

Seminole County Public Schools

Partin Elementary School



2016-17 Schoolwide Improvement Plan

Partin Elementary School

1500 TWIN RIVERS BLVD, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0701>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Partin Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Partin Elementary School is to provide quality learning experiences for students in a supportive environment to ensure academic and social growth.

b. Provide the school's vision statement.

Named for a teacher in the Oviedo community that worked tirelessly on behalf of her students, Marguerite Partin Elementary School is determined to make every child a "star." Partin Elementary School faculty and staff, made up of diverse, highly caring, dedicated and qualified community members, work towards creating a school environment that provides meaningful educational opportunities for each and every student. Our school improvement and professional development goal for the year is that all teachers will focus on the actions of best practices for rigorous instruction of the standards including data-driven differentiation to ensure that each student achieves an annual learning gain in ELA and math and proficient achievement in Science; and develop positive home/school support with students and families.

Partin students are supported as they grow, as they learn, and as they achieve. The school will continue to be a recognized leader in the state of Florida for academic achievement, and student learning gains. Partin will continue providing students with educational pathways that supports the SCPS vision.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Partin Elementary works with our students and families with the intent to build strong relationships upon the understanding of our various cultures. The school climate provided by Partin Elementary teachers and staff is one of acceptance and respect. The ESOL teacher, along with many different members of the staff, work with Partin's PTA to provide PTA events that are not only fun for the students and their families, but a way to educate one another about cultural backgrounds that may or may not be represented in our student population.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Partin students are taught throughout the year to exhibit All-Star Character. Through the Positive Behavior Support (PBS) program, Partin faculty and staff have played a part in designing school-wide procedures for before, during, and after school. The procedures and expectations are taught to students both directly and indirectly through modeling and reminders on the announcements. This proactive approach to behavior allows to minimize behaviors that need to be reacted to with a negative consequence. Partin Elementary staff provides students with various positive incentives and recognition throughout the school day. There are many examples of these positive rewards from "StarBucks" that can be saved up and used for prizes to spirit sticks that can be collected on a key chain, to teachers nominating students for our monthly ACES (All-Star Character Equals Success) Lunch with the Principal/Assistant Principal.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Partin utilizes Positive Behavior Support (PBS), which is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. PBS is a process that is consistent with the core principles of RtI and MTSS. Similar to MTSS, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behavior problems. Each grade level establishes rules for classroom behavior, which are submitted and approved by the principal. The rules should be posted in each teacher's classroom in print large enough for all students to read. The Discipline Plan is communicated to parents at the beginning of the school year and is also located on our Partin website.

d. 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.

Partin Elementary has established both proactive and reactive responses that help to ensure the social-emotional needs of all students are being met. The Certified School Counselor works to visit classrooms with specific needs and also arranges support groups to provide students with various needs an outlet for dealing with the complicated issues that may arise in their lives. These groups include

1. Grief Group
2. Anger Management Group
3. Social Skills Group
4. Leadership Group
5. Retention Group

The Partin Mentor Program is an opportunity to for the School Staff and Peer Mentors meet with a student, usually once a week or at least every other week. This is a voluntary program. When meeting with their Mentor, there are many things to do! Staff members and Peer Mentors schedule time to meet with your mentor and decide what to do. Some activities may include: homework help, arts and crafts, games, attending school events, or maybe even just hanging out to talk. The goal is to provide opportunities for your student to have fun, share interests, make friends and be successful!

