Fulton County Center for Career and Technology
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		111292507
Address 1		
145 East Cherry Street		
Address 2		
City	**State**	**Zip Code**
McConnellsburg	PA	17233
Chief School Administrator		**Chief School Administrator Email**
Mr Clint Heath		cheath@frsd.info
Single Point of Contact Name		
Clint Heath		
Single Point of Contact Email		
cheath@frsd.info		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
717-485-5813		202
Principal Name		
Clint Heath		
Principal Email		
cheath@frsd.info		
Principal Phone Number		**Principal Extension**
717-485-5813		202
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Clint Heath		cheath@frsd.info

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Clint Heath	Administrator	Fulton County Center for Career and Technology	cheath@frsd.info
Clint heath	Administrator	Forbes Road School District	cheath@frsd.info
Christina Ramsey	Administrator	Central Fulton School District	cramsey@cfsd.info
Mark Mosemann	Board Member	Joint Operating Committee	mm@sfsd.k12.pa.us
Joyce Lynch	Community Member	Fulton County Employment and Training	jlynchetsfc@sapdc.org
Erica Fendlay	Community Member	Edward Jones Investments	erica.fendlay@protonmail.com
Kristina Mong	Community Member	JLG Industries	krmong@jlg.com
Todd Wolford	Staff Member	Drafting and Design Instructor	twolford@fcavts.com
Bill Pelton	Staff Member	Construction Trades Instructor	bpelton@fcavts.org
Stephanie Weller	Parent	Parent of Welding Tech. Student	jarweller@hotmail.com
Rachel Carbaugh	Parent	Parent of Automotive Student	rcarbaugh@frsd.info
Wendy Mumma	Parent	Parent of Veterinary Assistant student	wmumma@frsd.info
Kyler Hale	Student	Allied Heath	khale@fcavts.org
Wendy Ritz	Staff Member	Southern Fulton School District	writz@sfsd.k12.pa.us
Courtney Hykes	Staff Member	Forbes Road School District	chykes@frsd.info
Shelly McMullen	Staff Member	Central Fulton School Distict	smcmullen@cfsd.info
Jeff Rowland	Community Member	Mellott Company/University	jrowland@mellotts.com
Chase Webb	Community Member	All Things Automotive	cwebb@allthingsautomotive.com
Krissie Earley	Staff Member	Fulton County Center for Career and Technology	kearley@fcavts.org
Nevin Carbaugh	Student	Construction Trades	ncarbaugh@fcavts.org
Sherry Deshong	Parent	Parent	sdeshong0626@gmail.com
Meredith Hendershot	Administrator	Southern Fulton School District	mhendershot@sfsd.k12.pa.us

LEA Profile

The Fulton County Center for Career and Training(FCCCT) serves 3 school districts within the boundaries of Fulton County. Fulton County is comprised of the Southern Futon School District, Central Fulton School District, and Forbes Road School District. The county encompasses 425 square miles. FCCCT offers highly competitive programming based on the needs of the county. There is a strong partnership between the community and the FCCCT. The school maintains the support of the sending districts and has had little or no challenges in the fiscal department. Program enrollments fluctuate from year to year and when they do not meet the threshold of the enrollment figures, the program is placed on probation for 2 years to increase enrollments and meet the needs of the surrounding communities. Program offerings are reviewed each year to ensure they are meeting the needs of students and the community workforce they will soon be entering.

Mission and Vision

Mission

Our mission is to develop lifelong learners who are adaptable, resilient, productive, and of high moral character. We will provide them with career guidance opportunities to pursue higher education and lifelong competitive careers.

Vision

Our vision is that every student is provided a high-quality technical education and the knowledge, confidence, work ethic, and skillset to overcome challenges as they enter the workforce and compete in a global economy.

Educational Values

Students

FCCCT students have indicated that they are college and/or career ready with entry level employability skills after completing their CTE programs. Students indicated that “real-life” experiences and insight from instructors and industry professionals have prepared them for success in the workforce.

Staff

The staff at FCCCT continues to provide a physically and emotionally safe learning environment for all students by participating in trauma-informed training sessions. The staff has also indicated that program safety is of the utmost importance to them. The OSHA-10 Hour Certification requirement for all FCCCT students as they enroll with the support of the Occupational Advisory Committees continue to keep the school a safe place to work and learn.

