

# UNISIG APPLICATION

64 - Volusia



Mr. James T. Russell, Superintendent

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## Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

### Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

### Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

### Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

### Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

## Eligibility and Program Requirements

### Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0621	Blue Lake Elementary School	\$249,280.00	\$0.00	\$249,280.00
2451	Palm Terrace Elementary School	\$273,600.00	\$0.00	\$273,600.00
6234	South Daytona Elementary School	\$334,780.00	\$0.00	\$334,780.00
<b>Total LEA Allocation</b>				<b>\$857,660.00</b>

### Assurances

#### Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

#### General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

#### Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

#### Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

#### Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

#### Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

### **Alignment of Improvement Plans**

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

### **Greatest Need**

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

### **Instructional Programs**

We understand evidence-based instructional programs must be implemented.

YES

### **Extended Learning Time**

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

### **Deliverables**

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

## **Supports for School Improvement**

### **Improvement Planning**

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

**Selected Barriers:** With a number of recent new hires since the 2016-2017 school year, each school has a large number of staff that are generally new to teaching. There is a need to support the new staff on gaining cohesion with school-wide structures, lesson planning, assessments, data use, and differentiated instruction. In addition, Schools will need extra support and training in maximizing its use of an additional hour of reading instruction. Teachers (by grade level) and intervention teachers will participate in twice a week collaboration time lead by a District Instructional Specialist to ensure lesson plans are aligned to the level of rigor of the standards and to assist with planning and implementation of differentiation strategies to ensure all students can access the standards. Teachers will receive weekly support in learning how to analyze data to plan for their instruction.

**Performance Targets and Clear Expectations:**

1. An individualized support plan will be created for any teachers receiving needs improvement state VAM scores. Any teachers on these plans who do not show significant growth will be removed from the school prior to the start of the 2018-2019 school year.
2. Dedicate Area Superintendent of Transformation to Turnaround Implementing Schools.
3. Set up biweekly meetings with Principal, Chief Academic Officer, Area Superintendent of Transformation, and Liaison.

4. Establish and communicate school-wide procedures and non-negotiables for use of district curriculum resources (maps, modules, assessments, etc.) intervention, PLC focus, grading policies, and classroom discipline.
5. Identify evidence-based programs/material and monitor the fidelity of each.
6. Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team).
7. Assist with development of master schedule that includes ample time for core instructions and intervention.
8. Provide support and training for lesson planning and curriculum pacing.
9. Create MOU that will allow reassignment or removal of teachers whose state VAM scores are unsatisfactory, as well as priority for any new vacancies.
10. Assist PLCs with using and responding to formative assessment data, including support with the creation of plans to differentiate instruction to support student needs as indicated by data.
11. All teachers will receive twice weekly guided lesson planning support from their academic coaches, led by district curriculum and school improvement specialists.

#### Assurance 1:

##### District-Based Leadership Team (DIAP, Section I.C.2)

The district has created a district-based leadership team that includes the Superintendent, Chief Academic Officer, Area Superintendents, K-12 Curriculum Executive Director, ESE Director, Federal Programs Director, Assistant Director of Digital Learning and Assessment, Curriculum Specialists, Professional Learning & School Improvement Specialists, Behavior Specialists, Chief Human Resources Officer, Chief Financial Officer, General Counsel, Professional Learning & School Improvement Coordinator, ELL Coordinator, and Gifted Services Coordinator. The roles and responsibilities of each team member are detailed in the DIAP, Section I.C.2.

#### Assurance 2:

##### Leadership Team Composition (DIAP, Section I.C.3.a)

Through collaboration between the Superintendent and members of Cabinet, decisions are made regarding whether to retain or replace school leadership team members. The principal of Blue Lake Elementary School has been in place since July 1, 2015, and the 2017-2018 schoolyear will be her third schoolyear. If the school in turnaround does not increase its letter grade or make significant progress, the principal will be replaced prior to the start of the 2017-2018 year. During the 2017-2018 school year, the Area Superintendent of Transformation will direct support to the principals in order to ensure progress. The Area Superintendent of Transformation will direct the Lead Liaison and Curriculum Specialists to increase support to the principal for master scheduling, intervention scheduling, instructional coach use, professional learning, and aligned classroom monitoring.

##### Policies and Procedures that Guide School-Based Leadership Teams (DIAP, Section I.A.2.c)

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Turnaround Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions as needed. The articles under consideration for District Managed Turnaround include Article 10 - Waiver Procedure for Critically Low Performing Schools and Article 15 - Transfer and Vacancies. An analysis of current contract procedures will be conducted in September in order to execute an MOU with signatures by Oct. 31.

The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, General Counsel, and union delegates will participate in negotiating desired MOUs immediately upon request from the Turnaround Lead to ensure that required changes are in place as quickly as possible in support of school turnaround needs.

**Assurance 3:****Governance Structure for Turnaround (DIAP, Section I.C.1)**

In addition, the district has a newly appointed Area Superintendent of Transformation to whom the principal of each school directly reports.

