

Bay District Schools

Rutherford High School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	0
Current School Status	0
Appendix 3: Budget to Support Goals	0

Rutherford High School

1000 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

This plan is pending approval by the Bay 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

Mission Statement

The mission of Rutherford High School is to provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society. To this end, the administration, faculty, and staff, in cooperation with the parents and community will provide a rigorous and relevant curriculum, challenging students to become productive, responsible, and accountable members of society in pursuit of excellence and integrity.

Provide the school's vision statement

Vision

We at Rutherford believe that:

All students can learn, achieve and succeed. Students, teachers, and staff are entitled to a safe, clean environment conducive to teaching and learning. Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.

Offering a challenging, relevant curriculum that involves all students will prepare them to succeed in a global, multicultural society. Maintaining partnerships with parents, community agencies, and local businesses will enhance the total educational experience.

Students benefit from a small community of learners and educators committed to professional growth, educational innovation, and technological advancement. All stakeholders are responsible for nurturing an environment of mutual trust and respect. Students who are "at risk" and need support are provided that environment by each teacher in each subject.

School Leadership Team

Membership

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

Name	Title
Pilson, Coy	Principal
Banks, Andrea	Assistant Principal
Mcperson, Corrie	Teacher, K-12
Steele, Victoria	Teacher, K-12
Carlisle, Millie	Teacher, ESE
	Teacher, K-12

Duties

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

The members of the School Improvement Team are responsible for the following:

1. Assists school administration to identify, implement, and monitor progress of goals and strategies of the School Improvement Plan throughout the school year.
2. Performs ongoing data analysis of FSA and other applicable data to determine school needs.
3. Attends School Improvement Team meetings when scheduled (one to two times a month).
4. Works with school administration and District Partnership School Improvement Plan Review Team to make necessary changes to School Improvement Plan.
5. Assists with input of online School Improvement Plan when required.
6. Prepares quarterly and/or mid year reports to District Office or Department of Education when required.
7. Attends School Advisory Council meetings (4 times each year).
8. Coordinates continuous improvement efforts for school improvement throughout the school year.
9. Assists school administration as a facilitator with the accreditation process during a school accreditation year.
10. Serve in other capacities as directed by the school principal or director.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	63	60	35	37	195
One or more suspensions	0	0	0	0	0	0	0	0	0	98	78	53	38	267
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	73	61	47	27	208
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	125	86	54	39	304

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	110	85	54	39	288

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	33	45	21	3	102
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	5	3	5	4	17

Date this data was collected

Monday 7/9/2018

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	0	0	0	32	35	36	17	120
One or more suspensions	0	0	0	0	0	0	0	0	0	10	13	6	2	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	39	58	45	24	166
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	90	69	41	279

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	32	49	30	14	125

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	0	0	0	32	35	36	17	120
One or more suspensions	0	0	0	0	0	0	0	0	0	10	13	6	2	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	39	58	45	24	166
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	90	69	41	279

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	32	49	30	14	125

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?

Our lowest areas of performance for the 2017-18 school year were 9th grade ELA and Biology. Our ELA scores stay consistently between 30-40 percent proficient so this is a trend. Biology stays in the 50-60 % proficient so this year it declined significantly.

Which data component showed the greatest decline from prior year?

Biology

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

Biology

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

We made a 10 point increase in ELA learning gains and an 8 point increase in Math learning gains of the bottom 25%.

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

Teachers utilized the pacing guides provided by the district to plan for instruction. Programs such as Reading Plus and Achieve 3000 were used as interventions. In math, students were provided an additional math class to learn basic mathematical concepts at their current level.

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	38%	55%	56%	37%	52%	53%
ELA Learning Gains	43%	50%	53%	33%	44%	49%
ELA Lowest 25th Percentile	30%	37%	44%	30%	35%	41%
Math Achievement	33%	61%	51%	37%	58%	49%
Math Learning Gains	48%	62%	48%	52%	50%	44%
Math Lowest 25th Percentile	51%	59%	45%	43%	48%	39%
Science Achievement	41%	67%	67%	53%	68%	65%
Social Studies Achievement	60%	74%	71%	66%	77%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	63 (32)	60 (35)	35 (36)	37 (17)	195 (120)
One or more suspensions	98 (10)	78 (13)	53 (6)	38 (2)	267 (31)
Course failure in ELA or Math	73 (39)	61 (58)	47 (45)	27 (24)	208 (166)
Level 1 on statewide assessment	125 (79)	86 (90)	54 (69)	39 (41)	304 (279)

