

School District of Osceola County, FL

Partin Settlement Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	30
Budget to Support Goals	31

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Karen Corbett C

Start Date for this Principal: 7/17/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	31

Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	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	80%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

This plan is pending approval by the Osceola 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.

Education which inspires all to their highest potential and develops the whole child .

Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Corbett, Karen	Principal	Provides a common vision for the use of data based decision making, Ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.
Czipulis, Sara	Instructional Coach	Provide guidance on K-5 reading plan: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
Dell, Barbara	Instructional Coach	Provide guidance on K-5 Math: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
McCormic, Kathryn	Instructional Coach	MTSS Coach-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide data at the School Stocktakes. Train staff on intervention materials, hold Tier 2 and 3 parent meetings, hold monthly MTSS staff data chats, Creating and monitoring intervention groups. AVID Coach- Train staff on AVID strategies, monitor for implementation, assist and model lessons.
Ortiz, Melissa	Assistant Principal	Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP and

Name	Title	Job Duties and Responsibilities
		receive monthly reports and give feedback.
Wheeler, Laura	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset. Participate as a member of the leadership team and the threat assessment team.
Konieczny, Carolyn	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset. Participate as a member of the leadership team and the threat assessment team.

Demographic Information

Principal start date

Tuesday 7/17/2012, Karen Corbett C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

60

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	108	116	130	111	140	0	0	0	0	0	0	0	712
Attendance below 90 percent	6	14	19	21	21	10	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	4	6	0	0	0	0	0	0	0	12

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - 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	
Number of students enrolled	116	127	116	109	134	156	0	0	0	0	0	0	0	758
Attendance below 90 percent	0	1	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	0	0	6	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	1	5	3	27	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	15	15	0	0	0	0	0	0	0	30

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	12	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	1	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	2	1	0	0	0	5	0	0	0	0	0	0	0	8

Prior Year - 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	
Number of students enrolled	116	127	116	109	134	156	0	0	0	0	0	0	0	758
Attendance below 90 percent	85	92	76	55	86	109	0	0	0	0	0	0	0	503
One or more suspensions	0	3	2	3	1	15	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	4	2	25	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	9	13	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	5	9	28	0	0	0	0	0	0	0	45

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	7	6	0	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	53%	57%	60%	53%	55%
ELA Learning Gains	54%	56%	58%	67%	55%	57%
ELA Lowest 25th Percentile	53%	51%	53%	54%	53%	52%
Math Achievement	57%	55%	63%	59%	57%	61%
Math Learning Gains	58%	59%	62%	60%	58%	61%
Math Lowest 25th Percentile	48%	45%	51%	47%	49%	51%
Science Achievement	45%	49%	53%	56%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	51%	7%	58%	0%
	2018	52%	51%	1%	57%	-5%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	55%	51%	4%	58%	-3%
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2019	51%	48%	3%	56%	-5%
	2018	57%	50%	7%	55%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	54%	13%	62%	5%
	2018	54%	51%	3%	62%	-8%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	58%	53%	5%	64%	-6%
	2018	53%	53%	0%	62%	-9%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	42%	48%	-6%	60%	-18%
	2018	57%	52%	5%	61%	-4%
Same Grade Comparison		-15%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	45%	-1%	53%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	49%	-5%	55%	-11%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	39	46	20	39	32					
ELL	41	48	50	43	58	55	23				
ASN	58			75							
BLK	51	46		51	46		23				
HSP	52	57	58	54	57	49	43				
MUL	64			50							
WHT	71	45	20	71	62		65				
FRL	46	49	42	49	52	45	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	34	43	31	41	27	33				
ELL	44	45	34	42	47	35	12				
ASN	71	83		93	75						
BLK	51	57	58	45	52	40	38				
HSP	56	52	47	56	53	43	39				
MUL	73			55							
WHT	69	55	50	68	59	31	61				
FRL	48	46	48	51	47	37	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	63	58	29	54	50	25				
ELL	36	63	61	42	52	43	29				
ASN	62			85							
BLK	61	67		53	58						
HSP	54	65	56	53	61	47	47				
MUL	73			73							
WHT	72	68		70	60		81				
FRL	54	62	48	52	58	41	48				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