**Assurance 4:****Operational Flexibility (DIAP, Section I.A.2.d)**

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and his leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When appropriate, guidelines that impact district policy are presented as formal policies for school board approval.

VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly, the district provides specific policies and procedures as required by statute and in response to statute; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

**Alignment of Resources**

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. 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.

The Differentiated System of Supports structure, which is aligned to Goal 6, Strategy 1: District's Multi-Tiered System of Supports, is detailed in the Problem-Solving section of the DIAP. VCS has adopted the definition of MTSS to be "a system where resources and supports are aligned along a continuum of intensity, based on academic and behavioral needs, whatever those needs might be." A central component of the framework involves resource mapping (identifying the resources—both programs and personnel available within the district and at school sites). Data are paramount when linking existing resources and in determining where additional resources are needed. Collaboration among district departments with principal input results in purposeful coordination of resources and funding sources. The Chief Academic Officer for Instructional Services, the Area Superintendents, the Director of Federal Programs, the Executive Director of K-12 Curriculum, the Director of Exceptional Student Education, and the Coordinator of Educational Enhancements are instrumental in aligning and allocating supplemental funds and personnel to meet the needs of identified schools. District leadership, including directors and coordinators from the Instructional Services division, under the direction of the Chief Academic Officer for Instructional Services, meet as soon as new state or district assessment data are available. The group analyzes the data to prioritize the levels of support for each school by tier. The tier determines the number of and content area focus for instructional coaches and intervention teachers. In addition, the tier determines the intensity of support provided to the school by district personnel. A team of district level staff is assigned to schools to serve as liaisons to foster communication between each school and the district team and to ensure each school receives timely support to resolve barriers to student achievement. District teams meet weekly for prioritized schools and every two weeks for the second level. At the meetings, each liaison reports on the progress the school is making, shares any concerns about what was observed during site visits, and brings immediate needs or requests for support from the

school. Through discussion, the group problem-solves any issue brought to the committee. An appropriate response or plan to seek a resolution is determined during the meeting. Individuals responsible for enacting the plan are identified with an expectation for follow-through and an update at the next meeting. A spreadsheet developed during the district data analysis reflects all resources allocated to schools from various fund sources. The resource spreadsheet is maintained and adjusted, as needed, in response to the site visits to each of the designated schools and communication with principals throughout the year. In addition, an inventory of intervention resources developed collaboratively and refined to provide recommended standard protocol interventions is utilized by problem solving teams at each school. Schools report satisfaction with the visibility and responsiveness of district staff.

### **District Policies and Practices**

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Turnaround Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions as needed. The articles under consideration for District Managed Turnaround include Article 10 - Waiver Procedure for Critically Low Performing Schools and Article 15 - Transfer and Vacancies. An analysis of current contract procedures will be conducted in September in order to execute an MOU with signatures by Oct. 31. The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, General Counsel, and union delegates will participate in negotiating desired MOUs immediately upon request from the Turnaround Lead to ensure that required changes are in place as quickly as possible in support of school turnaround needs. The Turnaround Implementing School will require school-based flexibility that currently is not allowed by contract. In order to implement the proposed changes designed to increase student achievement and educator quality, the following areas of the Volusia United Educators Contract may need to be addressed by MOUs. Similar areas would be addressed as needed in the contracts of American Federation of State, County, and Municipal Employees (AFSCME) and Volusia Educational Support Association (VESA). The Turnaround Lead will work with the Chief Human Resources Officer and General Counsel in order to review potential contract articles for potential changes and bring proposed changes to the union president. Article 5 – Employee Rights Article 7 – Changes in Past Practices/Terms/Conditions of Employment Article 8 – Fair Practices Article 9 – Working Hours and Conditions Article 14 – Teacher Evaluation Article 15 – Transfer and Vacancies Article 19 – Education Support Article 21 – Teacher Assignment, Travel and Substitutes Article 35 – Duration of Agreement

### **Operational Flexibility**

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and his leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When appropriate, guidelines that impact district policy are presented as formal policies for school board approval. VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly,



the district provides specific policies and procedures as required by statute and in response to statute; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

### **External Partners**

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

Complete policies and procedures with respect to Volusia County Schools' review process are described here: <http://myvolusiaschools.org/purchasing/Documents/Policy%20702.pdf> . Specific procedures regarding the recruiting, screening, selection, and evaluation process are excerpted below.

Before making any purchase of commodities or contractual services, which the superintendent is authorized by the school board to make, or before recommending any purchase to the board, the superintendent shall, insofar as possible, propose standards and specifications. The superintendent shall see that all purchases and contracts conform to those standards and specifications, and shall take other such steps as are necessary to see that maximum value is being received for any money expended

#### **1. Small Purchases (up to \$9,999.99)**

Goods and services under \$9,999.99 are purchased on the open market. The superintendent has the authority to change selected vendors if it is in the District's best interest to do so. The District's purchasing card is encouraged for all expenditures as outlined in the Purchasing Card Users Manual.

