Fort King Middle School

2018-19 Schoolwide Improvement Plan

Table of Contents

Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2017-18 Title I School

Yes

2017-18 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

75%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

50%

School Grades History

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

Ft. King Middle School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Ft. King Middle School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each child.

Provide the school's vision statement.

Ft. King Middle School will challenge students of all abilities to achieve excellence in a wide range of academic, cultural, and sporting activities. It will equip students for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each student to achieve his/her full potential. In a discipline and caring environment, based on mutual respect, each student will be valued as an individual in his/her own right and his/her moral development encouraged.

School Leadership Team

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

Name	Title
Smallridge, Gary	Principal
Woods, Shawn	Assistant Principal
Conrad, Deedra	School Counselor
Shepler, Teresa	School Counselor
Gilmore, Rometha	Dean

Duties

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

Ft. King Middle School is served by one principal, Gary Smallridge and two assistant principals, Shawn Woods and Ronald Jones. Mr. Smallridge returns this year for his fourth full year at the helm. His duties include assuring instruction aligns to state standards, containing continuous improvement through professional development, designing instruction for student success, developing partnerships with administrative staff, teachers, parents and the community, as well as nurturing a culture where each individual feels valued.
As the assistant principal for curriculum, Mr. Woods' primary functions include developing and maintaining the master schedule to fulfill all students' needs, supporting the professional development of all stakeholders, viewing academic data to facilitate instructional strategies and curriculum alignment; and to enhance student achievement with all available resources.
As the assistant principal for discipline, Mr. Jones' primary functions include communicating the schools mission and vision to all stakeholders, maintaining a safe facility while establishing a positive school culture, as well as facilitating an effective student discipline program that enhances student achievement.

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	115	118	138	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	82	81	74	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	72	49	93	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	0	0	0	100	100	85	0	0	0	0	285

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	222	209	293	0	0	0	0	724

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	7	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	31	28	15	0	0	0	0	74

Date this data was collected

Tuesday 7/24/2018

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	80	62	67	0	0	0	0	209
One or more suspensions	0	0	0	0	0	0	87	79	61	0	0	0	0	227
Course failure in ELA or Math	0	0	0	0	0	0	22	52	50	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	104	90	116	0	0	0	0	310
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	175	162	184	0	0	0	0	521

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	80	62	67	0	0	0	0	209
One or more suspensions	0	0	0	0	0	0	87	79	61	0	0	0	0	227
Course failure in ELA or Math	0	0	0	0	0	0	22	52	50	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	104	90	116	0	0	0	0	310
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	175	162	184	0	0	0	0	521

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?

ELA achievement was the lowest category in 2018, and it has been a trend over the last three years. Although it is a trend, ELA achievement has increased 5% over the past three years.

Which data component showed the greatest decline from prior year?

The only data component that showed a decline from last year was Social Studies (Civics). It dropped from 68% proficiency to 65%. This was not a significant drop, and it followed a year with a 17% increase from 2016 data.

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

ELA achievement had the biggest gap when compared to the state average. FKMS had a 44% proficiency rate compared to the State average at 53%.

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

Math Learning Gains in our Bottom Quartile showed the most improvement, jumping from 50% in 2017 to 66% in 2018. This has been a trend for the past two years. This same category increased from 37% to 50% in 2017.

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

In 2016, FKMS only offered six sections of Intensive Math for our struggling students. In 2017, we tripled the number of sections offered, and in 2018 increased the number of Intensive Math sections to thirty. This was accomplished by changing a basic unit to an Intensive Math unit and by purchasing additional math teachers via Title I funds.

