

Hillsborough County Public Schools

Roland Park K 8 Magnet School



2018-19 School Improvement Plan

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Roland Park K 8 Magnet School

1510 N MANHATTAN AVE, Tampa, FL 33607

[no web address on file]

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)
Combination School KG-8	No	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

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

We strive to inspire young inquiring minds to become compassionate life-long learners who are internationally minded people.

Provide the school's vision statement

We aim to develop caring, open-minded and independent thinkers who will help to create a better, more peaceful world.

School Leadership Team

Membership

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

Name	Title
McBrien, Brent	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 and/or content area
- 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.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

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	2	3	0	0	1	1	3	2	0	0	0	0	12
One or more suspensions	0	0	0	1	0	3	4	4	11	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	5	2	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	1	11	6	15	10	16	0	0	0	0	59

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	2	1	4	8	0	0	0	15

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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/30/2018

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	1	0	2	0	1	1	3	0	1	0	0	0	0	9
One or more suspensions	0	1	0	0	0	3	1	8	11	0	0	0	0	24
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	2	12	14	28	14	15	0	0	0	0	85

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	1	3	3	1	2	0	0	0	10

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	1	0	2	0	1	1	3	0	1	0	0	0	0	9
One or more suspensions	0	1	0	0	0	3	1	8	11	0	0	0	0	24
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	2	12	14	28	14	15	0	0	0	0	85

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	1	3	3	1	2	0	0	0	0	10

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 component that performed the lowest was Learning Gains of the Lowest 25% in Math. This was not a trend. In 2017 this subgroup showed positive gains.

Which data component showed the greatest decline from prior year?

Learning Gains of the Lowest 25% in Math showed the greatest decline from 2017. There was a -18 point change from 66% to 48%. The learning gains were more in line with 2016, when they were at 45%.

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

The biggest gap compared to the state average was a positive gap in Math. 79% of students attained a level 3 or higher on Math FSA compared to only 61% of the state.

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

ELA achievement points showed a 2 point improvement from 2017. This has been a positive trend the last two years.

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

Implementation of teacher led professional development in writing and effective goal setting resulted in improvements in ELA achievement for the last few years.

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	77%	59%	60%	75%	60%	57%
ELA Learning Gains	65%	56%	57%	66%	60%	57%
ELA Lowest 25th Percentile	52%	49%	52%	52%	53%	51%
Math Achievement	79%	57%	61%	79%	60%	58%
Math Learning Gains	67%	53%	58%	72%	60%	56%
Math Lowest 25th Percentile	48%	47%	52%	66%	54%	50%
Science Achievement	73%	51%	57%	75%	54%	53%
Social Studies Achievement	86%	79%	77%	91%	78%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (1)	2 (0)	3 (2)	0 (0)	0 (1)	1 (1)	1 (3)	3 (0)	2 (1)	12 (9)
One or more suspensions	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)	3 (3)	4 (1)	4 (8)	11 (11)	23 (24)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	5 (0)	2 (0)	7 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (2)	11 (12)	6 (14)	15 (28)	10 (14)	16 (15)	59 (85)

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
03	2018	72%	53%	19%	57%	15%
	2017	88%	56%	32%	58%	30%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	82%	55%	27%	56%	26%
	2017	80%	54%	26%	56%	24%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
05	2018	77%	51%	26%	55%	22%
	2017	78%	52%	26%	53%	25%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
06	2018	83%	52%	31%	52%	31%

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	61%	49%	12%	52%	9%
Same Grade Comparison		22%				
Cohort Comparison		5%				
07	2018	68%	52%	16%	51%	17%
	2017	75%	54%	21%	52%	23%
Same Grade Comparison		-7%				
Cohort Comparison		7%				
08	2018	79%	54%	25%	58%	21%
	2017	74%	53%	21%	55%	19%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	55%	28%	62%	21%
	2017	84%	54%	30%	62%	22%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	72%	57%	15%	62%	10%
	2017	77%	56%	21%	64%	13%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				
05	2018	77%	54%	23%	61%	16%
	2017	80%	53%	27%	57%	23%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
06	2018	72%	48%	24%	52%	20%
	2017	53%	47%	6%	51%	2%
Same Grade Comparison		19%				
Cohort Comparison		-8%				
07	2018	83%	61%	22%	54%	29%
	2017	91%	61%	30%	53%	38%
Same Grade Comparison		-8%				
Cohort Comparison		30%				
08	2018	30%	29%	1%	45%	-15%
	2017	40%	28%	12%	46%	-6%
Same Grade Comparison		-10%				
Cohort Comparison		-61%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	65%	21%	71%	15%
2017	91%	67%	24%	69%	22%
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	93%	63%	30%	62%	31%
2017	99%	63%	36%	60%	39%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	56%	44%	56%	44%
2017	100%	56%	44%	53%	47%
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
WHT	90	69	71	90	75	50	79	100	94		
BLK	53	57	42	53	54	44	53	76	70		
HSP	70	61	56	77	65	46	71	79	83		
ASN	93	76		100	78		93	100	100		
MUL	93	77		88	68		94				
SWD	37	35	30	37	44	32	22				
FRL	56	53	48	60	56	43	53	73	75		
ELL	48	61	55	64	78						

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
WHT	92	75	50	94	80	89	93	95	100		
BLK	53	54	51	55	59	59	51	84	92		
HSP	63	62	56	74	71	63	63	88	77		
ASN	93	74		98	85		96		100		
MUL	83	69		83	69		80				
SWD	42	63	52	45	63	70	45				
FRL	54	55	50	62	69	65	54	86	78		
ELL	40	61	70	52	39						

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	Learning Gains of the lower quartile in Math
Rationale	The percentage of students in the lower quartile in Math that showed learning gains in 2018, decreased from the prior year from 66% to 48%. The percentage was more in line with 2016 in which 45% of students showed gains.
Intended Outcome	The intended outcome for the area of focus will be an Increase in the percentage of students that exhibit learning gains in the lower quartile in Math from 48% to 53%.
Point Person	Brent McBrien (brent.mcbrien@sdhc.k12.fl.us)

Action Step

Description	Teachers will implement differentiated teaching strategies school wide, that will be created using standards based lesson planning.
Person Responsible	Brent McBrien (brent.mcbrien@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	Pre and post assessments, classroom walkthroughs, and monthly PLC data chats will be used to monitor progress towards the goal.
Person Responsible	Brent McBrien (brent.mcbrien@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, § 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 will conduct parent workshops during the 2017-2018 school year. These workshops will address various topics such as: Back to school success tips; differentiated instruction; and organization. We also communicate through our school website and monthly newsletters. The elementary parents receive a weekly newsletter from their child's teacher with all the information for the upcoming week. The middle school parents use Edsby, which is an interactive communication program with real time grades and email communication calendars to keep the parents constantly informed about their child's progress.

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

Social and Emotional Learning (SEL) Program

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; 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.

Part V: Budget	
Total:	\$0.00