#### **2. Informal Quotes (\$10,000.00 to \$19,999.99)**

Goods and services from \$10,000.00 to \$19,999.99 are purchased after securing a minimum of three (3) written quotes from selected vendors. A copy of the written quotes shall be forwarded to the Purchasing Department at the time the requisition or request to purchase is made. The superintendent has the authority to change selected vendors if it is in the District's best interest to do so.

#### **3. Requests for Quotation RFQ (\$20,000.00 to \$49,999.99)**

Goods and services from \$20,000.00 to \$49,999.99 are purchased after requesting a formal Request for Quotation. The Purchasing Department shall obtain written competitive quotes from a minimum of three (3) qualified vendors. The Purchasing Department will review the responses and select the lowest and best responsive and responsible quotation received.

#### **4. Requests for Formal Sealed Competitive Solicitations \$50,000.00 or greater)**

Purchases for amounts \$50,000.00 or greater are acquired through formal sealed competitive solicitations, with the exception of sole (single) source vendors, emergency purchases, or other purchases which are expressly exempted from the competitive solicitation process by law (see Section V – Exceptions to Competitive Solicitations).

### **Dissemination**

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The district data and assessment office will work with the schools to understand the data and develop a presentation that can be used to shared the results to various stakeholders. The presentation will share highlights of the results, as well as areas of concerns. The school leadership team will share the findings with SAC and faculty. All results received will be used to help guide the school

improvement planning process. The results will be compared to prior administrations and the school leadership team will identify areas that were successful, as well as areas in need of improvement. The team will also reflect upon what strategies led to the improvement.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

Volusia.pdf
<i>5Essentials Summary for Volusia</i>
2017_FSA_Binder_Final.pdf
<i>Analysis of 2017 FSA Data</i>

#### Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. Based on 2016-2017 FSA and EOC Results, the following are points of strength: -ELA increased 2% districtwide -Science continues to outperform the state in all areas -Math increased 1% in Grades 3-8 - Civics scores have increased almost 10% over the last 3 years -Volusia's graduation rate has increased more than 4% over the last year The following are areas of need: -Secondary ELA is 2% below state average -Grades 6-8 Math is 4% below state average -U.S. History is 1% below state average - Graduation rate is still about 5% below the state (Black and ESE are the two lowest performing subgroups) Based on the 2016-2017 5Essentials Survey, the following are points of strength: - Instructional Leadership -Professional Development -Parent Influence on Decision-Making -Academic Personalism -Academic Press The following are areas of need: -Teacher Influence -Collective Responsibility -Teacher-Teacher Trust -Teacher-Parent Trust -Parent Involvement -Safety -Expectations for Postsecondary Education -Quality of Student Discussion

#### Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

A possible root cause for performance shortfalls in ELA and Math could be a lack of clear understanding of relatively new Florida Standards, as well as a lack of relationships built between teachers and students in middle schools. In addition, not all schools hold their students to the high expectations they are capable of, and few schools provide a systematic support for students when they begin struggling. In Schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally. Based on a comparison to the benchmark, a score of 37 means that, on average, schools in Volusia are weak on this measure. 18% of teachers report that they do not trust one another; 14% of teachers feel it is okay to share feelings, worries, and frustrations with one another. 16% of teachers respond that they disagree with the fact that teachers respect other teachers who take the lead in school improvement efforts. In schools with strong Teacher-Parent Trust, teachers view parents as partners in improving student learning. Based on a comparison to the benchmark, a score of 21 means that, on average, schools in Volusia are weak on this measure. 35% of teachers report feeling that less than half of parents do their best to help their children learn. 43% of teachers report that they feel good about less than half of parents' support for their work. In schools with strong quality of student discussion, students participate in classroom discussions that build their critical thinking skills. Based on a comparison to the

benchmark, a score of 38 means that, on average, schools in Volusia are Weak on this measure. Teachers report that 17% of students rarely or never use data and text references to support their ideas or provide constructive feedback to their peers and teacher. Teachers also report that 10% of students rarely or never build on each other's ideas during discussion.

### **Strategic Goals**

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

## District Problem Solving

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

### Problem Solving Key

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

 = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G7.**      UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

## Strategic Goals Detail

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

**G7. UNISIG for South Daytona, Blue Lake, and Palm Terrace:** If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. 1a

G075120

### Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	Unsatisfactory Teachers (VAM)	2017-18	0.0
All D Schools	Effective+ Teachers (VAM)	2017-18	100.0
All D Schools	School Grade - Percentage of Points Earned	2017-18	41.0

### Targeted Barriers to Achieving the Goal 3

- Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.
- Need to address behavioral/socio-emotional needs of students and their families, as well as increase parent and community engagement in learning.
- Kindergarten readiness data and other assessment data indicates that students at these schools are significantly behind peers.

