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Richbourg School

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

Demographics

Principal: Amy Anderson

Start Date for this Principal: 5/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16: I
	2014-15:
	2013-14:
ESSA Status	CS&I

School Board Approval

This plan is pending approval by the Okaloosa 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

By providing a caring, student-centered environment, Lance C. Richbourg School will offer educational programs that will enable all students to learn, participate, and maintain life skills that are appropriate to their individuality and uniqueness in the natural environment.

Provide the school's vision statement

Lance C. Richbourg faculty and staff, in cooperation with families and the community, will ensure that each student will have the opportunity to reach his or her full educational and social potential in life.

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
Anderson, Amy	Principal	Make educational and staffing decisions for the school to provide for continual instructional and social emotional learning/behavioral improvement.
Caton, Diane	Teacher, ESE	
Dye, Sandy	Teacher, K-12	
Lusk, Karen	Other	Music teacher K-12.
Rosero-Garces, Otto	Teacher, ESE	

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	3	4	7	5	9	9	5	3	5	3	9	7	17	86
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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)

14

Date this data was collected or last updated

Monday 7/29/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	1	0	0	2	0	1	2	1	0	3	2	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	5	0	2	1	2	4	0	0	0	14

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	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	0%	69%	61%	0%	68%	60%
ELA Learning Gains	0%	63%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	59%	54%	0%	48%	52%
Math Achievement	0%	80%	62%	0%	77%	61%
Math Learning Gains	0%	73%	59%	0%	66%	58%
Math Lowest 25th Percentile	0%	64%	52%	0%	58%	52%
Science Achievement	0%	73%	56%	0%	67%	57%
Social Studies Achievement	0%	84%	78%	0%	85%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	3 (0)	4 (0)	7 (0)	5 (0)	9 (0)	9 (0)	5 (0)	3 (0)	5 (0)	3 (0)	9 (0)	7 (0)	17 (0)	86 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	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.

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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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

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

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)	CS&I
OVERALL Federal Index - All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	100
Total Components for the Federal Index	5
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	20
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
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
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
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
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	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2
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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

Both ELA and Math showed low performance across the grade levels. While class grades were very high, performance on standardized tests was poor, and in some cases, students scored lower than the previous year, rather than showing growth. Contributing factors may include environmental factors such as ambient noise or light, lack of common academic resources for teachers and training to properly use those resources.

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

ELA writing tasks showed the greatest decline. There was not an emphasis on writing tasks throughout the year, and this type task is not specifically embedded in the curriculum. Teacher training on these specific areas was not provided. Environmental factors such as ambient noise, light, or disruptive behaviors may have interfered with students' acquisition of necessary skills.

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

School data is not compared to the state average.

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

High school language arts grades showed improvement, particularly in ninth grade. A new secondary ELA curriculum was introduced last school year.

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

The number of suspensions (12) in a school population of 89 is a high number. This indicates classroom environments may not have been suited for learning in all circumstances; students may have been dysregulated by the disruption classmates visited on them. Improving classroom environments and attendance with the identified subgroups will help address this concern.

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

1. Teacher education for explicit teaching of writing tasks.
2. Re-train teachers and staff in the use of communication protocol to help students make wants and needs known.

3. Improve classroom environments by reducing noise, managing light intensity, and providing a sensory station for students.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Explicit writing instruction
Rationale	Teachers will teach students explicit writing strategies according to their ability levels and level of access standard. When explicitly taught standards-based writing practices, students will be able to perform writing tasks at their assessed level. Identified subgroups will benefit from writing strategy instruction.
State the measureable outcome the school plans to achieve	Each grade level assessed will improve their learning gains by 20% as measured by the FSAA. Explicit writing instruction with identified subgroups will support reaching this goal.
Person responsible for monitoring outcome	Amy Anderson (andersona1@okaloosaschools.com)
Evidence-based Strategy	Utilization of district-provided curriculum at elementary and secondary levels, with accompanying professional development and continuous support from administration and ESE coaches. Utilization of professional development for teachers with the identified subgroups will target improvement.
Rationale for Evidence-based Strategy	Teachers need support in order to use the provided curriculum with fidelity. The curriculum addresses standards-based learning goals at the students' access level. Using provided curriculum with fidelity with the identified subgroups will help them meet goals at their level of success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend district-offered professional development in the summer. 2. Provide printed materials for secondary and computer access to elementary teachers and students. 3. Schedule professional development for teachers as a review for those who attended professional development and as an introduction for those who did not. 4. ESE coach scheduled to support teachers in classrooms with intentional focus on instructional fidelity. 5.
Person Responsible	Amy Anderson (andersona1@okaloosaschools.com)