For students with intensive needs, the Partin School Counselor and School Social Worker utilizes the SCPS Access Agreement to provide counseling services.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights, open house, informational workshops to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Some events planned for the 2016-2017 include: Curriculum Night, Book Fairs, Grade Level Musicals, 25th Anniversary Celebration/Fall Fest, Spring Basket Night, Back to School Carnival, SAC, and PTA. In addition to those evening events, Partin Elementary will provide the following parental involvement activities during the school day: BooHoo Breakfast, Dividend Coffee, Dividend Appreciation Luncheon, Room Parent Meeting, Tech Talk, FSA Sip and Chat, Math Nights, and SAC meetings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

For 25 years, Partin teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. One Heart of Central Florida is an organization we work with to provide toiletry items as well gifts during the holiday to families in our community. Partin has established a strong community relationship through various community events that meet weekly on campus such as Boy Scouts, Girl Scouts, and Waterstone Fellowship.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Urban, Nancy	Principal
Padilla, Aimee	Assistant Principal
Moll, Pamela	Instructional Coach
Harris, Tanya	Instructional Coach
Ciupik, Tamara	School Counselor
Willadsen, Emily	Instructional Media
Carroll, Michelle	Teacher, K-12
Hanley, Jennifer	Teacher, ESE
Herbert, Carmen	Teacher, K-12

b. Duties

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

The Principal and Assistant Principal are the instructional leaders of the school. Together, they coordinate PLC,'s professional development opportunities, and attend all meetings to oversee the MTSS process and make all decisions on the placement of students. They ensure adequate training and coordinate the alignment of all instructional decisions with the needs of the school. The Instructional Coaches oversees the MTSS process and ensures all staff is trained with following procedures and creates a schedule for our weekly MTSS team meetings. The Instructional Coaches also coordinate, supervise, and provide suggestions for intervention programs. They also analyzes the data. The teachers provide data, feedback on interventions used in the classroom, and documentation on the student.

2. 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.

Partin Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Partin Elementary has a Multi-Tiered System of Support (MTSS) problem-solving team which has members that can support teachers with academic and behavior issues. The MTSS team meets with teachers to problem-solve issues and schedules follow-up progress monitoring to evaluate the problem-solving strategies. The school utilizes Edinsight to document all interventions, meetings, and the parent involvement process.

Partin Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Our students also participate in the action driven programs which provide students with the information and skills they need to live a drug free and violent free life. The funding for this program is from local city funds and PTA funds.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nancy Urban	Principal
Christine Noorlander	Parent
Lisa Whaley	Parent
Jennifer Obersoler	Education Support Employee
Michelle Carroll	Teacher
Gina Henken	Education Support Employee
Reshu Garg	Parent
Pam Shaw	Parent
Nicole Marrero	Teacher
Mackenzie Scott	Teacher
Erika Seger	Parent
Mirtha Bailey	Parent
Dale Nicolson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Partin School Advisory Council met in September to review and analyze student achievement data correlated with last year's School Improvement Plan. FSA data for reading and math for 3rd, 4th, and 5th, Science for 5th, and Iowa scores for kindergarten through third grade were reviewed and successes and areas of improvement were discussed. We will continue to differentiated instruction as part of our one year's growth plan for each student.

b. Development of this school improvement plan

During our first SAC meeting, we reviewed with the members of the SAC committee and By-Laws. We discussed the involvement of the SIP committee in development of the SIP. Our school improvement and professional development goal for the year is that all teachers will develop action plans while utilizing high-yield teaching strategies in order to provide for their students the differentiated instruction needed for all students to achieve at least one year's growth in one year's time.

c. Preparation of the school's annual budget and plan

The SAC met in September and October in the 2016 school year to discuss and approve the School Improvement Plan budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP. We will use money for parent informational meetings as well as extended PLC time for teachers to reflect on using high-yield strategies in the classroom that will result in at least a one year's growth for each student.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds will be used to pay for supplies, professional development, and substitutes to support the SIP Goals and Action Plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Urban, Nancy	Principal
Harris, Tanya	Instructional Coach
Willadsen, Emily	Instructional Media
Moll, Pamela	Instructional Coach
Padilla, Aimee	Assistant Principal
Carroll, Michelle	Teacher, K-12
Ciupik, Tamara	School Counselor
Hanley, Jennifer	Teacher, ESE
Herbert, Carmen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will meet every Wednesday morning to focus on the action of best practices for rigorous standards including data-driven differentiation to ensure that each student achieves an annual learning gain while supporting to the teachers, student, and parents.