Administration

The administration of FCCCT must assist in the growth of our students, staff and the community providing the proper guidance and support in achieving school-wide goals and initiatives. Additionally, conquering educational challenges, supporting all students, and providing meaningful learning experiences in an atmosphere of greater trust, better communication, and higher accountability.

Parents

Parent feedback has indicated that communication is a crucial element for their children’s learning experience. All communications coming from FCCCT and participating school districts needs to be clearly stated and consistent with all entities and support resources. Parents have also indicated that the yearly Open House/Parent’s Night activity, is a highlight for them to see their child’s work in action and to speak freely with the program instructor. Open House night is a great avenue for FCCCT to display its values to all stakeholders, the Community, Parents, Students, Staff, and Administration.

Community

Members of the community have expressed their approval with our recent name change from the Fulton County Area Vocational Technical School to the Fulton County Center for Career and Technology and the current programs we offer. Community members are part of our stakeholders and CLNA groups, OAC committees and are connected in other various aspects.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**False** 6
False 7	**False** 8	**False** 9	**True** 10	**True** 11	**True** 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	All student groups met performance standard and performed above the Statewide average, resulting in 100%.
Industry-Based Learning	Students met the progress measure (scoring 89.7%) on the industry-based assessments.
Rigorous Courses of Study	Percent of CTE Program of Study Concentration is 79.3%.

Challenges

Indicator	Comments/Notable Observations
Percent of regular attendance	All student groups did not meet the performance standard; however, they did show progress in this area.
Participation - increase enrollment in programs from all 3 sending schools	Increase enrollment so that programs are at capacity. Recruitment and expansion of current programs.

Proficient or Advanced in Mathematics/Algebra

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Career Standards Benchmark **ESSA Student Subgroups** White	**Comments/Notable Observations** All student groups met performance standard
Indicator	**Comments/Notable Observations**

Rigorous Courses of Study **ESSA Student Subgroups** White	Percent CTE Program of Study Concentration scored well above the statewide average
Indicator Industry-Based Learning **ESSA Student Subgroups**	**Comments/Notable Observations** Students met the progress measure (scoring 89.7%) on the industry-based assessments.

Challenges

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Percent of Regular Attendance **ESSA Student Subgroups** White	**Comments/Notable Observations** Attendance is 15% below the statewide average. This number is a combination of the students of the 3 sending school districts. It is notable that attendance is often not communicated accurately and this needs addressed.
Indicator Participation in Programs **ESSA Student Subgroups** White	**Comments/Notable Observations** It is the goal to increase student participation in the programs that are being offered.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Career Standards Benchmark
Rigorous Courses of Study
Industry-Based Learning

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Percent of regular attendance
Participation - increase enrollment in programs from all 3 sending schools

Local Assessment

English Language Arts

Data	Comments/Notable Observations

English Language Arts Summary

Strengths

Challenges

N/A

Mathematics

Data	Comments/Notable Observations
N/A	FCCCT is not a comprehensive CTC. Additional data sources or not available.

Mathematics Summary

Strengths

N/A

Challenges

N/A

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	FCCCT is not a comprehensive CTC. Additional data sources or not available.

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	Percent Earned Industry-Recognized Credential Percent Scoring Competent or Advanced on NOCTI Percent Completed Work-Based Learning Experience

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI Pre Assessment	100% of eligible students participated in the Pre-NOCTI assessment
Future Ready PA Index	Percent Earned Industry-Recognized Credential Percent Scoring Competent or Advanced on NOCTI Percent Completed Work-Based Learning Experience
NOCTI Post-Test Assessment	Students score above the state average on a consistent basis

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Hagerstown Community College

Agreement Type

Local Articulation

Program/Course Area

Welding and Fabrication

Uploaded Files

articulationagreements_983028f2.zip

AA-Welding-HCC.pdf

articulationagreements.zip

Partnering Institution

Wilson College

Agreement Type

Local Articulation

Program/Course Area

Veterinary Assistant Program

Uploaded Files

AA-Vet Assist-Wilson.pdf

Partnering Institution

Thaddeus Stevens College of Technology

Agreement Type

Local Articulation

Program/Course Area

Welding Technologies

Uploaded Files

AA-Welding-Thaddeus Stevens.pdf

Partnering Institution

Pennsylvania Highlands Community College

Agreement Type

Local Articulation

Program/Course Area

Computer Systems

Uploaded Files

AA-CNR-Penn Highlands.pdf

Partnering Institution

Triangle Tech

Agreement Type

Local Articulation

Program/Course Area

Welding

Uploaded Files

AA-Welding-Triangle Tech.pdf

Partnering Institution

Triangle Tech

Agreement Type

Local Articulation

Program/Course Area

Construction Trades

Uploaded Files

AA-Construction Trades-Triangle Tech.pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Construction Trades

