

School District of Indian River County

Indian River Academy



2019-20 School Improvement Plan

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Indian River Academy

500 20TH ST SW, Vero Beach, FL 32962

www.indianriverschools.org

Demographics

Principal: Diane Fannin

Start Date for this Principal: 9/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: C</p> <p>2016-17: C</p> <p>2015-16: C</p> <p>2014-15: F</p> <p>2013-14: D</p>
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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 Indian River 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

1. Through standard based instruction and assessment, teachers will use relevant and effective strategies so that students become proficient in Florida State Standards in a meaningful and engaging way!
2. Through continuous collaboration, we will take action to create a classroom and school climate that is safe and promotes social and emotional learning as a priority!

Provide the school's vision statement

To provide a safe environment where all students engage in their own self efficacy so that they learn the lifelong skills needed to be successful emotionally, socially, and academically.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Fannin, Diane	Principal	
Davis, Meghan	Assistant Principal	
Vollbracht, Kim	Instructional Coach	

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	77	80	77	68	81	71	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	4	17	9	11	10	0	0	0	0	0	0	0	51
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	6	25	19	0	0	0	0	0	0	0	50

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	1	6	9	14	0	0	0	0	0	0	0	30

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	2	6	1	6	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	0

FTE units allocated to school (total number of teacher units)

26

Date this data was collected or last updated

Thursday 9/5/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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
Attendance below 90 percent	0	4	19	12	11	10	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	3	4	0	0	0	0	0	0	0	7
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	6	25	19	0	0	0	0	0	0	0	50

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	3	16	14	24	36	0	0	0	0	0	0	0	93

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	54%	58%	57%	49%	57%	56%
ELA Learning Gains	53%	57%	58%	44%	55%	55%
ELA Lowest 25th Percentile	31%	54%	53%	40%	49%	48%
Math Achievement	53%	63%	63%	55%	63%	62%
Math Learning Gains	53%	60%	62%	58%	61%	59%
Math Lowest 25th Percentile	35%	48%	51%	46%	52%	47%
Science Achievement	47%	54%	53%	53%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	77 (0)	80 (0)	77 (0)	68 (0)	81 (0)	71 (0)	454 (0)
Attendance below 90 percent	0 ()	4 ()	17 ()	9 ()	11 ()	10 ()	51 (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)	6 (0)	25 (0)	19 (0)	50 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	60%	-9%	58%	-7%
	2018	55%	56%	-1%	57%	-2%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	56%	61%	-5%	58%	-2%
	2018	55%	56%	-1%	56%	-1%
Same Grade Comparison		1%				
Cohort Comparison		1%				
05	2019	44%	54%	-10%	56%	-12%
	2018	40%	52%	-12%	55%	-15%
Same Grade Comparison		4%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	64%	-21%	62%	-19%
	2018	49%	60%	-11%	62%	-13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	54%	64%	-10%	64%	-10%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
05	2019	55%	57%	-2%	60%	-5%
	2018	51%	58%	-7%	61%	-10%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	53%	-8%	53%	-8%
	2018	52%	54%	-2%	55%	-3%
Same Grade Comparison		-7%				
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 2016-17	C & C Accel 2016-17
SWD	16	38	33	26	50	36	25				
ELL	40	50		56	63		36				
BLK	40	38	36	36	42	31	26				
HSP	56	63		53	64		55				
MUL	42			33							
WHT	66	57	25	67	53		68				
FRL	55	54	29	51	53	33	48				

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 2015-16	C & C Accel 2015-16
SWD	19	22	23	32	48	38	40				
ELL	42	42		53	62						
BLK	39	35	31	47	64	44	32				
HSP	59	49		64	61		62				
MUL	45			64							
WHT	52	48	41	53	52	43	58				

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 2015-16	C & C Accel 2015-16
FRL	46	44	41	52	58	48	50				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	55
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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students 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
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	46
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

Our Black students with learning gains in math were our lowest performing. The factor we've reflected to be the contributor was our Tier 2 & 3 Interventions lacked fidelity.

Our Students With Disabilities also performed the lowest in science. The tracking of the district science scores showed higher than their actual performance. In reflection, the unit assessment emphasized 5th grade standards; not 3rd-5th which are also on the test.

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

Our Multi-racial students in Math showed the greatest decline from last year. We contributed attendance and social emotional barriers with these scores. Our students with disabilities in science was another great decline. The tracking of the district science scores showed higher than their actual performance. In reflection, the unit assessment emphasized 5th grade standards; not 3rd-5th which are also on the test. Our Black students' learning gains in Math was a decline. In reflection, our Tier 2 & 3 Interventions lacked fidelity with curriculum and plan.