Our second major initiative is to enhance our MTSS process Tier 2 and 3 instruction. Students will be grouped in a fluid process with the intention of meeting the students needs and going back to Tier II or moving forward for additional special education screening through our MTSS team. The LLT will meet with teachers on Wednesday to help with intervention strategies and updating data into Edinsight for progress monitoring.

As always, our team will promote the love of reading for all students, parents, and staff. We will also continue to promote the reading of the Sunshine State Books with incentives for each book read as well as recognition in our "All-Star Newsletter" and at an end of the year celebration. Our LLT will keep our staff informed on the latest trends in education. They will continue to provide resources for successful, differentiated instruction in the classroom, best practices for rigorous instruction, and increase engagement in the classroom.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Partin Elementary will utilize Professional Learning Communities and Partin "Action" committees to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job

fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Partin Elementary is a Blue Ribbon School. To maintain our high academic status we need to ensure we are hiring highly qualified teachers. The Principal and Assistant Principal sit in on all interviews as well as any team members for that grade level. We ask questions of the candidate that reflect the high level of expectations we have for all our teachers. Through a staff panel we determine who is the best teacher for the job. Two great ways for us to learn the level of effective teaching of a potential teacher, before hiring, is observing the person teaching through his/her college internship or substituting at the school. Both have produced highly effective teachers at our school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

At Partin Elementary, we have a school-wide mentor who works with administration to coordinate all mentoring activities at our school. This mentor is trained by the county and given materials to support our new teachers throughout the year. The mentor met with the teachers before school started and monthly meetings throughout the school year. She is available to support, observe, and collaborate with the teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in

comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Partin uses various data to provide and differentiate instruction to meet the needs of our students. Assessments are used as diagnostics and ongoing progress monitors to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include, but aren't limited to, FSA, SRI, PASI, PSI, ORF, Math Fluency Checks, Go Math Unit Tests, the Iowa Assessments, and Trimester Exams.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,480

Before and after school tutorial for Tier II, Tier III and ESE students in Reading, Math, and Writing.

Strategy Rationale

We believe extending the school day for students by providing data-driven instruction will be critical in helping students achieve at least year's worth of growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Padilla, Aimee, aimee_padilla@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect student achievement data various assessments used include, but aren't limited to, FSA, SRI, PASI, PSI, ORF, Math Fluency Checks, Go Math Unit Tests, the Iowa Assessments, and Trimester Exams.

Strategy: Extended School Day

Minutes added to school year: 2,400

Partin Talent Development and before and afterschool clubs.

Strategy Rationale

To promote rich opportunities for learning with our advance opportunity students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ciupik, Tamara, tamara_ciupik@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect advanced opportunities metric indicators such as sub group information, free and reduced, Iowa assessment and trimester exams and student achievement data.

Strategy: Extended School Day

Minutes added to school year: 1,440

Math Olympiads

Strategy Rationale

Math Olympiads was designed to stimulate enthusiasm and love for Mathematics, introduce important Mathematical concepts, teach major strategies for problem solving, develop Mathematical flexibility in solving problems and for the satisfaction of meeting challenges.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carroll, Michelle, michelle_carroll@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to, the Math FSA, Iowa Assessment, and Trimester Exams in order to analyze the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 360

Prevent the Summer Slide and typing club

Strategy Rationale

We believe students will need some sort of structured activity over the summer to prevent the Summer Slide of skills for the start of the new school year. By continuing to read over the summer is a great way to keep from sliding in your fluency and love of reading.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Urban, Nancy, nancy_urban@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Members of the Literacy Team will view AR points and typing reports to analyze the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Learning Camp

Strategy Rationale

This strategy will help with students that have struggled with reading comprehension in the third grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Padilla, Aimee, aimee_padilla@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect student achievement data. Various assessments used include, but aren't limited to, FSA, SRI, PASI, PSI, DIBELS (ORF), the Iowa Assessments, and Trimester Exams.