PSES lowest performance category is Science achievement. (45%). When we dig deeper into the data we see that a immediate issue that needs to be addressed is ELL, BLK, FRL and ESE students. This is proven by their data which is: ELL 23%, BLK 23%, and FRL 36%. Our research indicated that our ELA Science score is highly impacted by the ELA component.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

PSES shows the greatest decline in ELA achievement, particularly among their ESE & ELL students. This is shown in their data as follows: ESE Achievement 17-18 20% 18-19 16%; ELL Achievement 17-18 44% 18-19 41%. We believe that ELL was impacted by our effort to implement sheltered classrooms. These rooms did not run as expected or show the data that we hoped for. With school

switching to digital learning the last 9 weeks of the 2019-2020 school year, this made it difficult for our VE teachers to provide ESE support and interventions to the students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap for PSES was in 5th grade Math. We scored 42% proficient and the state average was 60%. Contributing factors to this were an inconsistent use of resources by the 5th grade teachers. Ineffective Professional Learning Community among the team. The addition of new Math teachers after the start of the year. Teachers struggling with math tasks and utilizing small groups to remediate students who have not mastered the standards. Due to COVID-19 and the school transitioning to digital learning, the students will exhibit a huge learning slide. Based on the district assessments our projected Math score was 60 prior to COVID. Unfortunately with the learning slide from COVID we will have to build this up again.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall Math gains improved from 54% to 58%. This was specifically due to the data for 3rd and 4th grade. This was due to productive PLCs in 3rd and 4th grade, consistent use of targeted resources among the team, high expectations for students demonstrated by teachers and the math tasks they were given. We hope this continues as we prepare for the COVID slide and as parts choose between face to face instruction or digital learning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When reflecting on the EWS from the 18-19 school year, we have determined that we need to target the EWS of attendance for both students and staff. However, with COVID we will be focusing on students with 2 or more early warning indicators for the 2020-2021 school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Working with all teachers to plan for the COVID-19 slide and digital learning.
2. Targeting ESE & ELL based on their decline and our not meeting ESSA for SWD
3. Increase effectiveness of PLCs
4. Implementation of AVID
5. Social Emotional needs of our students returning after COVID-19.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

School-wide data for ELA proficiency indicate a decline in students learning.(3rd grade 58%; 4th grade 55%; 5th grade 51%)This denoted that both 4th and 5th grade are below the state average. By implementing NSGRA assessments and NWEA, the teachers can use this data to determine the needs for their students, group them according to their needs and provide small group instruction to close the achievement gap that was by the COVID pandemic. We determined that the students were also in need to increase their writing scores to help with their overall proficiency. All teachers will fully implement Core Connections into their writing time.

Measurable Outcome:

ELA proficiency are expected to increase from 58% to 60% in 3rd grade, 55% to 60% in 4th grade, 51% to 60% in 5th grade. The increase in proficiency will allow an increase in ELA gains which is expected to rise from 54% to 60% overall.

Person responsible for monitoring outcome:

Sara Czipulis (sara.czipulis@osceolaschools.net)

Evidence-based Strategy:

PSE will be implementing Core Connections, Balanced Literacy, Guided Reading, Open Court, NSGRA, NWEA, and AVID to help increase our overall proficiency in ELA. These are all research based strategies.

Rationale for Evidence-based Strategy:

Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, Schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning. (William, 2007), (Marzano, 2003) We will work toward this by fully implementing with fidelity the use of Core Connections, Balanced Literacy, Guided Reading, Open Court, NSGRA, NWEA, and AVID. This will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

1. Implement Balanced Literacy in all classrooms. The data will be collected and discussed at our monthly Stocktake, ELL Task Force, and ESE Task force meetings.

Person Responsible

Sara Czipulis (sara.czipulis@osceolaschools.net)

2. NSGRA and NWEA will be used in all grades K-5 for all students for the purpose of assessing, analyzing, reflecting and revising plans for individual student needs. Data will be reviewed monthly during Stocktakes, ELL Task Force, ESE Task Force and at data chats with teachers.

Person Responsible

Sara Czipulis (sara.czipulis@osceolaschools.net)

3. School City will be used by all teachers on standard-based and district formatives for the purpose of analyzing, reflecting and revising plans on course progression of individual student needs.