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

- New teaching staff
- Two new assistant principals
- Area Superintendent of Transformation assigned to school as support.
- Area superintendent and Chief Academic Officer biweekly meetings with principal.
- District liaison to coordinate district efforts and support school leadership.
- Curriculum specialists weekly support.
- School Leadership Team
- Instructional coaches
- Professional Learning Communities
- CHAMPS training

### Plan to Monitor Progress Toward G7. 8

State Assessment Monitoring

#### Person Responsible

Eric Holland

#### Schedule

Semiannually, from 9/30/2017 to 7/31/2018

#### Evidence of Completion

School Grade, FSA Proficiency Progress and Learning Gains

## Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G7.** UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve. 1

 G075120

**G7.B1** Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction. 2

 B204485

**G7.B1.S1** Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction. 4

 S216256

### Strategy Rationale

Providing new staff with structures and instructional support will help provide the foundation for academic achievement increases.

### Action Step 1 5

Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent

#### Person Responsible

Rose Roland

#### Schedule

Biweekly, from 8/15/2017 to 5/31/2018

#### Evidence of Completion

Calendar Appointments, Meeting Notes

### Action Step 2 5

Superintendent meeting with Principal to discuss that they will be replaced if the school does not increase its letter grade to C or higher.

#### Person Responsible

James Russell

#### Schedule

On 5/31/2018

#### Evidence of Completion

Calendar and TOP

**Action Step 3** 5

Establish and communicate school-wide procedures and non-negotiables for curriculum resources and assessments use, intervention, PLC attendance, grading policies, and classroom discipline.

**Person Responsible**

Gail Waldon

**Schedule**

On 8/31/2017

***Evidence of Completion***

Faculty Handbook

**Action Step 4** 5

Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team)

**Person Responsible**

Gail Waldon

**Schedule**

On 8/31/2017

***Evidence of Completion***

School Calendar

**Action Step 5** 5

Provide schoolwide CHAMPS training and follow-up support

**Person Responsible**

Jenny McDonough

**Schedule**

Biweekly, from 8/15/2017 to 6/1/2018

***Evidence of Completion***

Sign-in sheets



**Action Step 6** 5

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

**Person Responsible**

Rachel Hazel

**Schedule**

Monthly, from 8/15/2017 to 5/31/2018

***Evidence of Completion***

Sign-in sheets; Training/coaching visit calendar

**Action Step 7** 5

Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than effective, as well as priority for any new vacancies.

**Person Responsible**

Dana Paige-Pender

**Schedule**

On 10/31/2017

***Evidence of Completion***

Signed MOU

**Action Step 8** 5

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

**Person Responsible**

Eric Holland

**Schedule**

On 5/29/2018

***Evidence of Completion***

PLC Sign-in sheets

**Action Step 9** 5

Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.

**Person Responsible**

Rose Roland

**Schedule**

On 8/31/2018

***Evidence of Completion***

Job description and NPA

**Action Step 10** 5

Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teachers at Palm Terrace, Blue Lake, South Daytona; and tutoring hours at each site)

**Person Responsible**

Rose Roland

**Schedule**

On 8/31/2018

***Evidence of Completion***

Job descriptions

**Action Step 11** 5

Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER , Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.

**Person Responsible**

Amy Hall

**Schedule**

On 8/31/2018

***Evidence of Completion***

Training calendar; MyPGS attendance

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 6/30/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Check progress and determine next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 8/14/2017 to 8/31/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Monitoring and Responding to Schools' Interim Assessment and MTSS Data

**Person Responsible**

Eric Holland

**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

***Evidence of Completion***

District Interim Assessments; MTSS data

**G7.B3** Need to address behavioral/socio-emotional needs of students and their families, as well as increase parent and community engagement in learning. **2**

 B247944

**G7.B3.S1** Create and implement programs to increase parent and community engagement. **4**

 S261235

### **Strategy Rationale**

Increasing parent and community engagement levels will help to improve school culture and focus on academic achievement.

### **Action Step 1** **5**

Conduct parent-teacher visits at students' homes.

#### **Person Responsible**

Dianne Martin-Morgan

#### **Schedule**

On 6/1/2018

#### ***Evidence of Completion***

Parent-teacher conference form samples; Parent-teacher visit logs

### **Action Step 2** **5**

Provide social services on site for students and their families (mental health contracted services).

#### **Person Responsible**

Deb Drawdy

#### **Schedule**

On 6/1/2018

#### ***Evidence of Completion***

Contracted services agreement

**Plan to Monitor Fidelity of Implementation of G7.B3.S1** 6

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 8/29/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Fidelity of Implementation of G7.B3.S1** 6

Check progress and determine next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 9/1/2017 to 8/29/2018

***Evidence of Completion***

Refer to Action Step in Evidence in Step 5

**Plan to Monitor Effectiveness of Implementation of G7.B3.S1** 7

Monitoring and Responding to Parent and Community Engagement Data

**Person Responsible**

Leticia Roman

**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

***Evidence of Completion***

Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)

**G7.B3.S2** Address behavioral/socio-emotional needs of students and families. 4 S261242**Strategy Rationale****Action Step 1** 5

Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.