Strategy: Extended School Day

Minutes added to school year: 1,320

Accelerated Reader in the media center open for all families every Wednesday mornings to take AR tests.

Strategy Rationale

We are encouraging the love of reading by allowing students to take tests before school begins.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Willadsen, Emily, emily_willadsen@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

AR test are given on the books read. The STAR test is given to measure reading gains as the year progresses. and SRI, are also administered. Members of the Literacy Team will view reports to analyze the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 2,400

Odyssey of the Mind

Strategy Rationale

Odyssey of the Mind provides creative problem solving opportunities for students. Team members apply their creativity to solve problems. By competing, these solutions provide real-world opportunities for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Urban, Nancy, nancy_urban@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to, the Math FSA, Iowa Assessment, Trimester Exams, and the SSA in order to analyze the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 1,440

Robotics

Strategy Rationale

By focusing on STEM activities like Robotics, students will be engaged in fun activities that will develop the skills necessary to take on advanced-level courses in middle school and high school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carroll, Michelle, michelle_carroll@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Partin Leadership Team and Instructional Staff will collect student achievement data including, but not limited to the Math FSA, Iowa Assessments, Trimester Exams, and SSA in order to analyze the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

At Partin, we have a wonderful VPK program. Families in that program are welcome to attend all school events and be an active part of our school. VPK also host several programs throughout the year to encourage parents to come to school and visit our campus. At the end of the school year, we host a Kindergarten Round Up to invite incoming preschool families to register for Kindergarten. We then invite all the families back to a Kindergarten Breakfast where we share a power point about the highlight of life at Partin Elementary, students get to eat breakfast, and then take a tour of the campus. With these positive interactions, we ensure the transition from preschool to elementary is smooth and a positive experience for all.

b. College and Career Readiness

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

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Partin Elementary is working closely with all elementary, middle, and high schools in the Oviedo/Hagerty Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Partin Elementary will focus on the actions of best practice for rigorous instruction of the standards including data-driven differentiation to ensure that each student achieves an annual learning gain in ELA and Math and proficient achievement in Science; and develop positive home/school support with students and families.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Partin Elementary will focus on the actions of best practice for rigorous instruction of the standards including data-driven differentiation to ensure that each student achieves an annual learning gain in ELA and Math and proficient achievement in Science; and develop positive home/school support with students and families. **1a**

G086311

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
FSA ELA Achievement	80.0
ELA/Reading Gains	70.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	80.0
5Es Score: Collaborative Teachers	70.0

Targeted Barriers to Achieving the Goal **3**

- Teachers needing time to develop action plans to differentiate best practices for instruction with our bottom quartile students while monitoring all student learning for one year's growth.
- Teachers needing more time to create collaborative action plans with colleagues to promote rich opportunities for learning and identify students for advanced opportunities.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional Coaches (Reading and Math) District Curriculum Support Team Professional Development for training and substitutes Professional Learning Communities Expert teachers to model instruction Access to observation for instructional feedback Access to Ecampus for lesson plan feedback Progress Monitors including but not limited to SRI, PSI, PASI, DRA, Go Math Chapter/Unit Test, and Trimester Exams. School based ACTION committees

Plan to Monitor Progress Toward G1. **8**

Student data will be collected for parent nights using a school created data script in addition to the district provided sources that include EdInsight-Trimester/Unit Exams, SRI growth reports, PASI, PSI, and Iowa Assessments.