Person Responsible

Sara Czipulis (sara.czipulis@osceolaschools.net)

4. Open Court will be used in all K-2 classrooms in order to meet the needs of the students in Phonics and Phonemic Awareness.

Person Responsible

Sara Czipulis (sara.czipulis@osceolaschools.net)

4. Formative assessments will be given and reviewed during weekly PLCs.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

5. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. Teachers will be using this data to create their tier 1 iii groups within the students in their classroom. This will be done through both formative and summative data collection. This data will be presented at monthly Stocktakes.

Person Responsible Kathryn McCormick (mccormk@martinschools.org)

6. Monitor the implementation of AVID/WICOR strategies in grades K-5th. This will be overseen by the AVID/MTSS coordinator, Kathryn McCormick. Professional development will be given every first Wednesday of the month during PLCs.

Person Responsible Kathryn McCormick (mccormk@martinschools.org)

7. Continued professional development and refresher on Core Connections for grades K-5.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

8. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings. Monitor digital instruction by popping into their live instruction through TEAMS.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

9. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

10. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

11. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. .

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

12. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

13. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: School-wide data for Math indicated that although we increased the amount of students proficient in 3rd and 4th grades we saw a drastic decline in 5th grade. We need to focus on our lowest quartile students, ELL, and ESE students. By improving our MTSS process, intervention curriculum and fidelity of instruction, and facilitative Math instruction then student achievement will increase.

Measurable Outcome: Overall school wide Math achievement data for the 2018-2019 school year was at 57% proficient, a decrease of 2% from the previous year. Lowest quartile Math data was at 48% proficient. ESE Math data was at 20% proficient which was an 11% decrease. Math achievement will increase to 62%, which will give us a 5% increase in student achievement. ESE achievement will increase to 35% proficient, which will give us a 15% increase in achievement in this sub group. Although our predicted proficiency based on district assessments was 60% for the 2019-2020 school year we know that with the COVID slide we will have to target gaps to get to a 62% proficiency.

Person responsible for monitoring outcome: Barbara Dell (barbara.dell@osceolaschools.net)

Evidence-based Strategy: PSE will be implementing the Pearson Math curriculum, implementing facilitative math, cognitively complex math tasks and AVID to help increase our overall proficiency in Math. These are all research based strategies we will use to guide instruction and student achievement.

Rationale for Evidence-based Strategy: Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Defour et.al (2010) Full implementation with fidelity using our Pearson Math curriculum, AVID, and PLCs will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources and assessments being implemented in their instruction.

Action Steps to Implement

1. Implement Math Discourse and Math tasks in all classrooms.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

2. Professional Development to increase capacity for implementation of Math Discourse and Number Talks. Training provided by Math Coach prior to each unit on the curriculum unit plans.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

3. Teachers will continue to implement small groups during math instruction in grades K-5. Training will be provided virtually through teams. AP will collect monthly lesson plans for Math small groups.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

4. Provide VE and ELL support teachers professional development opportunities for Math instruction and intervention.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

5. SchoolCity will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

6. District formative assessments will be given every quarter in Math. Professional development on the analysis of this data will be provided. Teachers will use this data to provide interventions during iii time.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

7. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be overseen by the Math Coach and data presented at monthly Stocktakes.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

8. Increase student data collection and reporting to increase response time and accuracy of interventions in tier 2 and 3 instruction.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

9. Provide professional development and monitor the implementation of AVID/WICOR strategies in Kinder through 5th grades. Kinder and 1st will be provided an overview by the AVID/MTSS coach in August.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

10. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

11. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. Met monthly.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

12. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level .

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

13. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. We will also monitor the live instruction of teachers by popping in their lesson.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

14. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

15. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: School-wide data for Science (45%) indicated a decline in student learning by 2%. By improving our Science instruction, integrating Speed Bag in 4th and 5th grades, adding a Science block for 3rd-5th and integrating Science into other content areas then student achievement will increase.

Measurable Outcome: School-wide overall achievement was at 45% which was a decrease of 2% from the prior year. Science achievement will increase to 50%, which will give us an increase of 5%.

Person responsible for monitoring outcome: Barbara Dell (barbara.dell@osceolaschools.net)

Evidence-based Strategy: PSE will be implementing Generation genius, Speed Bags, and AVID to help increase our overall proficiency in Science. These are all research based programs to assist with achievement in Science.