**Person Responsible**

Mandy Ellzey

**Schedule**

On 6/1/2018

***Evidence of Completion***

Contracted services agreement

**Plan to Monitor Fidelity of Implementation of G7.B3.S2** 6

Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 6/30/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Fidelity of Implementation of G7.B3.S2** 6

Check progress and determine next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 8/1/2017 to 8/31/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Effectiveness of Implementation of G7.B3.S2** 7

Monitoring and Responding to Schools' MTSS Data

**Person Responsible**

Kim Gilliland


**Schedule**

Monthly, from 9/1/2017 to 8/29/2018

***Evidence of Completion***

MTSS Data

**G7.B4** Kindergarten readiness data and other assessment data indicates that students at these schools are significantly behind peers. 2

 B247945

**G7.B4.S1** Increasing extended learning time. 4

 S261239

### Strategy Rationale

Increasing time for students to learn will increase student achievement,

### Action Step 1 5

Tutoring before and after school, as well as on weekends and summer.

#### Person Responsible

Leticia Roman

#### Schedule

On 8/31/2018

#### Evidence of Completion

Payroll time sheets

### Action Step 2 5

Extended school day for grades K-2 for Blue Lake and Palm Terrace

#### Person Responsible

Leticia Roman

#### Schedule

On 6/1/2018

#### Evidence of Completion

Payroll time sheets



**Plan to Monitor Fidelity of Implementation of G7.B4.S1** 6

Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent

**Person Responsible**

Rose Roland

**Schedule**

Biweekly, from 8/1/2017 to 6/30/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Fidelity of Implementation of G7.B4.S1** 6

Check progress and determining next actions in Transformation Team

**Person Responsible**

Teresa Marcks

**Schedule**

Weekly, from 8/14/2017 to 8/31/2018

***Evidence of Completion***

Refer to Action Step Evidence in Step 5

**Plan to Monitor Effectiveness of Implementation of G7.B4.S1** 7

Monitoring and Responding to Schools' Interim Assessment Data

**Person Responsible**

Eric Holland




















**Schedule**











Monthly, from 9/1/2017 to 8/29/2018

***Evidence of Completion***

District Interim Assessment Data

## Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G7.B1.S1.A4  A271039	Establish and communicate regular structure for school meetings (administrative, coaches, PLCs,...	Waldon, Gail	8/15/2017	School Calendar	8/31/2017 one-time
G7.B1.S1.A3  A271040	Establish and communicate school-wide procedures and non-negotiables for curriculum resources and...	Waldon, Gail	8/15/2017	Faculty Handbook	8/31/2017 one-time
G7.B1.S1.A7  A281623	Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than...	Paige-Pender, Dana	9/1/2017	Signed MOU	10/31/2017 one-time
G7.B1.S1.A8  A271035	Assisting PLCs with Using and Responding to District Interim Assessment Data, including...	Holland, Eric	9/5/2017	PLC Sign-in sheets	5/29/2018 one-time
G7.B1.S1.A1  A271037	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent	Roland, Rose	8/15/2017	Calendar Appointments, Meeting Notes	5/31/2018 biweekly
G7.B1.S1.A2  A281624	Superintendent meeting with Principal to discuss that they will be replaced if the school does not...	Russell, James	8/15/2017	Calendar and TOP	5/31/2018 one-time
G7.B1.S1.A6  A271034	Provide support and training for best practices in instruction (lesson planning and curriculum...	Hazel, Rachel	8/15/2017	Sign-in sheets; Training/coaching visit calendar	5/31/2018 monthly
G7.B3.S2.A1  A344495	Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.	Ellzey, Mandy	10/2/2017	Contracted services agreement	6/1/2018 one-time
G7.B1.S1.A5  A271033	Provide schoolwide CHAMPS training and follow-up support	McDonough, Jenny	8/15/2017	Sign-in sheets	6/1/2018 biweekly
G7.B4.S1.A2  A344488	Extended school day for grades K-2 for Blue Lake and Palm Terrace	Roman, Leticia	8/1/2017	Payroll time sheets	6/1/2018 one-time
G7.B3.S1.A2  A344489	Provide social services on site for students and their families (mental health contracted services).	Drawdy, Deb	10/2/2017	Contracted services agreement	6/1/2018 one-time
G7.B3.S1.A1  A344483	Conduct parent-teacher visits at students' homes.	Martin-Morgan, Dianne	10/2/2017	Parent-teacher conference form samples; Parent-teacher visit logs	6/1/2018 one-time
G7.B4.S1.MA1  M373183	Biweekly Meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G7.B1.S1.MA1  M265348	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G7.B3.S2.MA1  M373174	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	6/30/2018 biweekly
G7.MA1  M265352	State Assessment Monitoring	Holland, Eric	9/30/2017	School Grade, FSA Proficiency Progress and Learning Gains	7/31/2018 semiannually
G7.B3.S1.MA1  M373168	Biweekly meetings with Principal, Chief Academic Officer, Area Superintendent	Roland, Rose	8/1/2017	Refer to Action Step Evidence in Step 5	8/29/2018 biweekly
G7.B3.S1.MA2  M373169	Check progress and determine next actions in Transformation Team	Marcks, Teresa	9/1/2017	Refer to Action Step in Evidence in Step 5	8/29/2018 weekly
G7.B3.S1.MA1  M373173	Monitoring and Responding to Parent and Community Engagement Data	Roman, Leticia	9/1/2017	Parent engagement data (such as number of home visits made, parent conferences, parent attendance at school events, parent surveys)	8/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.MA1  M265351	Monitoring and Responding to Schools' Interim Assessment and MTSS Data	Holland, Eric	9/1/2017	District Interim Assessments; MTSS data	8/29/2018 monthly
G7.B4.S1.MA1  M373188	Monitoring and Responding to Schools' Interim Assessment Data	Holland, Eric	9/1/2017	District Interim Assessment Data	8/29/2018 monthly
G7.B3.S2.MA1  M373178	Monitoring and Responding to Schools' MTSS Data	Gilliland, Kim	9/1/2017	MTSS Data	8/29/2018 monthly
G7.B4.S1.MA2  M373184	Check progress and determining next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G7.B4.S1.A1  A344487	Tutoring before and after school, as well as on weekends and summer.	Roman, Leticia	8/1/2017	Payroll time sheets	8/31/2018 one-time
G7.B1.S1.MA2  M265349	Check progress and determine next actions in Transformation Team	Marcks, Teresa	8/14/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G7.B1.S1.A9  A344456	Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to...	Roland, Rose	9/1/2017	Job description and NPA	8/31/2018 one-time
G7.B1.S1.A10  A344476	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and...	Roland, Rose	9/1/2017	Job descriptions	8/31/2018 one-time
G7.B3.S2.MA2  M373175	Check progress and determine next actions in Transformation Team	Marcks, Teresa	8/1/2017	Refer to Action Step Evidence in Step 5	8/31/2018 weekly
G7.B1.S1.A11  A344491	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops,...	Hall, Amy	10/2/2017	Training calendar; MyPGS attendance	8/31/2018 one-time