Person Responsible

Nancy Urban

Schedule

Triannually, from 8/29/2016 to 5/26/2017

Evidence of Completion

The data scripts will be analyzed by the school Leadership Team to find proficiency rates, trends, and monitor learning gains made on SRI, PASI, PSI, Math Fluency, Unit Tests, Iowa Assessments, and Trimester exams.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Partin Elementary will focus on the actions of best practice for rigorous instruction of the standards including data-driven differentiation to ensure that each student achieves an annual learning gain in ELA and Math and proficient achievement in Science; and develop positive home/school support with students and families. **1**

 **G086311**

G1.B1 Teachers needing time to develop action plans to differentiate best practices for instruction with our bottom quartile students while monitoring all student learning for one year's growth. **2**

 **B229339**

G1.B1.S1 Teachers develop action plans to make data-driven instructional decisions for all students with an emphasis on differentiation for our students in our bottom quartile. **4**

 **S241873**

Strategy Rationale

By using data to drive decisions, teachers will be able to plan rigorous and differentiated instruction to meet the needs of all learners.

Action Step 1 **5**

Regular schedule of PLCs and ACTION committees will be conducted.

Person Responsible

Nancy Urban

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Data from ongoing progress monitoring reports including but not limited to: PASI, PSI, Math Fluency, Go Math Unit Tests, Iowa Tests, Istation, and Trimester exams.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Observations

Person Responsible

Nancy Urban

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Walkthrough formative data from iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will monitor, review, and provide timely feedback for instructional planning of the standards and differentiation.

Person Responsible

Nancy Urban

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Teachers will upload instructional plans into ecampus for review and feedback.

G1.B1.S2 Utilize data tracking scripts to monitor progress towards annual learning gains for all students.

4

 S241874

Strategy Rationale

Teachers need a place to monitor progress towards annual learning gains, develop root cause analysis for grade level trends, identify content areas in which to strengthen the classroom core curriculum, and understand student strengths for acceleration. Using a grade level data script will ensure timely monitoring towards student goals.

Action Step 1 5

Obtain substitutes to allow teachers to analyze and create instructional plans.

Person Responsible

Nancy Urban

Schedule

Triannually, from 11/7/2016 to 3/24/2017

Evidence of Completion

Lesson plans include best practices for differentiation to support our bottom quartile.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will monitor and provide feedback on instructional planning.

Person Responsible

Nancy Urban

Schedule

Triannually, from 11/7/2016 to 3/24/2017

Evidence of Completion

School administration, through IObservation will provide instructional feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will implement the instructional plans.

Person Responsible

Aimee Padilla


Schedule

Weekly, from 11/7/2016 to 5/26/2017

Evidence of Completion

The school leadership team will collect and analyze student achievement data by focusing on proficiency rates and learning gains to monitor progress and trends in instructional practice.

G1.B1.S3 Provide tutorial services for students in our bottom quartile. 4

 S241875

Strategy Rationale

By providing additional support to our bottom quartile, students will achieve annual learning gains.

Action Step 1 5

Provide additional tutorial teachers and small group opportunities to meet the differentiated needs of the students.

Person Responsible

Pamela Moll

Schedule

Weekly, from 10/17/2016 to 3/23/2017

Evidence of Completion

Istation reports will be reviewed and analyzed by the school leadership team to determine effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Analyze istation reports for achievement.

Person Responsible

Pamela Moll

Schedule

Weekly, from 10/17/2016 to 3/20/2017

Evidence of Completion

Analyze Monthly Istation Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The Partin leadership team will analyze reports through istation to monitor the effectiveness of the program matching student needs to support growth.

Person Responsible

Pamela Moll

Schedule

Monthly, from 10/17/2016 to 3/20/2017

Evidence of Completion

Istation Reports

G1.B2 Teachers needing more time to create collaborative action plans with colleagues to promote rich opportunities for learning and identify students for advanced opportunities. 2

 B229340

G1.B2.S1 Develop ACTION committees to support grade level articulation. 4

 S241876

Strategy Rationale

Effective professional networks will aid in school/district initiatives, analyzing school wide data, and identify ways the committee can enhance instructional practices to support student annual learning gains.

Action Step 1 5

Utilize data scripts with the ACTION leadership team to identify students for advanced opportunities.