#2

Title Writing performance tasks

Rationale Student growth and proficiency were low in this area. Teachers need explicit instruction so they can adequately prepare students for writing tasks and activities throughout the year. A focus on writing performance tasks with the identified subgroups will benefit these students.

State the measurable outcome the school plans to achieve Students in grades 3 - 10 will demonstrate a 15% increase in Scale Scores on FSAA ELA standardized tests. students in 3 - 10 in the identified subgroups will demonstrate the same increase.

Person responsible for monitoring outcome Amy Anderson (andersona1@okaloosaschools.com)

Evidence-based Strategy Professional development for teachers to utilize instructional practices with fidelity. Professional development for teachers with the identified subgroups will help ensure instructional practices are completed with fidelity.

Rationale for Evidence-based Strategy A common curriculum has just been made available to teachers at all grade levels this year. Last year secondary teachers were able to pilot a reading program, but there was little followup. Teachers will receive training to use programs specifically targeting standards-based instruction, and support to utilize the programs and best teaching practices throughout the year. Use of common curriculum with the identified subgroups will ensure student growth. Resources include computer-based programs, print resources, professional development through the district, site based professional development, access to an ESE academic coach, and feedback from administration.

Action Step

Description

1. Professional development offered during summer.
2. Professional development offered during school year.
3. Scheduled classroom support from ESE instructional coach.
4. Targeted classroom support from ESE instructional coach.
5. Provision of curriculum, supplies and resources needed to support students.

Person Responsible Amy Anderson (andersona1@okaloosaschools.com)

#3**Title** Communication**Rationale**

Students who can communicate their wants and needs and communicate socially are better prepared for academic tasks. The ability to communicate can reduce behavioral outbursts, and reduce the number of suspensions, increasing time in instructional settings. Communication instruction with the identified subgroups will reduce behavioral outbursts, benefiting students with the identified subgroups.

State the measureable outcome the school plans to achieve

Students' appropriate communication attempts will increase with the identified subgroups, resulting in a 30% reduction in suspensions by the end of the school year.

Person responsible for monitoring outcome

Amy Anderson (andersona1@okaloosaschools.com)

Evidence-based Strategy

Teachers will receive re-training in the utilization of Project CORE communication. This protocol will be used in all settings to increase teacher proficiency in supporting communication attempts, and to increase student communication mastery with the identified subgroups. Teachers will also receive support to address environmental distractions and meet sensory needs.

Rationale for Evidence-based Strategy

Project CORE is a system of communication with which teachers and students are familiar, having been introduced to it last year. The system is recognized as effective by communication professionals and utilized in multiple settings throughout the state. Resources include: professional development in the use of the system for teachers and paraprofessionals, followup support in natural settings (classroom, lunchroom, etc.) via behavior specialist and ESE coach, provision of materials (ink, paper, printers, laminating materials, large boards throughout school). Sensory-calming items such as noise-cancelling headphones, covers for neon lights, tactile items, etc. The use of this communication system with the identified subgroups will ensure the effectiveness of the plan.

Action Step**Description**

1. Secure dates for professional development with certified trainer.
2. Arrange for followup reinforcement with behavior specialist and ESE coach.
3. Purchase (as needed) large communication boards to be posted around campus in common areas.
4. Identify sites for communication boards to be displayed.
5. Purchase items to help regulate sensory input.

Person Responsible

Amy Anderson (andersona1@okaloosaschools.com)

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)

Administration and academic teams will confer to identify times for additional professional development in needed areas. Administration will encourage the attendance of district-provided professional development, and make arrangements for site-based professional development and followup specifically targeting areas of need to improve teachers' and paraprofessionals' educational practice. Administration will confer with occupational and physical therapists to select optimal items designed to enhance self-regulatory behavior for students in the identified subgroups.