## Professional Development

**G7.** UNiSIG for South Daytona, Blue Lake, and Palm Terrace: If we implement a tiered system of support for school improvement with turnaround schools, then teaching and learning will improve.

**G7.B1** Recent trends at these three schools have led to a staff that is generally new to teaching. There is a need to support the new staff, as well as the staff as a whole, with gaining cohesion with school-wide structures, lesson planning, data use, differentiated instruction.

**G7.B1.S1** Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction.

### PD Opportunity 1

Provide schoolwide CHAMPS training and follow-up support

#### Facilitator

Kaytlynn Milliken

#### Participants

All D Schools

#### Schedule

Biweekly, from 8/15/2017 to 6/1/2018

### PD Opportunity 2

Provide support and training for best practices in instruction (lesson planning and curriculum pacing)

#### Facilitator

District Liaison, Secondary Curriculum Specialists

#### Participants

Turnaround Implementing School

#### Schedule

Monthly, from 8/15/2017 to 5/31/2018

### **PD Opportunity 3**

Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data

#### **Facilitator**

District Liaison, Secondary Curriculum Specialists

#### **Participants**

Turnaround Implementing School

#### **Schedule**

On 5/29/2018

## Technical Assistance

## Budget

### One-Year Budget

1	G7.B1.S1.A1	Set up biweekly meetings with Principal, Chief Academic Officer, and Area Superintendent				\$0.00
2	G7.B1.S1.A10	Hire identified staff to support enhanced school-wide structures, lesson planning, data use, and differentiated instruction (intervention teachers at Palm Terrace, Blue Lake, South Daytona; and tutoring hours at each site)				\$136,131.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All D Schools	UniSIG	3.0	\$101,250.00
			Notes: Salaries for Intervention Teachers - \$45,000 each for Blue Lake, Palm Terrace and South Daytona X 75% of the year = \$33,750 each.			
	5100	210-Retirement	All D Schools	UniSIG	0.0	\$8,019.00
			Notes: Intervention Teachers retirement @ 7.92%			
	5100	220-Social Security	All D Schools	UniSIG	0.0	\$7,746.00
			Notes: Intervention Teachers social security @ 7.65%			
	5100	230-Group Insurance	All D Schools	UniSIG	0.0	\$19,116.00
			Notes: Medical insurance @ \$6,372 each.			
3	G7.B1.S1.A11	Train staff on Social Emotional Learning. This would include programs such as: poverty workshops, poverty conferences, poverty simulations, SEL Harmony programs, RULER, Trauma Informed Care, Compassion Fatigue, and off-site parent trainings.				\$57,678.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	All D Schools	UniSIG	0.0	\$18,000.00
			Notes: Hire consultant to provide Social Emotional Learning Training and provide follow up - RULER onsite - 3 member team @ \$6,000 ea			
	6400	510-Supplies	All D Schools	UniSIG	0.0	\$2,000.00
			Notes: Materials and supplies - R.U.L.E.R. binders and materials, folders, pens, chart paper			
	6400	750-Other Personal Services	All D Schools	UniSIG	0.0	\$35,000.00
			Notes: Substitutes for training - 2 days X \$100/day X 175			
	6400	220-Social Security	All D Schools	UniSIG	0.0	\$2,678.00
			Notes: Substitute social security @ 7.65%			
4	G7.B1.S1.A2	Superintendent meeting with Principal to discuss that they will be replaced if the school does not increase its letter grade to C or higher.				\$0.00
5	G7.B1.S1.A5	Provide schoolwide CHAMPS training and follow-up support				\$98,877.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	All D Schools	UniSIG	0.0	\$10,000.00
			<i>Notes: Materials and supplies for school-wide CHAMPS training, paper, pens, folders, handouts, CHAMPS books (175 X \$50 ea)</i>			
	6400	130-Other Certified Instructional Personnel	All D Schools	UniSIG	1.0	\$71,891.00
			<i>Notes: Salaries - Classroom Management Coach to provide CHAMPS training and support</i>			
	6400	210-Retirement	All D Schools	UniSIG	0.0	\$5,694.00
			<i>Notes: Classroom Management Retirement @ 7.92%</i>			
	6400	220-Social Security	All D Schools	UniSIG	0.0	\$5,500.00
