

Dixie District Schools

# Old Town Elementary School



2019-20 School Improvement Plan

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# Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

<http://www.dixie.k12.fl.us>

## Demographics

**Principal: Karen Tillis**

Start Date for this Principal: 7/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A

\* 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 Dixie 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](http://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**

Old Town Elementary School’s students, staff and families, are committed to educating the whole child by working in partnership to create a safe, caring, and stimulating learning environment, where children are intellectually challenged in ways appropriate to their individual strengths, needs and experiences.

**Provide the school's vision statement**

The students, staff and families of Old Town Elementary School are on a quest to develop positive attitudes towards learning. We will prepare students to become responsible citizens and productive members of their communities. By increasing their knowledge and understanding of themselves and their world, they will be prepared for college and future careers.

### 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
Tillis, Karen	Principal	The primary role of the principal is to improve instruction in the classroom. By monitoring on-going assessments and classroom instruction, the principal can set clear goals, make critical decisions, and modify instructional practices to ensure student success. This task requires the resources and talents of the entire leadership team. The instructional coach provides coaching for the entire instructional staff. She creates and models lessons in targeted areas of reading. She also organizes our human resources for additional assistance in the classroom and provides interventions to assist teachers in meeting their student achievement goals. The assistant principal and guidance counselor are pivotal in making sure our students have a safe and stable environment to be educated in.
Sache, Christy	Guidance Counselor	
Rains, Gail	Instructional Coach	
Lord, Chris	Assistant Principal	

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	9	34	11	21	10	11	0	0	0	0	0	0	0	96
One or more suspensions	0	2	1	5	2	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	6	17	12	15	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	16	18	21	0	0	0	0	0	0	0	55

**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	1	2	9	7	5	0	0	0	0	0	0	0	24

**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	8	13	11	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

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

34

**Date this data was collected or last updated**

Sunday 10/13/2019

**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
Attendance below 90 percent	38	17	22	17	14	15	0	0	0	0	0	0	0	123
One or more suspensions	2	1	5	2	2	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	5	13	18	20	25	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	1	11	20	0	0	0	0	0	0	0	32

**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	1	2	8	9	9	13	0	0	0	0	0	0	0	42

**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	38	17	22	17	14	15	0	0	0	0	0	0	0	123
One or more suspensions	2	1	5	2	2	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	5	13	18	20	25	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	1	11	20	0	0	0	0	0	0	0	32

**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	1	2	8	9	9	13	0	0	0	0	0	0	0	42

**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	65%	59%	57%	62%	56%	56%
ELA Learning Gains	60%	58%	58%	46%	41%	55%
ELA Lowest 25th Percentile	59%	51%	53%	42%	38%	48%
Math Achievement	79%	70%	63%	69%	61%	62%
Math Learning Gains	75%	72%	62%	56%	50%	59%
Math Lowest 25th Percentile	70%	66%	51%	46%	36%	47%
Science Achievement	71%	60%	53%	78%	72%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	9 (38)	34 (17)	11 (22)	21 (17)	10 (14)	11 (15)	96 (123)
One or more suspensions	0 (2)	2 (1)	1 (5)	5 (2)	2 (2)	3 (6)	13 (18)
Course failure in ELA or Math	0 (0)	0 (5)	6 (13)	17 (18)	12 (20)	15 (25)	50 (81)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (1)	18 (11)	21 (20)	55 (32)

**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.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	63%	62%	1%	58%	5%
	2018	72%	65%	7%	57%	15%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	63%	58%	5%	58%	5%
	2018	55%	48%	7%	56%	-1%
Same Grade Comparison		8%				
Cohort Comparison		-9%				
05	2019	59%	51%	8%	56%	3%
	2018	53%	49%	4%	55%	-2%
Same Grade Comparison		6%				
Cohort Comparison		4%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	75%	66%	9%	62%	13%
	2018	75%	64%	11%	62%	13%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	77%	73%	4%	64%	13%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	78%	64%	14%	60%	18%
	2018	55%	49%	6%	61%	-6%
Same Grade Comparison		23%				
Cohort Comparison		9%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	68%	58%	10%	53%	15%
	2018	75%	70%	5%	55%	20%
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	41	62	75	50	73	73	67				
HSP	70			90							
WHT	66	60	58	78	75	72	69				
FRL	63	62	66	77	74	68	77				