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	44%	47%	53%	39%	44%	52%
ELA Learning Gains	51%	50%	54%	41%	46%	53%
ELA Lowest 25th Percentile	48%	45%	47%	36%	39%	45%
Math Achievement	53%	52%	58%	42%	47%	55%
Math Learning Gains	67%	61%	57%	47%	50%	55%
Math Lowest 25th Percentile	66%	52%	51%	37%	38%	47%
Science Achievement	50%	46%	52%	39%	45%	50%
Social Studies Achievement	65%	66%	72%	51%	58%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	115 (80)	118 (62)	138 (67)	371 (209)
One or more suspensions	82 (87)	81 (79)	74 (61)	237 (227)
Course failure in ELA or Math	72 (22)	49 (52)	93 (50)	214 (124)
Level 1 on statewide assessment	100 (104)	100 (90)	85 (116)	285 (310)

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	37%	44%	-7%	52%	-15%
	2017	39%	44%	-5%	52%	-13%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	39%	43%	-4%	51%	-12%
	2017	41%	42%	-1%	52%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2018	50%	49%	1%	58%	-8%
	2017	47%	48%	-1%	55%	-8%
Same Grade Comparison		3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	44%	42%	2%	52%	-8%
	2017	33%	37%	-4%	51%	-18%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	49%	49%	0%	54%	-5%
	2017	49%	47%	2%	53%	-4%
Same Grade Comparison		0%				
Cohort Comparison		16%				
08	2018	46%	43%	3%	45%	1%
	2017	49%	43%	6%	46%	3%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	49%	46%	3%	50%	-1%
	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	63%	64%	-1%	71%	-8%
2017	68%	64%	4%	69%	-1%
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	87%	57%	30%	62%	25%
2017	95%	53%	42%	60%	35%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017	0%	48%	-48%	53%	-53%
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	18	40	41	25	57	59	24	31	20		
ELL	22	52	50	30	59	53		56			
ASN	63	47		81	88						
BLK	29	46	49	36	65	68	21	52	61		
HSP	39	60	61	44	62	63	56	58	69		
MUL	44	57	33	61	76		48	65	73		
WHT	51	51	42	63	68	69	59	71	73		
FRL	36	49	48	48	65	66	45	58	65		

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	11	29	26	17	46	39	24	36			
ELL	7	33	37	13	49	57		31			
ASN	69	77		77	62						
BLK	24	41	38	26	49	46	22	47			
HSP	41	50	34	41	59	51	46	69	76		
MUL	37	53	47	44	63	50	28	58			
WHT	50	52	40	59	62	53	58	76	55		
FRL	37	44	33	41	56	50	41	63	54		

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	Curriculum- Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8 and to reduce class sizes in general math classes in grades 6-8. To provide i-Ready Instruction Upgrade in Math and i-Ready Math Toolbox to the math teachers.
Rationale	To maintain the math learning gains and achievement progress made over the past two years, as measured by FSA Math. In addition to maintaining the growth experienced over the past two year, which helped move FKMS to a "B" from a "D" in two years, FKMS will increase the learning gains in math by 5% from 67% to 72%. The intended outcome is to keep the two additional math teachers on the roster and part of the master schedule for 2018-2019
Intended Outcome	If we continue to fund two additional math teachers with our Title I budget to help reduce class size; add intensive math sections to the Ft. King Middle School master schedule, and provide them with the I-Ready Toolbox & Instruction upgrade, then the percentage of proficient FSA math scores will increase by 5% from 53% to 58% and the percentage of level one or level two FSA math scores will decrease by 5% to 42% from 47%.
Point Person	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

Action Step

Description	The principal will maintain two Title I math teachers in the budget and in the SIP for 2018-2019 and will build a master schedule using the two additional teachers to either reduce class sizes in the general math classes or to teach additional intensive math sections. Purchase the I-Ready Toolbox and Instruction Upgrade for the math teachers.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	We will monitor effectiveness by reviewing I-Ready data each quarter to look for progress of the intensive math students, as well as the regular math students. The intensive math teachers will work and plan with the general math teachers to monitor their students' progress. The intensive math teachers will concentrate teaching time based on the skills their students are struggling most with in the general math classes and that are identified by the I-Ready data. The intensive math teachers will remediate the deficient skills in small group during intensive math. The regular math teachers will reteach deficient skills as well in the regular math class.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