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

Our 3rd Grade Math was the greatest gap compared to the state average. In reflection, 4/5 of our third grade teachers were new to teaching. The lack of experience in instructional delivery and classroom management was our reflection barrier.

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

Our students with disabilities learning gains in English Language Arts showed the most improvement. -Our Tier 3 Interventions had stronger fidelity measures with more precise progress monitoring along the way. Our white students in English Language Arts was also a big improvement. -We had a stronger emphasis on Tier 1 fidelity which showed in the data in the proficiency growth.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is the focus for 2019-20 school year for our School Advisory Council and MTSS (Multi-tiered support services).

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

1. To improve scores with our black and multi-racial students in math.
2. To improve our supports with our Tier 2 and Tier 3 Attendance Students.
3. To improve our 3rd Grade Math scores with all subgroups.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improvements in Math & English Language Arts Learning gains
Rationale	Based on the data, our proficiency for all subgroups are still under state and district averages. Our emphasis on school wide training in reading assessments along with professional learning communities in effective student reading and writing conferences for teachers will provide the highest yield in improvements. In addition, math Professional Learning Communities with high yield strategies in everyday math assessment techniques in the math classroom will provide guidance in this focus.
State the measureable outcome the school plans to achieve	Improvement in English Language Arts proficiency and learning gains for all subgroups; emphasizing students with disabilities learning gains. Improvement in math proficiency and learning gains for 3rd grade, black and multi-racial students.
Person responsible for monitoring outcome	Diane Fannin (diane.fannin@indianriverschools.org)
Evidence-based Strategy	<p>English Language Arts</p> <ol style="list-style-type: none"> 1. Formal Training in Fountas & Pennell Running Records for all reading teachers K-5th, students with disabilities & Cultural Arts(Music, PE, Art & Media)by Literacy Coach. (Reading Benchmark Kits purchased for effective monitoring) 2. Professional Learning Communities-"A Teacher's Guide to Reading Conferences" OR "A Teacher's Guide to Writing Conferences (based on content taught) OR "Guided Reading". 3. Ongoing formal monitoring of data for progress every 4-6 weeks emphasizing our underachieving subgroups (black, multi-racial and students with disabilities) who are not achieving will provide more fidelity. <p>Math</p> <ol style="list-style-type: none"> 1. Purchase and training in K-3rd grade supplemental math curriculum to provide more concrete math instruction during an additional block in the day. 2. Professional Learning Communities-"The Formative 5-Everyday Assessment Techniques for Every Math Classroom" for 4th & 5th grade teachers. 3. Ongoing formal monitoring of data for progress every 4-6 weeks emphasizing our underachieving subgroups (black, multi-racial and students with disabilities) who are not achieving will provide more fidelity. <p>With 25-50% of our teachers in every grade level having less than four years of teaching experience, creating Professional Learning Communities (PLC) with formal assessment training will improve their competence and confidence in instructional delivery with an emphasis on our black, multi-racial and students with disabilities subgroups. Embedding the PLCs, training and student monitoring in our staff professional development will streamline the focus and mastery. In this ongoing PD, we will be emphasizing our lowest achieving subgroups which include our black, multi-racial and students with disabilities.</p>
Rationale for Evidence-based Strategy	
Action Step	

1. Formal Training in Fountas & Pennell Running Records for all reading teachers K-5th & Cultural Arts(Music, PE, Art & Media by Literacy Coach. (Reading Benchmark Kits purchased for effective monitoring)
2. Professional Learning Communities -"A Teacher's Guide to Reading Conferences" OR "A Teacher's Guide to Writing Conferences (based on content taught) OR "Guided Reading".
3. Ongoing formal monitoring of data for progress every 4-6 weeks with professional development.

Description

Math

1. Purchase and training in K-3rd grade supplemental math curriculum to provide more concrete math instruction during an additional block in the day.
2. Professional Learning Community-"The Formative 5-Everyday Assessment Techniques for Every Math Classroom" for 4th & 5th grade teachers.
3. Ongoing formal monitoring of data for progress every 4-6 weeks with professional development.