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	36	32	7	35	41	23	78				
WHT	62	45	42	69	55	47	77				
FRL	61	46	41	69	57	49	77				

**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)	N/A
OVERALL Federal Index - All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	7
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

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

<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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### 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**

The data component that showed the lowest performance was ELA Lowest 25%. However, this score was 9 percentage points higher than state average, and a 17 point gain over the the 2018-19 school year. Old Town Elementary will continue to focus on targeted students through a rigorous data driven MTSS process. These intervention students will receive an additional 30 minutes of reading intervention three days a week. In addition to additional interventions, the 90 minute reading block was looked at closely and revamped to adjust to the instructional needs of these standards and FSA Assessment.

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

The only component that declined 7 points was Science. However, science was 18 points higher than state average.

#### **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**

All of Old Town Elementary School's components were higher than state average.

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

The component that showed the most improvement was Math Lowest 25%. Old Town Elementary School started a new math intervention program created by the principal. The intervention program targeted students falling out on mid-ending assessments.

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

After reviewing the EWS data, the area of concern is attendance below 90%.

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

1. All Components of ELA Learning Gains
2. High Performance in Science
3. Student Attendance
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Science
<b>Rationale</b>	Due to science achievement declining 7 percentage points from the 2018 school year, OTES will work to increase our science achievement to 75%. After reviewing science data, the students in intervention classrooms did not maintain the same level of achievement as similar students in nonintervention classrooms.
<b>State the measureable outcome the school plans to achieve</b>	OTES will increase high performing science achievement to 75%.
<b>Person responsible for monitoring outcome</b>	Gail Rains (gailrains@dixie.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers in intervention classrooms will be paired with the lead 5th grade science teacher to plan and teach science lessons.
<b>Rationale for Evidence-based Strategy</b>	The lead 5th grade science teacher's scores were over 80% high performing for the past two years.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create planning time for teachers to collaborate and share lesson plans.</li> <li>2. Closer comparison of science scores on all monitoring assessments.</li> <li>3. Observations of science lessons in intervention classrooms.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Karen Tillis (karentillis@dixie.k12.fl.us)

<b>#2</b>	
<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	ELA Growth for all students was identified as an area of focus. Even though OTES was 14% points above state average, maintaining this level of growth is critical.
<b>State the measureable outcome the school plans to achieve</b>	OTES will strive to maintain 60% ELA Learning Gains as measured by the Florida Standards Assessment.
<b>Person responsible for monitoring outcome</b>	Karen Tillis (karentillis@dixie.k12.fl.us)
<b>Evidence-based Strategy</b>	Old Town Elementary reorganized the structured 90-minute reading block to ensure grade level standards, skills, and strategies were addressed at a high level of instruction to ensure growth for all levels of students. Targeted students will receive on-going MTSS for an additional 30 minutes a day three days a week. This intervention will build on the high level of instruction during Tier 1 and address the skills needed for intervention student success. In addition, all students will receive 40 minutes of ELA I-Ready instruction on their prescribed paths during the week.
<b>Rationale for Evidence-based Strategy</b>	Based on prior success at OTES, we know by adjusting our reading blocks and addressing all students' instructional needs, we should be able to maintain ELA reading growth at 60%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Principal required/approved 90 minute reading block with specific time frames and components to meet the needs of all students. Principal will monitor fidelity of blocks and instruction with walk-throughs.</li> <li>2. Additional 30 minutes of intervention based on on-going assessments.</li> <li>3. Enrichment instruction based on on-going assessments.</li> <li>4. I-Ready Instruction</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**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)**

After reviewing the EWS data, increasing student attendance rates has been identified as a area of focus. Dixie District Schools has implemented a new attendance policy. Teachers will call parents when a student misses 3-days of school. When a student misses 5-days of school, the district will setup attendance meetings to create a plan and strategies for assistance to parents on getting students to school.