Rationale for Evidence-based Strategy: Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002) Full implementation with fidelity using Generation genius, Speed Bags, and AVID will allow all students to receive the correct instruction to meet their needs in a hands-on/minds-on methodology. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

1. Implement the curriculum Speedbags in grades 4th and 5th. Data will be collected and presented at our monthly Stocktakes.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

2. Professional development provided to the new teachers on Speedbags.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

3. School City will be used by each teacher on standard-based and district formatives for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. The data presented at our monthly Stocktakes and discuss possible action steps.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

4. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This data will be presented at Stocktakes.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

5. Provide monthly professional development and monitor the implementation of AVID/WICOR strategies in Kinder-5th grades during the first Wednesday of each month during PLCs. This will be discussed and data will be presented at our monthly Stocktakes.

Person Responsible Kathryn McCormick (mccormk@martinschools.org)

6. Houses of Science has been added for grades 3rd-5th. Math/Science coach will develop lesson plans and monitor the instruction in the classroom. Generation Genius curriculum will be used to address the science standards in grades 3rd-5th.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

7. Math/Science Coach will implement the houses of Science to spiral review Science standards.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

8. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

9. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

10. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

11. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

12. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

13. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	School-wide data for our Students with Disabilities (28%) indicated a decline in student learning. By providing accommodations and modifications that meet the needs of our students then student achievement will increase.
Description and Rationale:	
Measurable Outcome:	School-wide overall ESSA achievement was at 28% which was a decrease of 13% from our ESSA goal. ESE achievement will increase to 41%, which will give us an increase of 13%.
Person responsible for monitoring outcome:	Sang Tran-Ponce (sang.tranponce@osceolaschools.net)
Evidence-based Strategy:	PSE will require VE teachers to submit lesson plans for intervention time. VE teachers will use Pearson Math intervention kit, Reading mastery, and Corrective reading to provide intervention in Reading and Math to improve our over Reading and Math proficiency and growth.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and student's individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content-the information and skills that students need to learn Process-how students make sense of the content being taught Product-how students demonstrate what they have learned Affect-the feelings and attitudes that affect student's learning Full implementation of iii with fidelity using Pearson Math intervention, Reading mastery, and Corrective Reading will allow all students to receive the correct instruction to meet their needs and address all four of the areas above. In addition, PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

1. Professional development will be provided on the Pearson Math intervention kits to use with fidelity.

Person Responsible Barbara Dell (barbara.dell@osceolaschools.net)

2. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

3. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

4. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

5. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

6. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

7. VE teachers will collect and analyze data and use this to plan their instruction.

Person Responsible Sang Tran-Ponce (sang.tranponce@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: School-wide data shows that 65% of our students struggle with emotional regulation. Compared to the nation we are in the 19th percentile. This denoted that there is a need to implement SEL lessons to assist students with emotional regulation. We determined that the students will also need SEL in relation to COVID.

Measurable Outcome: Emotional regulation scores based on the administration of the Panorama survey will decrease from 65% of students struggling to 40%. The decrease will allow for academic gains as the students are better able to adjust their emotions and focus on instruction.

Person responsible for monitoring outcome: Laura Wheeler (laura.wheeler@osceolaschools.net)

Evidence-based Strategy: PSE will be implementing Monique Burr materials, Safer Smarter Kids, Second Steps, and embedded lessons in our curriculum unit plans to help increase students ability to regulate their emotions. These are all research based strategies.

Rationale for Evidence-based Strategy: Social and Emotional Learning (SEL) is not based on prescribed curricula; instead is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build students' current knowledge and skills (Gardner, 1983). Full implementation with fidelity using Monique Burr materials, Safer Smarter Kids, and Second Steps will allow all students to receive the correct instruction to meet their SEL needs. PLCs will allow teachers and guidance councilors to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Steps to Implement

1. School Stocktakes will take place monthly to report progress to the Principal in the area of focus.

Person Responsible Laura Wheeler (laura.wheeler@osceolaschools.net)

2. Professional development will be conducted to build shared knowledge of SEL.

Person Responsible Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

3. Guidance counselors will target high risk students based on Panorama data to create small groups.

Person Responsible Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

4. Principal will update Assistant Superintendents of curriculum during their monthly check-ins.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

5. Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress for the Area of Focus.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

6. Guidance counselors will push into classrooms and provide SEL lessons with each class. Targeting emotional regulation.