Person Responsible

Diane Fannin (diane.fannin@indianriverschools.org)

#2	
Title	Social Emotional-Classroom Climate
Rationale	<p>Providing staff with more strategies for students with limited coping mechanisms will increase students time on task and stronger connections with their classroom peers and teacher. This promotes positive reinforcement vs. punitive strategies to support students.</p>
State the measureable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Less students will need support outside the classroom environment decreasing the time students are being "pulled out" for support, connection and coping strategies. 2. More students will receive the needed connection within the classroom environment therefore eliminating disruptions to the learning. 3. Students will learn assertive language for their needs and practice strategies so that their social emotional needs are being met and their academic progress is not hindered. 4. Attendance will increase by improving connections and relationships with students and families. 5. Teachers will feel confident in their ability to teach social emotional skills to their students in a proactive manner. 6. Teachers will learn the research, need and the defined purpose for teaching social emotional skills to students.
Person responsible for monitoring outcome	Diane Fannin (diane.fannin@indianriverschools.org)
Evidence-based Strategy	All teachers demonstrate a value system through their daily interactions with our students. It is critical that we become conscious of how these interactions effect them.(negatively and encouraging) We can no longer expect students to "know" how to behave or treat others. Our vision is to create a school family environment where we embrace this learning and teaching to our students through the daily practice of Conscious Discipline. This is a highly effective research proven philosophy that teaches all of us what that looks like, feels like and sounds like.
Rationale for Evidence-based Strategy	Between 80-90% of our students come from an impoverished environment. With trauma and poverty, come many barriers for success in school both socially and academically. This focus with educating and training the adults in social emotional learning will provide them with the skills, effective practice and understanding in such a critical area.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teaching staff participate in a Professional Learning Community (PLC) with the book, "Creating the School Family" by Dr. Becky Bailey to collaborate and support each other. 2. Designated classroom structures will be defined, researched, practiced and supported to provide continuity and common language school-wide during all early-release school PD days. 3. A Professional Facilitator will provide training to support the learnings in the PLC three times in the year. (fall, winter, spring) 4. The PBIS (Positive Behavioral Intervention Support) Team will conduct quarterly walk throughs to ensure fidelity of the defined structures. 5. The administrators will connect the instructional staff's evaluation system

elements with the professional development in this area to promote engagement and purpose.

Person

Responsible

Diane Fannin (diane.fannin@indianriverschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Our School Advisory Council's reflection initiated the need for their professional learning community in racial equity and how to bridge the gap. This focus will be aimed at creating a more embracing and culturally sensitive parent leadership network so that more diverse voices are providing input on our school's action steps.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our School Advisory Council and Multi-Cultural Coordinator focus will be in attendance and race equity to decrease the gap. Our SAC team is utilizing our strong community ties to create a mentoring partnership with students in areas of need.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our core PBIS (positive behavioral intervention and support) team will be participating in Trauma Informed Care Services and training this school year. We have an additional mental health counselor to provide needed resources to our school and students. Our community partnership will be focused on a strong mentoring program.

As a Tier 1 and 2, all staff are participating in a yearlong professional development focusing on the social emotional needs of students of poverty so that students remain in their classrooms. The book study is "Creating A School Family" by Dr. Becky Bailey.

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

Our PBIS Core Team will collaborate monthly with our district mental health partnerships for Tier 2 & 3 students. This will also positively affect attendance with our Tier 2 & 3 students. (Students who attend 90% or less)

Bridging our School Advisory Council and Multi-Cultural Coordinator as a lead for staff training and study groups will unite the school and community's focus.

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

Our School Improvement Plan(SIP) goals are embedded in the work all of our professional development. Our stakeholders are actively involved throughout the school year. All teachers were trained in reading running record assessments by our Literacy Coach to provide fidelity in ongoing reading monitoring. K-2nd teachers professional learning community books will be in Guided Reading, Reading Conferences, Writing Conferences or The Formative 5(Math) based on their content. Professional Learning Communities (PLC) will meet every six weeks with the Administrator and Content Coach. Grade chairs meet once a month with the Principal and Assistant Principal to collaborate on the ongoing work with our SIP goals. SIP goals are reviewed and updated as a collective staff three times a year. (Fall, Winter, Spring)

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

Our school has partnered with Indian River Club (Our community members) to provide opportunities for our students to participate in STEM, Audubon and golf experiences utilizing their golf course. These are all aimed to provide career awareness in these fields. We have partnered with the Audubon Society for an Audubon Club inviting our 5th graders to promote science career awareness.

Part V: Budget						
1	III.A	Areas of Focus: Improvements in Math & English Language Arts Learning gains				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0221 - Indian River Academy	Title, I Part A		\$30,000.00
2	III.A	Areas of Focus: Social Emotional-Classroom Climate				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0221 - Indian River Academy			\$20,000.00
					Total:	\$50,000.00