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

Parent survey indicates communication is a strength for the school. In order to build on this foundation, the principal has initiated a communication opportunity through Remind101, which sends messages to parents who choose to use the service. A parent newsletter goes home monthly to keep parents apprised of school functions and activities in which they can participate. Teachers communicate on a daily basis with most students' families through the use of communication journals or digital platforms. Community members are invited to join the SAC team to provide input for the school's improvement. Several family-friendly events are scheduled throughout the year. Community agencies working with the school's unique population were invited to orientation before school started and to a later event to inform parents of available services to help meet the needs of their students and families, and to encourage parents to take advantage of the free services.

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 school has been provided a guidance counselor this year. This person will reach out to parents and families with resources available in the community while also working with teachers to meet social emotional needs. The school behavior specialist will work with teachers and students to accurately identify students' social emotional needs and provide a plan to meet those needs in the classroom and on campus. The behavior specialist and guidance counselor, along with the MTSS team, will develop plans for individual students as needed to meet their social/emotional needs.

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

As a Pre-K through age 22 school, most transitions are made on the same campus. Staffing specialists (including a transition specialist) ensure students have post-graduation goals

secured in students' IEPs in order to begin preparing them. Work experience and training is provided through a school-to-work program with the assistance of a job coach. Students begin with jobs on campus to build work related skills, as well as participating in life skills and culinary classes. Students then are transitioned to off-campus work sites supported by the job coach.

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

Starting in the summer, student needs (academic, behavioral, and social) are analyzed and students are grouped in classes that will support the best cohort for learning (completed by assistant principal). Teachers and paraprofessionals are assigned with their academic and behavioral support strengths in mind to best support the students in a given classroom. One-to-one assistants are hired and assigned to students based on data collected indicating a need for this, reflected in student IEPs. MTSS meetings are held weekly in order to review individual student's behavioral and academic progress and to continually revise plans of support. This meeting includes the guidance counselor, behavior specialist, staffing specialist, school psychologist, social worker and an administrator as well as the student's teacher. These meetings are scheduled on days when all the professionals are expected to be working at the school site. The district has purchased specific curricula for elementary and secondary students. Professional development is provided for all teachers, and supported throughout the year by the ESE coach and administration. An outside agency (FDLRS) secured a grant to provide printing of secondary teachers' manuals and student books for the year. Administration communicates the need for numbers and levels of student books each nine weeks to this agency. Center-school principals have asked district personnel to provide disaggregated data for FSAA and ACCESS End of Course exams for further, more detailed analysis of academic needs and gains. Title I resources are used for parent communication and involvement efforts, as well as the purchase of materials needed to support efforts for student growth. The school's leadership team (guidance counselor, principal, assistant principal, staffing specialist and others as needed) meets regularly to determine school-wide needs and priorities.

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

The school has an active school-to-work program, strongly supported by local businesses. Students and parents meet annually at a minimum to review IEP goals, which include transition goals for students older than 16. Community organizations are invited to school events in order to increase their visibility among the students and families, and parents are provided contact information during IEP meetings, parent conferences, etc., for agencies available to help them and their students take steps to prepare them for life in the community after school. The school has a job coach in order to facilitate student success in off-site employment, as well as an active on-campus job program that helps prepare students for the skills needed in work. A teacher is employed to teach students life skills and culinary arts, preparing students to pursue career and independent living goals.

Part V: Budget

1	III.A	Areas of Focus: Explicit writing instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	510-Supplies	0801 - Richbourg School	Title, I Part A	80.0	\$2,000.00
2	III.A	Areas of Focus: Writing performance tasks				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	519-Technology-Related Supplies	0801 - Richbourg School	Title, I Part A	80.0	\$1,000.00
3	III.A	Areas of Focus: Communication				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5200	510-Supplies	0801 - Richbourg School	Title, I Part A	80.0	\$3,000.00
					Total:	\$6,000.00