

Volusia County Schools

South Daytona Elementary School



2019-20 Schoolwide Improvement Plan

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South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

<http://myvolusiaschools.org/school/southdaytona/pages/default.aspx>

Demographics

Principal: Katherine Lowrey T

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (37%) 2017-18: C (43%) 2016-17: D (40%) 2015-16: C (52%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	D	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure higher levels of learning for all students.

Provide the school's vision statement.

South Daytona Elementary will be a positive, safe Professional Learning Community through the collaborative, trusting relationships of the students, staff and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and life long learning. Success for all is our priority and commitment.

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
Wallace, Tennille	Principal	
Conyers, Heather	Teacher, K-12	
Wharton, Kindle	Teacher, K-12	
Nave, Mary	Teacher, K-12	
Marple, Melissa	Assistant Principal	
Lowrey, Katie	Assistant Principal	
Jilka, Jane	Dean	

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	142	169	133	155	102	138	0	0	0	0	0	0	0	839
Attendance below 90 percent	9	40	28	29	12	22	0	0	0	0	0	0	0	140
One or more suspensions	2	13	16	32	7	28	0	0	0	0	0	0	0	98
Course failure in ELA or Math	0	0	0	8	11	10	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	17	18	64	0	0	0	0	0	0	0	99

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	2	4	6	21	10	32	0	0	0	0	0	0	0	75

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

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

47

Date this data was collected or last updated

Tuesday 7/30/2019

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	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	

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	44%	56%	57%	47%	55%	55%
ELA Learning Gains	44%	56%	58%	43%	53%	57%
ELA Lowest 25th Percentile	37%	46%	53%	28%	44%	52%
Math Achievement	44%	59%	63%	48%	62%	61%
Math Learning Gains	30%	56%	62%	46%	58%	61%
Math Lowest 25th Percentile	25%	43%	51%	29%	47%	51%
Science Achievement	38%	57%	53%	39%	59%	51%

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	142 (0)	169 (0)	133 (0)	155 (0)	102 (0)	138 (0)	839 (0)
Attendance below 90 percent	9 ()	40 ()	28 ()	29 ()	12 ()	22 ()	140 (0)
One or more suspensions	2 ()	13 ()	16 ()	32 ()	7 ()	28 ()	98 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	8 ()	11 ()	10 ()	29 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	17 ()	18 ()	64 ()	99 (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	53%	58%	-5%	58%	-5%
	2018	43%	56%	-13%	57%	-14%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	41%	54%	-13%	58%	-17%
	2018	38%	54%	-16%	56%	-18%
Same Grade Comparison		3%				
Cohort Comparison		-2%				
05	2019	34%	54%	-20%	56%	-22%
	2018	43%	51%	-8%	55%	-12%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	60%	0%	62%	-2%
	2018	57%	58%	-1%	62%	-5%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	36%	59%	-23%	64%	-28%
	2018	53%	60%	-7%	62%	-9%
Same Grade Comparison		-17%				
Cohort Comparison		-21%				
05	2019	31%	54%	-23%	60%	-29%
	2018	43%	57%	-14%	61%	-18%
Same Grade Comparison		-12%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	56%	-18%	53%	-15%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	32	42	17	19	14	11				
ELL	25	36		36	50						
BLK	30	36	31	26	23	24	15				
HSP	35	48		38	50		43				
MUL	44	47		36	18						
WHT	54	50	44	59	32	30	57				
FRL	39	41	30	40	28	24	34				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	25	30	9	19	19	8				
ELL	36			27							
BLK	25	24	17	35	40	31	21				
HSP	50	44		45	56		62				
MUL	37	40		43	40						
WHT	52	50	43	66	56	45	64				
FRL	40	39	28	50	48	38	44				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	16	16	9	7	4	16				
BLK	31	36	33	29	44	31	15				
HSP	47	41		44	39						
MUL	32	47		40	36						
WHT	57	46	13	58	50	33	54				
FRL	42	41	28	44	47	27	34				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	262
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Math Learning Gains of the Lowest Quartile. Teacher turnover was the contributing factor.

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

Math Learning Gains. Teacher turnover was the contributing factor.

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.

Science had the greatest gap when compared to state average due to lack of fidelity of instruction.

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

ELA Learning Gains of the lowest quartile showed the most improvement. Teacher led small group instruction based on individual student needs.