Grade Level Data

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

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	50	52	45	45	54	50	50	70		76	47
BLK	20	31	24	18	42	52	19	38		73	29

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
HSP	29	28		26	50		42	55		69	36
ASN	67	64		50				60		82	
MUL	33	49		35	43		62	65		77	30
SWD	11	34	28	16	39	48	17	45		74	4
FRL	31	41	30	29	43	50	36	53		66	40
ELL	29	18		25							

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	42	35	42	41	47	36	62	71		80	52
BLK	25	28	16	22	48	44	29	50		77	38
HSP	31	37	42	47	54		53	75		93	43
ASN	67	45		68	85		58	88		94	81
MUL	34	30		46	59		82	75		89	63
SWD	10	22	18	15	50	45	42	39		54	21
FRL	27	29	29	29	46	42	43	62		73	47

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	Increase teacher knowledge of standards-based instruction
Rationale	Focusing on the rigor of the standard is the only way we are going to see student achievement increase. Our school accountability report revealed that we are below the district and state averages in all school grade components with the exception of math learning gains.
Intended Outcome	If teachers engage in quality professional development, collaborate, develop standards-based higher order lessons and increase active engagement, then student learning gains will increase in reading, writing, and literacy across the disciplines. Our goal is to improve in the areas of proficiency and learning gains by at least 4 percentage points in ELA FSA and Math EOC scores and increase proficiency in Biology and U.S. History by focusing on developing a guaranteed and viable curriculum, sound lessons and infusing literacy in all content areas.
Point Person	Andrea Banks (banksae@bay.k12.fl.us)
Action Step	
Description	Teachers will utilize theTNTPLC Reflection Template to unpack the standards to determine the level of rigor needed for mastery and plan for instruction. Teachers will also collect student work samples and use the Student Work PLC Protocol and the Assessment Reflection Protocol to reflect on student mastery of the standards and determine how well the student work samples/assessments match the level of rigor required for the standard(s) taught. Teachers will reflect on current practice, plan for reteaching/remediation, and repeat the process. Professional development will be provided to teachers throughout the school year to enhance our school-wide goal of improving standards-based instruction.
Person Responsible	Andrea Banks (banksae@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Action Steps will be monitored through lesson plans based on the Fundamental 5 components, CWTs, student work samples and grades, and through observations of the PLC process in action.
Person Responsible	Coy Pilson (pilsolc@bay.k12.fl.us)

Activity #2

Title	Increase the number of students graduating from high school in four years
Rationale	In the 2017-18 school year, we had the high number of students not on track to graduate with their cohort. Our current graduation rate is 75% and we hope to see that number increase by tracking student progress more closely.
Intended Outcome	If collaborative data teams analyze multiple data sources, provide quality feedback to students and implement appropriate remediation and enrichment strategies, then we will see a decrease in the percentage of D's and F's, improved attendance, and an increase in the number of students graduating from high school in four years.
Point Person	Andrea Banks (banksae@bay.k12.fl.us)

Action Step

Description	To improve our graduation rate and our course failure rate we will implement the following: 1. Analyze the grade breakdown reports each nine weeks to determine teachers with a high course failure rate and set up Student Success Chat meetings with the teacher and the student to develop a course of action to get back on track. 2. Meet each nine weeks with the MTSS team (9th and 10th grade team) to discuss student progress and plan interventions for struggling students. Data will also be discussed with the entire faculty each nine weeks. 3. Provide PERT Prep Boot Camp sessions during lunch and after school for student who have not earned a concordant score for the Algebra 1 EOC. 4. Provide ACT/SAT practice through our Applied Communications classes for students who need a concordant score in reading. 5. Provide instructional support in the reading and math classes to assist in remediation of students 6. Graduation Assistance Team meetings will take place monthly to review data for 12th grade students. This team consists of guidance counselors, administration, the ESE department chair, and the district graduation coach. This team analyzes student data and develops plans for at-risk students to help ensure they graduate with their cohort group.
Person Responsible	Andrea Banks (banksae@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	Progress of this goal will be monitored through analysis of the D and F report each nine weeks, CWTs to ensure students are exposed to standards-based instruction, and analysis of the student pass rate of the ACT, SAT and PERT each semester.
Person Responsible	Coy Pilson (pilsolc@bay.k12.fl.us)