## 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 Schoolwide Improvement Plan 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**

OTES uses many methods to build relationships with parents, families, and the community. We have an active PTO and our SAC Committee is made up of 51% of the groups mentioned above. These members assist in developing plans and activities for our students such as Grandparents Day, Bring you Dad to School, and Fall Festival, Cub Days, and Art Night. We communicate on a daily to weekly basis with all stake holders through Face Book, emails, newsletters, and monthly calendars.

#### **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**

The guidance counselor is available to provide for all students counseling such as social stories as needed to work through social-emotional needs. Teachers, parents, and students can request this service. All instructional staff is teaching the Sanford Harmony program. This program promotes classroom community and accepting others. OTES also has a contracted behavior specialist available to assist with student needs. ESE IEP's have social and emotional goals, as well as, academic goals. If needed, the guidance counselor and IEP team will meet to develop a behavior plan with the assistance of the contracted behavior specialist.

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

Through VPK, all 4-years olds can attend OTES. Four to five times a year, our district office places articles in the paper to encourage parents to bring their children to school. Children are then screened on entrance so that early intervention can begin. Dixie District Schools has waived half-day fees for all 4-year olds in the hope that more students will attend. OTES also accepts 3-year olds when a need for readiness skills is apparent due to any disabilities. Pre K teachers and Lead Aides are given yearly professional development through the Early Learning Coalition or district staff. In addition, yearly meetings between the Pre K and Kindergarten staff occurs to discuss vertical alignment of curriculum.

In preparation for the transition of our 5th graders to enter 6th grade, OTES sets up the instructional day so the students must change classes into core subject departments. In May, our 5th grade will do a tour and visit of the middle school campus.

**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**

MTSS addresses the needs of all students, therefore, the MTSS/RtI problem solving process is the driving force for all academic and behavioral decisions. We evaluate universal assessment data three times a year which guides our budget and professional development needs

Title I provides OTES with funding for one intervention teacher, percentage of the reading coach, and five paraprofessionals. Title 1 funds additional intervention through a district after school tutoring program. Title I assists in getting parental involvement by providing training for parents so that they can assist their children in their education. Title I funds are used to support classroom teachers with materials such as library books and research-based instructional materials. Title 1 also provides professional development for classroom teachers.

Title II provides researched based professional development during the year to increase student achievement. Title II also provides a teacher at OTES.

Title III services are provided through the district for educational materials and ELL district support.

Title X - Homeless -Under the McKinney-Vento Act, homeless students are identified yearly for additional support from the district. The district works to provide homeless students with materials such as backpacks and school supplies.

**Violence Prevention Programs**

Bully Intervention Program: The guidance counselor works with grade K-5 to discuss issues associated with bullying.

DARE: The Dixie County Sheriffs office provides an officer to instruct students on the following issues: drugs, abuse, theft, bullying, and fighting. Services under Safe and Drug Free Schools also provide school resource officers as needed at OTES.

Nutrition Programs - OTES has universal free breakfast and lunch. In addition, our district provides the school with a Wellness Plan. The plan has activities and guidance for school parties and healthy snack alternatives. OTES also has PE 5-days a week for increased physical activity.

**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

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>	<b>\$3,500.00</b>
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			0041 - Old Town Elementary School	Title, I Part A		\$3,500.00	
<i>Notes: Acaletics Spiral Review Books</i>							
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: ELA Learning Gains</b>					<b>\$31,389.01</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			0041 - Old Town Elementary School	Title, I Part A		\$3,830.01	
<i>Notes: Write Score ELA Progress Monitoring</i>							
			0041 - Old Town Elementary School	Title, I Part A		\$12,559.00	
<i>Notes: Curriculum Associates: I-Ready Tehnology and Books</i>							
			0041 - Old Town Elementary School			\$15,000.00	
<i>Notes: NEFEC Summer Reading Institute</i>							
					<b>Total:</b>	<b>\$34,889.01</b>	