Uploaded Files

AA-Construction Trades-Thaddeus Stevens.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All Student Group Meets Career and Standards Performance Standard Benchmark
Industry-Based Learning
Rigorous Courses of Study

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Percent Earned Industry-Recognized Credential
Percent Scoring Competent or Advanced on NOCTI
Percent Completed Work-Based Learning Experience

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Standards Benchmark
Industry-Based Learning
Rigorous Courses of Study

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Participation - increase enrollment in programs from all 3 sending schools
Percent of regular attendance

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (Chapter 339)	The Chapter 339 plan is utilized to drive the overall Comprehensive Plan of the FCCCT. Students from participating school districts tour FCCCT POS for career guidance and shadowing.
Technology Plan	We follow the technology initiatives of the 3 sending school districts.
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

FCCCT participating school districts work collectively with student scheduling and to assure that students have an opportunity to participate in student tours, Open House and shadowing experiences

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

FCCCT does not have their own centrally located CTC. All POS are located within the 3 participating school districts. In some cases students would have to travel as far as 40 miles to attend a program of choice thus reducing opportunity

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Foster a culture of high expectations for success for all students, educators, families, and community members
Continuously monitor implementation of the school improvement plan and adjust as needed
Identify professional learning needs through analysis of a variety of data

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standards Benchmark	True
Rigorous Courses of Study	True
N/A	False
Industry-Based Learning	False
N/A	False
All Student Group Meets Career and Standards Performance Standard Benchmark	False
Career Standards Benchmark	False
FCCCT participating school districts work collectively with student scheduling and to assure that students have an opportunity to participate in student tours, Open House and shadowing experiences	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Industry-Based Learning	False
Rigorous Courses of Study	False
Industry-Based Learning	False
Rigorous Courses of Study	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Identify professional learning needs through analysis of a variety of data	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Percent of regular attendance	True
Participation - increase enrollment in programs from all 3 sending schools	True
N/A	False
N/A	False
N/A	False
Percent Earned Industry-Recognized Credential	False

Percent Scoring Competent or Advanced on NOCTI	False
FCCCT does not have their own centrally located CTC. All POS are located within the 3 participating school districts. In some cases students would have to travel as far as 40 miles to attend a program of choice thus reducing opportunity	False
Percent Completed Work-Based Learning Experience	False
Participation - increase enrollment in programs from all 3 sending schools	False
Percent of regular attendance	False
Align curricular materials and lesson plans to the PA Standards	False
Implement evidence-based strategies to engage families to support learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Maintain high levels of support and cooperation from participating sending school districts to ensure that attendance and enrollment numbers remain at acceptable levels ensuring the necessary funding to make appropriate equipment purchases and maintain facility. Promote public awareness of career and technical education and the resources and opportunities available to high school and adult learners at the Fulton County Center for Career and Technology. The FCCCT Team noted that teachers are involved in various in-service activities that promote professional development to include NOCTI data analysis, MAX Teaching Strategies and Technical Assistance Program. Select teachers attend the yearly Integrated Learning Conference held at Penn State University. Teachers use this conference to develop and/or implement strategies acquired at this conference. Teachers also attend the conference workshop pertaining to improving nontraditional enrollment. Additionally, teachers participate in peer observation activities and mentor training which include the development of curriculum with the integration of the Pennsylvania Core Standards in Reading, Writing, and Mathematics into their Program of Study competencies. It is the goal of the FCCCT team to prepare students so that they are occupationally and academically ready prior to completion of all career & technical education programs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Percent of regular attendance	The students with poor attendance include students from all 3 sending school districts. The goal includes working with school counselors and attendance administrators to properly record and communicate with students and parents/guardians.	True
Participation - increase enrollment in programs from all 3 sending schools	The administrators are working with the school districts to recruit students into the existing programs, as well as surveying students to gauge interest, including program locations.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Standards Benchmark	The Career Standards Benchmarks are vital to surveying the interests of students. It is important to revisit the career interests to measure the success of our programs.
Rigorous Courses of Study	Students of the FCCCT engage in rigorous courses of study.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The students with poor attendance include students from all 3 sending school districts. The goal includes working with school counselors and attendance administrators to properly record and communicate with students and parents/guardians.
	The administrators are working with the school districts to recruit students into the existing programs, as well as surveying students to gauge interest, including program locations.