Activity #3

Title	Reduce the number of discipline referrals for skipping and excessive tardies
Rationale	The 2017-18 discipline data revealed that we had 827 referrals for skipping on campus and 295 referrals for excessive tardies. Our school grade reflects low student achievement in all areas so a focus needs to be in place to improve student attendance in class.
Intended Outcome	To reduce the number of discipline referrals for excessive tardies and skipping on campus by at least 10% by incorporating preventive practices.
Point Person	Andrea Banks (banksae@bay.k12.fl.us)

Action Step

Description	<p>Rutherford High School had a total of 2,104 office referrals for the 2017-18 school year, with 1,122 reported for excessive tardies and skipping on campus. The following action steps have been developed to decrease the number of referrals for the 2018-19 school year:</p> <ol style="list-style-type: none">1. Implementation of the Hero program- Hero is a program that helps schools manage student behavior - reducing classroom disruption, office referrals, and tardiness. Hero supports all positive behavior reinforcement programs, allowing teachers and administrators to award points for positive student activity and participation.2. Utilization of hall monitors3. BDS 360- a program that will allow students to turn discipline into a learning opportunity with a conduct and behavior curriculum for students.4. Problem-Solving PLCs- teams of teachers will work collaboratively to track and mentor at-risk students and work closely with the district MTSS team on interventions to help these students be successful.
Person Responsible	Andrea Banks (banksae@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	Hero Behavior Reports will be analyzed weekly to determine if preventive strategies have decreased the number of referrals. The reports will be used to track individual students and plan interventions of at-risk students. Teachers participating in the Problem-Solving PLCs will document mentoring with students and monitor student progress throughout the school year. Discipline reports will be pulled from Focus each nine weeks to determine if we are reaching our goal and adjustments will be made if needed.
Person Responsible	Coy Pilson (pilsolc@bay.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

Rutherford High School has initiated several new communication tools to help keep parents/students and all stakeholders up to date on the school, grades, activities, sports etc.

1. Principal's Facebook page updates everyone subscribed to the service with information. (all parents were given the opportunity to subscribe).
2. Principal's Blog, shares upcoming events, educational philosophy, Monday memo's and other information regarding the school.
3. Principal's Twitter account keeps followers updated regularly regarding school activities.
4. Administration/teachers use of Remind to text important information and reminders to students and faculty.
5. Rutherford Web page with links to the above information as well as all activities which are available and regularly updated for parents.
6. Focus program allows administration and teachers to provide information to parents as soon as they log on.
7. IRIS calls to all parties signed up with school numbers and e-mail addresses to update parents/students/community.
8. Alumni Page allows the Rutherford Student Government Association to coordinate and involve current, past and future endeavors regarding the school and to build school spirit.
9. Coordinating parent nights in Freshman and Senior grade groups allows these groups to facilitate understanding of expectations for the year.
10. SAC's meeting where parents are kept abreast of school events and academic performance.

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

Rutherford High School has 3 guidance counselors for its students. This allows the guidance counselors to work with their students over a period of time and develop strong relationships with their students. We have a counselor for the IB students and two additional counselors who divide the 9th, 10th, 11th and 12th grade students.

The school has a Child Study Team which consists of school counselors, administrators, district resource teacher, ESE Dept. Head and school psychologist. It meets weekly to discuss concerns raised by teachers, attendance reports, grades etc. This team reviews the information for each student of concerns and decides on the most appropriate next steps to help that student. Ex. Attendance contract, Parent conference, testing. etc.

Rutherford has a Graduation Pathways team that consists of guidance, administration, resource teachers, school psychologist and district Graduation Pathways Coordinator. The emphasis of this team is to address barriers to student graduation 9 - 12 and to establish strategies to overcome those barriers on a student-to- student basis.

Rutherford participates in monthly behavior modification meetings where the focus of the meetings are to

address behavior strategies, and incentives in coordination with the district and community to encourage a 97%+ attendance rate with no Ds or Fs and no discipline referrals.

Rutherford High School has a Military Counselor who works at our school with military students and in groups like our In School Detention population when there are military students in that group.

Rutherford High School also calls on other community organizations for help. We have a health technician who who is in our school each day and who helps our students with medical concerns like diabetes, etc. Additionally the Health Department provides a nurse who is in the school once every two weeks who is also available for classroom presentations on health and IEP's when appropriate.

We have mentor support through our Military Liaisons, our military counselors, military mentors, community mentors, Gulf Coast State College Liaison and Bay Education Foundation Mentors. Internship opportunities and program support for Career Academies include the Northwest Manufacturing Counsel and the Construction Consortium of Bay County among others.