Person Responsible

Tamara Ciupik

Schedule

Biweekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

Data Scripts will be monitored using advanced opportunity metrics.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data ACTION Leadership Meetings

Person Responsible

Nancy Urban

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

The Partin Leadership team will monitor grade level data scripts, referrals, and opportunities based on student advanced opportunity metric indicators.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Use of assessments such as SRI, District FMPA Writing Assessments, DBQ's, PASI, PSI, Iowa Assessments, Trimester Exams, Go Math Unit Tests, and Math Fluency.

Person Responsible

Nancy Urban

Schedule


Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

The Partin Leadership Team and Instructional Staff will analyze achievement through reports from EdInsight, our school created Data Script, the Iowa Assessment, SRI growth reports, and other various sources.

G1.B2.S2 Partin staff will collaborate and plan parent nights to promote rich opportunities for learning.

4

 S241877

Strategy Rationale

By hosting parent events, Partin will strengthen home/school support with students and families to promote student achievement.

Action Step 1 5

Plan content based and technology night events on the school wide calendar.

Person Responsible

Emily Willadsen

Schedule

Triannually, from 10/4/2016 to 5/5/2017

Evidence of Completion

Partin leadership team will analyze the achievement through grade level data scripts.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor the overall data base on parent/student participation related to content driven event.

Person Responsible

Nancy Urban

Schedule

Triannually, from 10/4/2016 to 5/5/2017

Evidence of Completion

The Partin leadership team will monitor data scripts and analyze trends in data due to content night participation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will monitor the attendance of night events related to academic achievement and seek results for learning gains.

Person Responsible

Nancy Urban

Schedule

Triannually, from 10/4/2016 to 3/24/2017

Evidence of Completion

Data Scripts: Istation, Trimester Data, Unit tests, Fact Fluency

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.MA1 M322805	The Partin leadership team will analyze reports through istation to monitor the effectiveness of...	Moll, Pamela	10/17/2016	Istation Reports	3/20/2017 monthly
G1.B1.S3.MA1 M322806	Analyze istation reports for achievement.	Moll, Pamela	10/17/2016	Analyze Monthly Istation Reports	3/20/2017 weekly
G1.B1.S3.A1 A313094	Provide additional tutorial teachers and small group opportunities to meet the differentiated needs...	Moll, Pamela	10/17/2016	Istation reports will be reviewed and analyzed by the school leadership team to determine effectiveness.	3/23/2017 weekly
G1.B1.S2.MA1 M322804	Administration will monitor and provide feedback on instructional planning.	Urban, Nancy	11/7/2016	School administration, through iObservation will provide instructional feedback.	3/24/2017 triannually
G1.B1.S2.A1 A313093	Obtain substitutes to allow teachers to analyze and create instructional plans.	Urban, Nancy	11/7/2016	Lesson plans include best practices for differentiation to support our bottom quartile.	3/24/2017 triannually
G1.B2.S2.MA1 M322809	Administration will monitor the attendance of night events related to academic achievement and seek...	Urban, Nancy	10/4/2016	Data Scripts: Istation, Trimester Data, Unit tests, Fact Fluency	3/24/2017 triannually
G1.B2.S2.MA1 M322810	Administration will monitor the overall data base on parent/student participation related to...	Urban, Nancy	10/4/2016	The Partin leadership team will monitor data scripts and analyze trends in data due to content night participation.	5/5/2017 triannually
G1.B2.S2.A1 A313096	Plan content based and technology night events on the school wide calendar.	Willadsen, Emily	10/4/2016	Partin leadership team will analyze the achievement through grade level data scripts.	5/5/2017 triannually
G1.B2.S1.A1 A313095	Utilize data scripts with the ACTION leadership team to identify students for advanced...	Ciupik, Tamara	8/29/2016	Data Scripts will be monitored using advanced opportunity metrics.	5/19/2017 biweekly
G1.MA1 M322811	Student data will be collected for parent nights using a school created data script in addition to...	Urban, Nancy	8/29/2016	The data scripts will be analyzed by the school Leadership Team to find proficiency rates, trends, and monitor learning gains made on SRI, PASI, PSI, Math Fluency, Unit Tests, Iowa Assessments, and Trimester exams.	5/26/2017 triannually
G1.B1.S1.MA1 M322801	Administration will monitor, review, and provide timely feedback for instructional planning of the...	Urban, Nancy	8/17/2016	Teachers will upload instructional plans into ecampus for review and feedback.	5/26/2017 weekly
G1.B1.S1.MA1 M322802	Classroom Observations	Urban, Nancy	8/29/2016	Walkthrough formative data from iObservation	5/26/2017 weekly
G1.B1.S1.A1 A313092	Regular schedule of PLCs and ACTION committees will be conducted.	Urban, Nancy	8/29/2016	Data from ongoing progress monitoring reports including but not limited to: PASI, PSI, Math Fluency, Go Math Unit Tests, Iowa Tests, Istation, and Trimester exams.	5/26/2017 weekly
G1.B2.S1.MA1 M322807	Use of assessments such as SRI, District FMPA Writing Assessments, DBQ's, PASI, PSI, Iowa...	Urban, Nancy	8/29/2016	The Partin Leadership Team and Instructional Staff will analyze achievement through reports from EdInsight, our school created Data Script, the Iowa Assessment, SRI growth reports, and other various sources.	5/26/2017 weekly
G1.B2.S1.MA1 M322808	Data ACTION Leadership Meetings	Urban, Nancy	8/29/2016	The Partin Leadership team will monitor grade level data scripts, referrals, and opportunities based on student advanced opportunity metric indicators.	5/26/2017 weekly
G1.B1.S2.MA1 M322803	Teachers will implement the instructional plans.	Padilla, Aimee	11/7/2016	The school leadership team will collect and analyze student achievement data by focusing on proficiency rates and	5/26/2017 weekly