Person Responsible Laura Wheeler (laura.wheeler@osceolaschools.net)

7. Teachers will be asked to embed SEL lessons in their academic lessons and to work on emotional regulation with students during restorative circles or class community building.

Person Responsible Laura Wheeler (laura.wheeler@osceolaschools.net)

#6. Other specifically relating to Schoolwide Post Secondary Culture of all students-AVID

Area of Focus Description and Rationale:	The data shows that focusing on career readiness and post secondary at a young age assists with increasing student achievement, organization, Growth Mindset, and readiness.
Measurable Outcome:	By implementing AVID school wide, we will see an increase in student achievement based on the increase of WICOR in all content areas.
Person responsible for monitoring outcome:	Kathryn McCormic (mccormk@martinschools.org)
Evidence-based Strategy:	PSE will be implementing AVID to help increase our overall proficiency in all areas. These are research based strategies we will use to guide instruction and student achievement.
Rationale for Evidence-based Strategy:	Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons to students alone. (Poliner & Lieber 2004). If teachers participate in AVID with fidelity and produce engaging lessons using high yield strategies and best practices and are monitoring the process to guide the instruction, then student achievement will increase based on the research above.

Action Steps to Implement

1. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

2. Meet Monthly with teachers for AVID PLC with staff to assist implementing the program schoolwide. Methods to continue AVID during distance learning will take place through TEAMS.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

3. Professional development will be conducted throughout the year to build shared knowledge of AVID processes. This will be provided on school wide AVID Wednesdays through TEAMS or in a smaller group setting.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

4. Mentoring will be conducted for teachers who are struggling, and support will be given so they become an effective AVID teacher.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

6. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

8. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

10. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

Professional development will be provided to teachers on how to incorporate all parts of WICOR while trying to comply with our school district guidelines with COVID.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

Providing Foundations training to all Kinder and 1st grade teachers for them to beginning incorporating WICOR into their instruction.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

Provide teachers a correlation with their new K-2 ELA Best Standards and WICOR strategies to help elevate the stress of learning new set of standards and research based strategies.

Person Responsible Kathryn McCormic (mccormk@martinschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Below listed are the additional areas we plan to address:

- 1. Healthy Habits-** the teachers and staff will model and implement healthy habits in order to help contracting COVID-19.
- 2. Character education-**the guidance department will work with a para to implement a character education program in K-2 during block. The guidance department will also meet with small groups, teach Growth Mindset, and Bucket Filling.
- 3. Staff Morale-** Administration will work to promote a Growth Mindset with staff and having a positive mindset.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school strives to involve all parents in the planning, review, and improvement of the Title I program and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussions to guide writing these plans. Teachers, staff, and students are also asked for input as these documents are developed and plans for the school year are developed.

PSES works hard to provide a positive culture and environment through the implementation of PBIS and the Growth Mindset. PBIS and Growth Mindset are promoted during trainings, activities, newsletters, and school wide announcements.

We work hard to include our community and business partners. They are invited to events throughout the year and help build a positive environment. One partnership with a local church allows us to provide the All Pro dad program at our school. This is geared to get the dads involved on campus.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0904 - Partin Settlement Elem. School	General Fund		\$1,500.00
			<i>Notes: Purchase Jan Richardson's Next Step Guided Reading Assessment Kits.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$950.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0904 - Partin Settlement Elem. School	General Fund		\$950.00
			<i>Notes: Pearson Intervention Kits to be used for Tier 2 and 3 interventions.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0904 - Partin Settlement Elem. School	General Fund		\$1,000.00
			<i>Notes: Science Boot Camp materials.</i>			
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0904 - Partin Settlement Elem. School	General Fund		\$500.00
			<i>Notes: Rewards and incentives to be used with students during SEL lessons.</i>			
6	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture of all students-AVID				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0904 - Partin Settlement Elem. School	General Fund		\$3,000.00
			<i>Notes: AVID specific agendas.</i>			
Total:						\$6,950.00