Activity #2	
Title	Instruction- Provide additional support to teachers and students in Rigorous Teaching Strategies in both ELA and Reading.
Rationale	To assist teachers in implementing rigorous teaching strategies in their classrooms to increase the percent of proficient students in ELA by 10% from 44% to 54%, as measured on the FSA ELA. The CAS will help train teachers in AVID strategies such as Socratic Circle, Focused Note Taking, WICOR strategies, Tutorials, etc.
Intended Outcome	If we hire a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, then Ft. King Middle School's percent of proficient ELA students will increase by 10% from 44% to 54% as measured by the FSA
Point Person	Holly Wolfanger (holly.woldanger@marion.k12.fl.us)
Action Step	
Description	Our CAS will offer a PD course once per month to the entire faculty covering the AVID strategies mentioned in the Intended Outcome. Each quarter, subs will be provided for teachers to complete walkthroughs in other teachers classrooms that will be modeling the same AVID strategies learned in the courses offered by Ms. Wolfanger or learned in the summer AVID training. Teachers will then have help implementing the new strategies by using what they learned in the walkthrough, the PD course and with assistance by the CAS, if needed. This process will continue each quarter for the entire year.
Person Responsible	Holly Wolfanger (holly.woldanger@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored by reviewing the number of teachers volunteering to model the strategies and by the number of teachers signing up to complete walkthroughs. Once the walkthroughs are completed, effectiveness will be monitored by the administration by seeing the strategies being used in the classrooms when completing classroom observations. If the training is replicated and implemented appropriately by the teachers, the % of proficient ELA scores should increase by 10% from 44% to 54%. as measured by the FSA.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

Activity #3	
Title	Instruction- Offer more sections of Intensive Reading and/or Reduce class sizes in ELA classes.
Rationale	If FKMS hires an additional Intensive Reading/ELA teacher in sixth grade, class sizes could be reduced in ELA classes and more sections of Intensive Reading could be offered to our students.
Intended Outcome	If FKMS had smaller ELA classes and more sections of Intensive Reading classes, then we could reduce the percentage of level ones and twos by 10% from 56% to 46%, as measured by the FSA ELA. Having the additional teacher would help to increase the percentage of proficient students in 6th grade ELA by 5% from 37% to 42%. The additional teacher would help to increase the 6th grade ELA learning Gains by 10% from 42% to 52%.
Point Person	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Action Step	
Description	The principal will hire an additional ELA/Intensive Reading teacher for 6th grade. The principal will create a master schedule adding additional sections of Intensive Reading and ELA sections. The intensive reading teacher will monitor the I-Ready data weekly to set up small groups to remediate skills students are testing as deficient. The ELA teachers will monitor I-Ready data to reteach deficient skills as well. The administration will monitor I-Ready data to offer intensive reading to students without an FSA score from last year that is testing below grade level.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will monitor effectiveness by reviewing I-Ready data each quarter. The intensive reading teachers will work and plan with the general ELA teachers to monitor their students' progress. The intensive reading teachers will concentrate teaching time based on the skills their students are struggling with most by using the i-Ready data and lessons provided in i-Ready.
Person Responsible	Holly Wolfanger (holly.woldanger@marion.k12.fl.us)

Activity #4	
Title	Maintain technology level in classooms by having replacement equipment on-hand when technology fails.
Rationale	FKMS has the basic technology equipment in all classrooms. The intended outcome is to have replacement equipment on-hand when the equipment fails (projectors, document cameras, interactive whiteboards, chrome books, headphones). Having the equipment on-hand will keep classrooms running smoothly and engaged in rigorous lessons.
Intended Outcome	If Ft. King Middle School teachers had access to basic technology such as classroom projectors, document cameras, interactive whiteboards, chrome books and headphones, then could deliver more engaging lessons and activities, which would help increase our bottom 25% proficiency rate by 5% in ELA from 48% to 53% and from 66% to71% in FSA Math.
Point Person	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Action Step	
Description	The principal will work with the school secretary and Title I Department in ordering as many replacement technology components as possible with approximately $20,000 as a budget.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored by the number of classrooms running with 100% working technology equipment. The goal is to keep all classrooms up and running with no more than a day of down time to repair broken equipment. Laptop carts are checked out on a FKMS portal calendar to make sure all teachers have access.
Person Responsible	Shawn Woods (shawn.woods@marion.k12.fl.us)