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

Rutherford High School has two primary programs that engage elementary and middle school students in education and gives those students a look at possible high school opportunities. "ROTC Reads" works with Springfield Elementary twice a month to work with elementary students as mentors to stress the importance of reading. The Science Club offers an outreach program called "Chemistry on the Road" where the club members go to different elementary and middle schools to present and assist those students with labs. This programs purpose is to mentor younger students and inspire a desire to learn about math and science during science club.

Rutherford High School works to assist students in their transition to post-secondary education and career fields. RHS participates in Career Connections which is where students get to sample different career opportunities in the area. RHS hosts a senior night where local colleges, Haney Technical Center and the military share post high school opportunities. RHS also works with colleges around the county who visit the school and meet with students. We host representatives from the local universities and local state college to meet with students in groups during college fairs and filling out financial aid information. RHS also administers the ASVAB twice a year for students interested in military career options.

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

The School Improvement Team regularly looks at data based on class grades, test grades, and writing responses, discipline and our MAP assessment for ELA and Math etc. This team looks at Academic data (FSA, EOC, MTSS, and IEP data) to identify barriers and initiate improvement steps in making sure that students have all of the educational opportunities and are in the least restrictive environment. This team works together with the department heads and faculty to support academic achievement, professional development, and initiatives that may be appropriate to the school. The School Improvement Team meets once a month along with the Department Heads to coordinate information, data, and school initiatives.

Rutherford High School has few separate monies available to supplement programs and provide student support. Below is the list of funds and the focus on which they will be spent.

1. Rutherford High School has the Free and Reduced Breakfast and Lunch program through the Federal Government that is available to Florida Schools.
2. Job Training is available to students through Coop programs which will serve 70 students this year. The district in cooperation with local businesses annually take groups of interested 11th and 12th graders to different businesses in our community and that initiative is funded through the district. We also offer "on the Job Training" for our ESE population through partnerships with our "job coaches, Goodwill Industries" and local businesses.
3. The International Baccalaureate and Advanced Placement programs earn money that is put back into the programs through the purchase of supplies, teacher training, technology, tests, etc.
4. CTE programs work to prepare students in the fields of a Culinary Academy, Engineering Academy, Adobe Certifications, and CAD technology programs. These CTE Academies earn moneys for their programs that are used to keep the programs current in terms of technology, resources and support of students mastering their program. Ex. Culinary students planning, preparing, and serving at special events.
5. Rutherford has an active Mu Alpha Theta competitive Math program that competes in our region.
6. Rutherford has a Science Club that works with other elementary and middle schools to bring "science alive" and to share their knowledge and passions. This program is funded through club dues and grant funds to buy the materials and pay for the transportation needs of this program.
7. Rutherford High School has \$21,500 in Drop Out Prevention money to support programs, opportunities, professional development, tutoring, summer enrichment, and RAMS Rock Programs. Rutherford applies annually to the district for additional funds targeted for schools with a large population of free and reduced population of students to offer supplementary funding.
8. The SAC's Committee is receiving around \$5,000 in funds this school year. Requests will be made to use those funds for school supplies and funding the RAM Riches behavior program.

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

Guidance works with students on their individual course selection based on career choices. Students choose courses each year and the master schedule is based on those selections and the state requirements. Select students have mentors comprised of community members who visit with them each week to ensure they stay in school and attend to their academics. We have academics that offer Career and Technical components and certification. Colleges, military and community members are invited into the school and students may sign up to have conferences with these representatives.

Elective courses that are offered to students for future employment or job skill training include: Culinary Operations I-IV with SERVESAFE Certification, Television Production I-IV, Marketing I-III, Marketing Co-op, Digital and Multimedia Foundations I - VIII with Photoshop, Premier, Illustrator and Dreamweaver Certifications, Advanced Automation and Robotics Technology, Journalism IV - VII honors with InDesign Certification, Auto Production and Engineering, Construction and Carpentry Academy Communication's Technology Academy, Air Force JROTC, Internships, Co-Op and blended Career and Technical Instruction in cooperation with Haney Technical Center.

Students are encouraged to select these classes through their guidance counselors. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Students are recruited yearly to participate in an employment tour around the city to visit the main employers. We encourage the community to come and recruit students for jobs and internships. In addition, seniors and their parents are invited to a presentation with colleges and universities, technical centers and military representatives to share information regarding future majors and careers. Our students also have the opportunity to participate in Career Connections sponsored by the local Chamber of Commerce to acquaint students with the employment possibilities and contacts for those in our community.

Part V: Budget

Total:	\$95,202.00
---------------	--------------------