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

Attendance and Retention

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

1. Math Learning Gains Lowest Quartile
2. Math Learning Gains
3. ELA Learning Gains of Lowest Quartile
4. Science Achievement
5. Disparity of Achievement of ESSA of ESE, Economically Disadvantaged and Black students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Positive Environment
Rationale	For students to learn at high level, we have to create the optimum environment where students are safe and their social, emotional, and academic needs are being met. As a result of our Needs Assessment and Analysis it revealed that students were missing significant instruction due to lack of engagement, discipline referrals, and high teacher turnover. Our discipline needs of our students showed consistent patterns with our ESSA Subgroups with significant concerns with Students with Disabilities and African American students.
State the measurable outcome the school plans to achieve	<p>South Daytona Elementary will ensure a Positive Environment by showing sustained growth in the components of the 5Essentials survey, reducing teacher and staff turnover and reducing discipline referrals.</p> <p>Each of the 5Essentials survey components will be greater than 60, placing is in the Strong range.</p> <p>Teacher and staff turnover will be less than 10%</p> <p>Discipline referrals will be reduced from 900 (100% of the student population) to less than 10% of the student population.</p>
Person responsible for monitoring outcome	Tennille Wallace (tgwallac@volusia.k12.fl.us)
Evidence-based Strategy	<p>Strategies of Positive Behavior Intervention & Supports, Restorative Practices, Power of Positive Leadership, and strategies for student engagement and student teaming</p> <p>Focusing on Positive Behavior Incentives will support and guide student behavior and be rewarded using a Dragon Store. Restorative Practices will be used to ensure positive supportive communication between students, student to teacher, and between teachers. Power of Positive Leadership will serve to empower all staff to serve as positive influences on campus and encourage teacher retention. Student engagement in the classroom will ensure that students with academic deficits will find support in striving for growth in academic monitoring. According to Hattie's research, Behavioral Change Programs such as Restorative Practices has an impact effect size of .62, or 1.5 times as great as a year's worth of growth.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement restorative circles to encourage community building and relationships in the classroom. 2. Implement a Positive Environment Plan that includes 'dragon coins' for individual, class, and adult excellence! 3. Celebrate a Team of the Week that embraces the three SIP goals of Positive Environment, Ambitious Instruction, and Accountability for Ourselves and Others 4. Empower grade level teams to develop grade level behavior plans 5. Collectively create Core Values that all students and adults strive for and are rewarded for using quarterly awards 6. Track and celebrate Positive Referrals 7. Establish a Sensory Room for students who need a calm place to deescalate. 8. Create and send a Dragon Family Weekly Update to improve family communication 9. Provide strategic coaching supports for teachers to encourage academic and behavior success in the classroom

Person Responsible Tennille Wallace (tgwallac@volusia.k12.fl.us)

#2

Title Ambitious Instruction

Rationale

As a result of our Needs Assessment and Analysis it revealed that our ELA proficiency was 44%, our Math proficiency was 30%, and our Science proficiency was 38%. ELA Learning gains was 44% and Math Learning gains was 30%. Further analysis revealed that most of our student in the Lowest Quartile were also in our targeted subgroups, Students with Disabilities, ELL, Economically Disadvantaged, and Black students.

State the measurable outcome the school plans to achieve

Our goal is 100% of our students will show a learning gain in ELA and Math. We also expect to increase Science proficiency from 38% to 70%

Person responsible for monitoring outcome

Tennille Wallace (tgwallac@volusia.k12.fl.us)

Evidence-based Strategy

We will focus on academic teaming (Hattie, Classroom discussion .82) a strategic intervention schedule (Hattie, Strategic Intervention .77), target / task alignment (Hattie, Teacher Clarity .75).

Rationale for Evidence-based Strategy

By focusing on these strategies, we will ensure rigorous standards based instruction, autonomous student driven learning, and effective formative assessment.

Action Step

Description

1. Professional Learning on academic teaming and student engagement
2. Strategic Intervention Schedule and continual monitoring of student data
3. PLC structures with content support that drive rigorous standards based instruction
4. Professional Learning on target / task alignment
5. Rigor walks focusing the fidelity of small group instruction
6. Administrator facilitated data chats

Person Responsible

Tennille Wallace (tgwallac@volusia.k12.fl.us)

#3	
Title	Accountability of Ourselves and Others
Rationale	Creating collaborative teams and dependent systemic structures will ensure that there is an accountability system where teams are supported to hold each other accountable and that when necessary, administration is holding teachers and staff accountable.
State the measurable outcome the school plans to achieve	Accountability measures will support the academic learning gains in ELA and Math as well as increasing Science proficiency. Our Accountability measure will also support our positive environments focusing on reduced discipline referrals, increasing a positive environment opportunities, and increasing teacher retention. iReady Diagnostic Reading and Math % of students 2 years or more below will be reduced by 50%.
Person responsible for monitoring outcome	Tennille Wallace (tgwallac@volusia.k12.fl.us)
Evidence-based Strategy	Implementing a culture of continuous improvement and learning centered data systems.
Rationale for Evidence-based Strategy	Focusing on continuous improvement and learning centered data systems will focus on intervention (Hattie, strategic intervention .75) and tutoring supports across the school to monitoring growth of each student (Hattie, Learning goals .68)
Action Step	
Description	<ol style="list-style-type: none"> 1. Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions, ESE and ESOL support. 2. Facilitate PL on K-5 standards 3. Administer iReady Diagnostic to establish baseline data 4. Conduct PLC's monthly for data chats focused on reviewing student groupings and planning for interventions. 5. Conduct monthly progress monitoring meetings with ESE and Intervention Teachers to review data and support services to plan instruction. 6. Conduct Collaborative Planning sessions monthly focused on developing teacher knowledge and skills in standards-based instruction. 7. Create Coaching Cycles to support teacher growth in standards aligned instruction. . 8. Monitor implementation of standards aligned instruction through rigor walks 9. Conduct monthly collaborative planning sessions with district content specialists
Person Responsible	Tennille Wallace (tgwallac@volusia.k12.fl.us)

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).