Activity #5	
Title	Process- Provide time for a para to contact Plato students' families for updates on progress of courses.
Rationale	Rationale: If students can complete PLATO courses during the school day, with the assistance of the lab manager and their families, students will not feel like they can never catch up. Students recovering classes during the school year will be ready to move on to high school with their peers and will be less likely to drop out of school when they are 16. If parents receive updates twice per month, students will stay on track to finish their PLATO courses during the school year and not have the need for summer school. Action Steps Hire a paraprofessional for one hour per day to call parents twice per month, giving them updates on their children's progress in their PLATO courses.
Intended Outcome	If we hire a paraprofessional for one hour per day to call parents for PLATO updates, then we could reduce the number of students needing summer school by 20%, reducing the number of students needed to recover classes in order to move on to high school at the end of the 2017-2018 school year from 58 to 47. The goal would be to reduce this number by 11 students or more at the end of the 2018-2019 school year.
Point Person	[no one identified]

Action Step	
Description	Hire a para to work for one hour per day in running Plato reports and contacting parents to give them updates on the students' progress. Train the para on how to run the reports and how to keep a phone log with the phone contact information.
Person Responsible	Shawn Woods (shawn.woods@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored by the completion rates for Plato students. If we have ten to fifteen courses completed during the school year, the intended outcome will be successful.
Person Responsible	Gary Smallridge (gary.smallridge@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.

In order to build stronger relationships with our parents, Ft. King Middle School strives to build open communication paths to and from school. Through the use of Skyward, call outs are sent by the Principal informing parents of critical information. Our website provides up-to-date emails and teacher pages for

staying in touch with each classroom. Our "Remind" program, allows parents and students to receive texts from teachers regarding important due dates and upcoming events. Our student planner functions as a daily organizational tool as well as another critical communication avenue.

Beyond the communication tools, our school hosts various athletic events, club sponsored activities, curriculum nights, as well as family fun nights to help build an ongoing positive interactive relationship with our families.

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.

Ft. King Middle School is staffed with two guidance counselors and a multitude of supportive and dynamic faculty members. Students' social-emotional needs will be met starting with the classroom teachers. Our classroom teachers are being trained to plan and implement engaging and differentiated lesson plans. Students engaged in these types of plans are less stressed due to working on their own level, as well as working with their peers in group work for additional help.

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

As students transition to 6th grade, our school hosts orientation opportunities for incoming students in the spring prior to their arrival. Information flyers and call-out messages are shared with the parents as well. Additionally, our schools hosts on the Friday before school starts, an opportunity for families to come visit the campus and ask their questions. Once school starts, our staff reviews policies and procedures as well as monitors for assistance, any student who may still need additional support. As well, for students with disabilities or 504 plan, articulation meetings are held.

A similar system is held for outgoing 8th grade students. The high schools visit our campus and share information regarding their schools. Orientations are hosted at each high school. Articulation meetings are held for 504 and students with disabilities.

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.

Through constant data analysis of student data, teacher evaluation data, surveys (teacher, school, community), and budgets, the administration uses a team approach to develop short term and long term goals for each school year. After which, the leadership team, comprised of all synergy team members and department chairs, work through the 8 step model together and identify instructional strategies, barriers and resources to support student achievement. This is then shared amongst all stakeholders.

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

Through our vocational department, we encourage our students to discover their passion in either the art of computers, agriscience, technology, band, and/or 2D/3D art. High school courses are offered to 8th grade students who demonstrate the academic achievement level to be successful on the next level. This, in turn, allows students when they get to high school, to take more classes in their chosen field.

Part V: Budget

Total:	$267,911.00