Goal Setting

Priority: The students with poor attendance include students from all 3 sending school districts. The goal includes working with school counselors and attendance administrators to properly record and communicate with students and parents/guardians.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Improve Regular Attendance in all Student Groups to meet or exceed the Statewide Performance Standard		
Measurable Goal Nickname (35 Character Max)		
Meet the Statewide Performance Attendance Standard		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase student attendance by 10%	Continue to increase attendance by an additional 10%	Improve Regular Attendance in all Student Groups to meet or exceed the Statewide Performance Standard

Priority: The administrators are working with the school districts to recruit students into the existing programs, as well as surveying students to gauge interest, including program locations.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Participation - increase enrollment in programs from all 3 sending schools		
Measurable Goal Nickname (35 Character Max)		
Increase Participation and Membership at the Fulton County Center for Career and Technology		
Target Year 1	**Target Year 2**	**Target Year 3**
Survey and advertise programs, internally and externally. Increase enrollment of all schools by 10%	Recruit and increase enrollment by another 10%, including co-op programs.	Participation - increase enrollment in programs from all 3 sending schools

Action Plan

Measurable Goals

Meet the Statewide Performance Attendance Standard	Increase Participation and Membership at the Fulton County Center for Career and Technology

Action Plan For: Check and Connect

Measurable Goals:
• Improve Regular Attendance in all Student Groups to meet or exceed the Statewide Performance Standard

Action Step		**Anticipated Start/Completion Date**	
Advertise the program; collaborate with sending school districts to utilize the check and connect resources		2024-04-01	2026-05-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrators	Demographic Information Communication with schools Time to provide feedback/assist students	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase student attendance and success	Attendance Officer - Daily, Evaluation and Feedback Check and Connect Counselor - Weekly, Evaluation and Feedback

Action Plan For: Personal Pathways to Success Programs of Study

Measurable Goals:
• Participation - increase enrollment in programs from all 3 sending schools

Action Step		**Anticipated Start/Completion Date**	
Utilize the Personal Pathways to Success Programs of Study (POS), beginning with the school counselors training and exposore for students		2024-04-01	2026-05-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrators	PD - School Counselors Technology Framework	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased student interest and attendance at programs	School Counselors, Every 6 months, survey, student feedback

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Personal Pathways to Success Programs of Study	Utilize the Personal Pathways to Success Programs of Study (POS), beginning with the school counselors training and exposore for students

Create Programs of Study and/or Individual Graduation Plans for students

Action Step		
• Utilize the Personal Pathways to Success Programs of Study (POS), beginning with the school counselors training and exposore for students		
Audience		
School Counselors, Teachers, Administrators		
Topics to be Included		
Career Education and Work Standards Strategies for teaching		
Evidence of Learning		
Survey, self-assessment, reflection		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Administrators	2024-04-01	2025-09-30

Learning Format

Type of Activities	Frequency
Inservice day	Act 80 Days, Summer PD, Conferences if needed
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Perkins Postsecondary Approval in CATs	

Communications Activities

Student/Family Engagement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Advertise the program; collaborate with sending school districts to utilize the check and connect resources	Students, Families, Community, Teachers, Administrators, Sending School Districts	Attendance Importance Academic Achievement Success of Technical Programs	Liaisons for check and connect, Administrators, School Counselor	06/05/2024	05/31/2027

Communications

Type of Communication	Frequency
Presentation	All schools, twice a year with follow-ups
Posting on district website	Annually

Approvals & Signatures

Uploaded Files
• Xerox Scan_02242025112537.pdf

Chief School Administrator	Date
Clint J Heath	2025-12-09
Building Principal Signature	**Date**
Clint J Heath	2025-12-09
School Improvement Facilitator Signature	**Date**
Clint J Heath	2025-12-09