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, Â§ 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.

Regular communications about school accomplishments and events are sent to all stakeholders.

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 District, in conjunction with the local Head Start agency, Early Learning Colition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- * Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- * Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- * Providing to the pre-school agencies kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- *Articulation with Middle School for incoming 6th graders

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

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Instructional Management System. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving /Rti model(i.e., Problem Identification, Analysis of problem, Intervention Implementation and Response to Intervention)for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed.

School Psychologists will provide training on skill building and understanding of the components of PS/ Rtl. Support the schools's team in the completion of resource mapping with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Communicates with parents through newsletters, relevant meetings, the sharing of the parent link of the VCS Problem Solving/Rtl website in order to address the purpose of PS/Rtl in meeting student needs

*Math Coach

*Reading Coach

*Supplemental Tutoring

*Supplemental Materials and supplies

*Supplemental funds for on-going staff development

*2 Migrant Students

*Title II - The district receives federal funds to provide access to Professional Development

*Title III - The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized.

*Title X - Homeless - to ensure that homeless students have the materials and resources they need to be successful.

*Supplemental Academic Instruction (SAI) - The district provides supplemental instructional resources to students who fail to meet performance levels.

-After School Tutoring in Math and reading

*Violence Prevention, peer mediation, student mentoring, crisis training, bully prevention

-Free and Reduced Meal Plan

-Health Classes

-Girls on the Run

*Head Start - The District coordinates efforts to promote effective transitions for children and their families.

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.

N/A

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

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

1	III.A.	Areas of Focus: Positive Environment				\$109,815.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	311-Subagreements up to \$25,000	6234 - South Daytona Elementary School	UniSIG	0.0	\$52,767.00
			<i>Notes: Contracted services for Behavior specialist to manage behavior plans</i>			
	6140	130-Other Certified Instructional Personnel	6234 - South Daytona Elementary School	UniSIG	1.0	\$43,000.00
			<i>Notes: Social and Emotional learning Teacher on Assignment Salary</i>			
	6140	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	\$3,642.00
			<i>Notes: SEL TOA Retirement @ 8.47%</i>			
	6140	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	\$3,290.00
			<i>Notes: SEL TOA Social Security @ 7.65%</i>			
	6140	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	\$6,372.00
			<i>Notes: SEL TOA Insurance @ \$6,327</i>			

	6140	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	\$99.00
			Notes: SEL TOA Life Insurance @ .2304%			
	6140	240-Workers Compensation	6234 - South Daytona Elementary School	UniSIG	0.0	\$645.00
			Notes: SEL TOA Workers Comp @ 1.50%			
2	III.A.	Areas of Focus: Ambitious Instruction				\$299,707.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	312-Subagreements greater than \$25,000	6234 - South Daytona Elementary School	UniSIG	0.0	\$225,000.00
			Notes: Consultant to provide, professional learning, weekly coaching for teachers including establishing classroom conditions and routines supportive of rigorous learning, core actions to achieve the standards, and standards-based alignment of learning targets and tasks			
	5100	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	1.0	\$48,000.00
			Notes: Intervention Teacher will target lowest performing students and work with them to increase proficiency			
	5100	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	\$4,066.00
			Notes: Retirement for Intervention Teacher @ 8.47%			
	5100	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	\$3,672.00
			Notes: Social Security for Intervention Teacher @ 7.65%			
	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	\$6,372.00
			Notes: Insurance for Intervention Teacher @ \$6,372			
	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	\$111.00
			Notes: Life Insurance for Intervention Teacher @ .2304%			
	5100	240-Workers Compensation	6234 - South Daytona Elementary School	UniSIG	0.0	\$720.00
			Notes: Workers Comp for Intervention Teacher @ 1.50%			
	5100	369-Technology-Related Rentals	6234 - South Daytona Elementary School	UniSIG	0.0	\$11,766.00
			Notes: IReady licensing			
3	III.A.	Areas of Focus: Accountability of Ourselves and Others				\$8,709.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	0.0	\$7,500.00
			Notes: Guided Planning (60 teachers x \$25 x 1 hr x 5 days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	\$635.00
			Notes: Retirement for Guided Planning @ 8.47%			

	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	\$574.00
			<i>Notes: Social Security for Guided Planning @ 7.65%</i>			
Total:						\$425,889.75