	53	52	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall mathematics achievement decreased by 5%, for a total of 43% of students demonstrating proficiency. In addition, the percent of students demonstrating learning gains in ELA dropped 12%, for a total of 43% of students demonstrating gains.

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

Overall ELA proficiency showed the greatest decline from the prior year. During the 17-18 school year, 60% of students demonstrated proficiency. For 19-20, 46% of students were proficient--a decrease of 14%. An increased focus on mathematics instruction during the 17-18 school year may have contributed to this decline in ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade mathematics data has the greatest gap when compared to the state average, with the score falling 31% below state average.

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

The learning gains demonstrated in mathematics by students in the bottom quartile increased by 12% to a total of 53% of students demonstrating gains. A large emphasis was placed on this group as a result of the 17-18 data, and additional strategies for improvement were employed. In addition, this group of students received heavy support from the Math Resource Teacher on site.

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

The area of greatest concern is the number of students scoring Level 1 on the statewide assessment (FSA).

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

1. Increase overall ELA achievement
2. Increase overall Math achievement
3. Increase the percent of students demonstrating ELA learning gains
4. Increase the percent of students demonstrating Math learning gains
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Create a culture for teaching an learning
Rationale	School data indicates a decrease in proficiency and overall gains for both reading and mathematics. A renewed focus on the culture for teaching and learning will lead to an increase in achievement for all learners.

State the measurable outcome the school plans to achieve	Proficiency for both reading and mathematics will increase to at least 50% of all students scoring Levels 3-5, as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Jessica Kepa (jessica.kepa@hcps.net)
Evidence-based Strategy	Teachers will provide high quality standards-based instruction, differentiated to meet the needs of all learners. In addition, formative assessment will be used regularly to drive data-based decision making.
Rationale for Evidence-based Strategy	Teachers have previous exposure to unpacking the standards. A new emphasis on the creation of learning targets and success criteria based on the standards, to include professional development to deepen knowledge, will help ensure that students are presented with the most appropriate instruction to meet their individual needs.
Action Step	
Description	1) Provide training opportunities for teachers to build knowledge of standards, increasing alignment and rigor. Trainings may be provided by coaches and/or district personnel, and may include professional literature or on/offsite opportunities with substitute coverage. Trainings may include: a) Marzano refresher – specific learning targets created from grade level standards (all subjects) b) Informational and/or Literature Standards (ELA) c) STEM Mindset d) Elevation (ELL) 2) Establish systems for effective lesson planning a) Provide clear expectations for detailed lesson planning in support of the standards i) Evidence of collaborative planning ii) Evidence of planning for small group instruction iii) Evidence of formative assessment (formal and/or informal daily assessments) b) Provide regular access to resource coaches to assist with planning for standards-based instruction i) Create weekly schedule to allow all grades access to coaches in support of planning c) Ensure teams have access to current data for use when designing instruction 3) Promote student engagement through rigorous instruction a) Continue creating strong standards-based objectives, including look fors and success/ assessment criteria for student reference b) Differentiate instruction to meet the needs of individual students, based on current data i) Implement Language Study during Reader's Workshop (1) Phonics and/or vocabulary instruction based on student needs (2) Evidence of student learning may include interactive word walls and stations including: pictures, realia, graphic organizers, Greek & Latin roots ii) Refer to WIDA "Can Do" statements when planning differentiated instruction to

support ELLs
c) Access resource personnel to support engaging classroom instruction
i) Side-by-side coaching cycles with classroom teachers
ii) Small group instruction provided, as needed
d) Incorporate technology to enhance student engagement through the use of district
provided resources and education applications
4) Establish systems for accountability through ongoing progress monitoring
a) Administrative walk-throughs, daily
b) Observation and/or coaching cycles with feedback
c) Data chats, following common assessment data collection
d) Student goal setting, following iReady Diagnostics (Fall and Winter)

Person Responsible   Jessica Kepa (jessica.kepa@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

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

NA

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, 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.

We encourage parents to participate in all of our events by sending home flyers, making Parent Link phone calls and/or text message alerts, and posting everything on our website and social media platforms. We focus on communicating every child's progress to their families by engaging parents in parent/teacher conferences quarterly and as needed, and sending home quarterly progress reports, School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success, We persist at building positive relationships with families and the school community as a whole. Opportunities for participation/communication include, but are not limited to:Meet the Teacher/Open House, SAC, PTA, Newsletters, Website, Edsby, school marquee, Parent Link, Quarterly Conference Nights, Volunteer Orientation and Recognition, Academic Family Nights (STEM, Literacy), Committee Events, Great American Teach-In, and Community Partnerships.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board.

The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

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

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

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

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

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

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

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

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. The PSLT meets regularly.

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.

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.

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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; Post-secondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; Participation in the Great American Teach-In at all levels; Opportunities for students to take courses withing their area of interest t their high school, via virtual school and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Create a culture for teaching an learning**	**$0.00**

Total:	**$0.00**