			<i>Notes: Classroom Management Social Security @ 7.65%</i>			
	6300	230-Group Insurance	All D Schools	UniSIG	0.0	\$5,792.00
			<i>Notes: Classroom Management Medical Insurance</i>			
<b>6</b>	<b>G7.B1.S1.A6</b>	<b>Provide support and training for best practices in instruction (lesson planning and curriculum pacing)</b>				<b>\$55,395.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	All D Schools	UniSIG	0.0	\$6,000.00
			<i>Notes: Consultant from Curriculum Associates to provide training and follow-up coaching on best practices in lesson planning and curriculum pacing.</i>			
	6400	510-Supplies	All D Schools	UniSIG	0.0	\$5,000.00
			<i>Notes: Materials and Supplies for best practices training - paper, pens, binders, handouts, chart paper</i>			
	6400	750-Other Personal Services	All D Schools	UniSIG	0.0	\$35,000.00
			<i>Notes: Substitutes for - 2 days X \$100/day X 175</i>			
	6400	220-Social Security	All D Schools	UniSIG	0.0	\$2,678.00
			<i>Notes: Substitute social security @ 7.65%</i>			
	6400	120-Classroom Teachers	All D Schools	UniSIG	0.0	\$6,240.00
			<i>Notes: Stipends to provide support for struggling teachers to observe demonstration classrooms</i>			
	6400	220-Social Security	All D Schools	UniSIG	0.0	\$477.00
			<i>Notes: Observation Social Security @ 7.65%</i>			
<b>7</b>	<b>G7.B1.S1.A7</b>	<b>Create MOU that will allow reassignment or removal of teachers whose VAM scores are less than effective, as well as priority for any new vacancies.</b>				<b>\$0.00</b>
<b>8</b>	<b>G7.B1.S1.A8</b>	<b>Assisting PLCs with Using and Responding to District Interim Assessment Data, including Differentiating Instruction to Support Student Needs as Indicated by Data</b>				<b>\$0.00</b>
<b>9</b>	<b>G7.B1.S1.A9</b>	<b>Ensure administrators have adequate time for teacher observation and feedback by hiring a TOA to handle discipline and other duties.</b>				<b>\$131,352.00</b>

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	All D Schools	UniSIG	3.0	\$101,250.00
			<i>Notes: Salaries - TOA - \$45,000 each for Blue Lake, Palm Terrace and South Daytona X 75% of the year = \$33,750 each. These are new positions not previously funded.</i>			
	6300	210-Retirement	All D Schools	UniSIG	0.0	\$8,019.00
			<i>Notes: TOA retirement @ 7.92%</i>			
	6300	220-Social Security	All D Schools	UniSIG	0.0	\$7,746.00
			<i>Notes: TOA social security @ 7.65%</i>			
	6300	230-Group Insurance	All D Schools	UniSIG	0.0	\$14,337.00
			<i>Notes: TOA medical insurance @ \$4,779 each.</i>			
<b>10</b>	<b>G7.B3.S1.A1</b>	<b>Conduct parent-teacher visits at students' homes.</b>				<b>\$39,118.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	All D Schools	UniSIG	0.0	\$21,000.00
			<i>Notes: Training for Parent Teacher Home Visits and trainer travel costs</i>			
	6150	120-Classroom Teachers	All D Schools	UniSIG	0.0	\$7,500.00
			<i>Notes: Stipends for teachers to do home visits - 3 schools X 10 teachers X 5 visits X 2 hours X \$25/hr</i>			
	6150	210-Retirement	All D Schools	UniSIG	0.0	\$594.00
			<i>Notes: Stipend Retirement @ 7.92%</i>			
	6150	220-Social Security	All D Schools	UniSIG	0.0	\$574.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
	6150	330-Travel	All D Schools	UniSIG	0.0	\$4,450.00
			<i>Notes: Travel between schools and homes for home visits - 100 teachers X 10 weeks X 10 miles/week X .445 per mile.</i>			
	6150	510-Supplies	6234 - South Daytona Elementary School	UniSIG	0.0	\$5,000.00
			<i>Notes: Materials and supplies to be left with families during home visits - take home book packs, literacy kits</i>			
<b>11</b>	<b>G7.B3.S1.A2</b>	<b>Provide social services on site for students and their families (mental health contracted services).</b>				<b>\$75,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6140	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Contracted Services with Halifax Behavioral Services or Children's Home Society to provide full-time Mental Health Specialists for South Daytona and Palm Terrace Elementary -</i>			
	6140	310-Professional and Technical Services	6234 - South Daytona Elementary School	UniSIG	0.0	\$25,000.00