Seminole - 0701 - Partin Elementary School - 2016-17 SIP
Partin Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				learning gains to monitor progress and trends in instructional practice.	

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Partin Elementary will focus on the actions of best practice for rigorous instruction of the standards including data-driven differentiation to ensure that each student achieves an annual learning gain in ELA and Math and proficient achievement in Science; and develop positive home/school support with students and families.

G1.B1 Teachers needing time to develop action plans to differentiate best practices for instruction with our bottom quartile students while monitoring all student learning for one year's growth.

G1.B1.S1 Teachers develop action plans to make data-driven instructional decisions for all students with an emphasis on differentiation for our students in our bottom quartile.

PD Opportunity 1

Regular schedule of PLCs and ACTION committees will be conducted.

Facilitator

District Level Curriculum Training Support and Instructional Coaches

Participants

All instructional employees

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G1.B1.S2 Utilize data tracking scripts to monitor progress towards annual learning gains for all students.

PD Opportunity 1

Obtain substitutes to allow teachers to analyze and create instructional plans.

Facilitator

Aimee Padilla

Participants

Classroom teachers

Schedule

Triannually, from 11/7/2016 to 3/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Regular schedule of PLCs and ACTION committees will be conducted.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0701 - Partin Elementary School	Other		\$0.00
			Notes: Money for instructional resources as determined by instructional coaches and administration and designated PD funds will be used for this budgetary item.			
2	G1.B1.S2.A1	Obtain substitutes to allow teachers to analyze and create instructional plans.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	140-Substitute Teachers	0701 - Partin Elementary School	School Improvement Funds		\$3,000.00
3	G1.B1.S3.A1	Provide additional tutorial teachers and small group opportunities to meet the differentiated needs of the students.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0701 - Partin Elementary School	Other		\$6,000.00
4	G1.B2.S1.A1	Utilize data scripts with the ACTION leadership team to identify students for advanced opportunities.				\$0.00
5	G1.B2.S2.A1	Plan content based and technology night events on the school wide calendar.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0701 - Partin Elementary School	School Improvement Funds		\$1,000.00
Total:						\$10,000.00