			<i>Notes: Contracted Services with Halifax Behavioral Services or Children's Home Society to provide full-time Mental Health Specialists for South Daytona and Palm Terrace Elementary -</i>			
	6140	310-Professional and Technical Services	0621 - Blue Lake Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Contracted Services with Halifax Behavioral Services or Children's Home Society to provide full-time Mental Health Specialists for South Daytona and Palm Terrace Elementary -</i>			
<b>12</b>	<b>G7.B3.S2.A1</b>	<b>Hire behavior specialist at Palm Terrace and South Daytona to address student and family needs.</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	310-Professional and Technical Services	2451 - Palm Terrace Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Contracted services for Behavior Specialists - 1 Behavior Specialists from Behavior Change Artists X \$25,000 each.</i>			
	6100	310-Professional and Technical Services	6234 - South Daytona Elementary School	UniSIG		\$25,000.00
			<i>Notes: Contracted services for Behavior Specialists - 1 Behavior Specialists from Behavior Change Artists X \$25,000 each.</i>			
<b>13</b>	<b>G7.B4.S1.A1</b>	<b>Tutoring before and after school, as well as on weekends and summer.</b>				<b>\$152,626.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	All D Schools	UniSIG	0.0	\$18,000.00
			<i>Notes: Stipends for certified staff to provide tutoring before and after school, and weekends - 10 teachers X 3 hrs/wk X 20 wks X \$30/hr</i>			
	5900	210-Retirement	All D Schools	UniSIG	0.0	\$1,426.00
			<i>Notes: Tutoring retirement @ 7.92%</i>			
	5900	220-Social Security	All D Schools	UniSIG	0.0	\$1,377.00
			<i>Notes: Tutoring social security @ 7.65%</i>			
	5900	310-Professional and Technical Services	All D Schools	UniSIG	0.0	\$35,851.50
			<i>Notes: Contracted services - presenters on STEM, Science, hands-on activities to motivate and enhance learning during outside of school time</i>			
	5900	510-Supplies	All D Schools	UniSIG	0.0	\$6,104.00
			<i>Notes: Materials and supplies for tutoring and remediation instruction</i>			
	5900	120-Classroom Teachers	All D Schools	UniSIG	0.0	\$77,760.00
			<i>Notes: Stipends for extended instructional year - 3 wks X 4 days X 6 hrs X \$30 X 36</i>			
	5900	210-Retirement	All D Schools	UniSIG	0.0	\$6,159.00
			<i>Notes: Extended year Retirement @ 7.92%</i>			
	5900	220-Social Security	All D Schools	UniSIG	0.0	\$5,949.00
			<i>Notes: Extended year Social Security @ 7.65%</i>			
<b>14</b>	<b>G7.B4.S1.A2</b>	<b>Extended school day for grades K-2 for Blue Lake and Palm Terrace</b>				<b>\$61,482.50</b>

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0621 - Blue Lake Elementary School	UniSIG	2.63	\$24,300.00
			<i>Notes: Additional hour salary for K-2 teachers at Blue Lake and Palm Terrace: 10 teachers X 1 hr X \$27 X 90 days</i>			
	5900	210-Retirement	All D Schools	UniSIG	0.0	\$3,849.12
			<i>Notes: Extended day Retirement @ 7.92%</i>			
	5900	220-Social Security	All D Schools	UniSIG	0.0	\$3,717.90
			<i>Notes: Extended day social security @ 7.65%</i>			
	5900	510-Supplies	0621 - Blue Lake Elementary School	UniSIG	0.0	\$5,315.48
			<i>Notes: Materials and supplies for extended instructional day - Lakeshore STEM kits.</i>			
	5900	120-Classroom Teachers	2451 - Palm Terrace Elementary School	UniSIG	2.63	\$24,300.00
			<i>Notes: Additional hour salary for K-2 teachers at Blue Lake and Palm Terrace: 10 teachers X 1 hr X \$27 X 90 days</i>			
					<b>Total:</b>	<b>\$857,660.00</b>