Volusia County Schools

South Daytona Elementary School

2021-22 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: 8/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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South Daytona Elementary School

600 ELIZABETH PL, South Daytona, FL 32119

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bronson, Adrian	Principal	
Lowrey, Katie	Assistant Principal	
Pellicer, Megan	Assistant Principal	
Jilka, Jane	Dean	
Conyers, Heather	Reading Coach	
Holcombe, Sierra	Math Coach	

Demographic Information

Principal start date
Tuesday 8/24/2021, Katherine Lowrey T

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
764

Identify the number of instructional staff who left the school during the 2020-21 school year.
17

Identify the number of instructional staff who joined the school during the 2021-22 school year.
22

Demographic Data

Early Warning Systems

2021-22

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	82	90	90	81	78	66	0	0	0	0	0	0	0	487
Attendance below 90 percent	3	5	4	2	5	1	0	0	0	0	0	0	0	20
One or more suspensions	8	5	7	7	4	7	0	0	0	0	0	0	0	38
Course failure in ELA	0	0	0	4	9	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	13	2	7	4	2	5	0	0	0	0	0	0	0	33
	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	0	0	0	0	0	0	0	0	0	0	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	4	6	10	0	0	0	0	0	0	0	20

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 6/29/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	142	161	130	147	107	137	0	0	0	0	0	0	0	824
Attendance below 90 percent	21	31	20	13	13	12	0	0	0	0	0	0	0	110
One or more suspensions	10	5	10	9	5	19	0	0	0	0	0	0	0	58
Course failure in ELA	0	0	0	1	7	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	9	4	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	10	10	0	0	0	0	0	0	0	23

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	142	161	130	147	107	137	0	0	0	0	0	0	0	824
Attendance below 90 percent	21	31	20	13	13	12	0	0	0	0	0	0	0	110
One or more suspensions	10	5	10	9	5	19	0	0	0	0	0	0	0	58
Course failure in ELA	0	0	0	1	7	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	2	9	4	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	10	10	0	0	0	0	0	0	0	23

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	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	56%	57%	42%	55%	56%
ELA Learning Gains				44%	56%	58%	41%	51%	55%
ELA Lowest 25th Percentile				37%	46%	53%	30%	39%	48%
Math Achievement				44%	59%	63%	53%	60%	62%
Math Learning Gains				30%	56%	62%	50%	54%	59%
Math Lowest 25th Percentile				25%	43%	51%	37%	40%	47%
Science Achievement				38%	57%	53%	49%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	58%	-5%	58%	-5%
Cohort Comparison						
04	2021					
	2019	41%	54%	-13%	58%	-17%
Cohort Comparison		-53%				
05	2021					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-41%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	60%	60%	0%	62%	-2%
Cohort Comparison						
04	2021					
	2019	36%	59%	-23%	64%	-28%
Cohort Comparison		-60%				
05	2021					
	2019	31%	54%	-23%	60%	-29%
Cohort Comparison		-36%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	38%	56%	-18%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1- ELA- VLT 1, 2, and 3 and iReady Diagnostic 1, 2, and 3/ Math iReady Diagnostic 1, 2, and 3
Grade 2- ELA VLT1, 2, and 3 and iReady Diagnostic 1, 2, and 3/ Math iReady Diagnostic 1, 2, and 3
Grade 3- ELA VLT 1, 2, and 3, and iReady Diagnostic 1, 2, and 3/ Math iReady Diagnostic 1, 2, and 3
Grade 4- ELA VLT 1, 2, and 3, and iReady Diagnostic 1, 2, and 3/ Math iReady Diagnostic 1, 2, and 3
Grade 5- ELA VLT 1, 2, and 3, and iReady Diagnostic 1, 2, and 3/ Math iReady Diagnostic 1, 2, and 3
ELA data below includes VLT/iReady diagnostic

Additional Data:
Grades 3-5 Math SMT 1 (for these grade levels math data below includes SMT 1/iReady diagnostic)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	113/16.81%	121/32.23%	122/60.66%
	Economically Disadvantaged	102/12.75%	107/28.04%	105/59.05%
	Students With Disabilities	11/0.00%	11/0.00%	13/15.38%
	English Language Learners	2/50.00%	2/50.00%	2/0.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	112/11.61%	118/19.49%	115/42.61%
	Economically Disadvantaged	101/8.91%	104/16.35%	98/39.8%
	Students With Disabilities	11/9.09%	11/9.09%	12/33.3%
	English Language Learners	2/0.00%	2/0.00%	2/37.08%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	124/21.77%	126/34.92%	134/45.52%
	Economically Disadvantaged	104/21.15%	105/33.3%	110/43.64%
	Students With Disabilities	16/6.25%	16/12.50%	16/18.75%
	English Language Learners	4/50.00%	4/50.00%	4/75.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	128/12.50%	127/25.98%	132/38.64%
	Economically Disadvantaged	107/10.28%	106/22.64%	107/36.45%
	Students With Disabilities	16/6.25%	15/13.33%	18/27.78%
	English Language Learners	4/0.00%	4/0.00%	5/20.00%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	111/41.44%	113/55.75%	117/61.54%
	Economically Disadvantaged	99/39.39%	101/53.47%	104/60.58%
	Students With Disabilities	18/5.56%	19/15.79%	20/20.00%
	English Language Learners	3/0.00%	4/50.00%	3/33.33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	109/9.17%	113/17.70%	116/44.83%
	Economically Disadvantaged	97/9.28%	101/13.86%	103/42.72%
	Students With Disabilities	18/0.00%	19/5.26%	20/25.00%
	English Language Learners	3/0.00%	4/25.00%	3/33.33%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115/26.09%	116/27.59%	120/32.50%
	Economically Disadvantaged	102/26.47%	103/27.18%	104/33.65%
	Students With Disabilities	23/17.39%	22/13.64%	24/8.33%
	English Language Learners	5/0.00%	4/25.00%	4/25.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	110/10.00%	115/20.0%	115/39.13%
	Economically Disadvantaged	96/11.46%	101/18.81%	100/37.00%
	Students With Disabilities	23/4.35%	21/0.00%	24/16.67%
	English Language Learners	4/0.00%	4/50.00%	4/25.00%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90/21.51%	96/28.8%	102/31.07%
	Economically Disadvantaged	79/21.95%	82/28.57%	83/29.76%
	Students With Disabilities	18/0.00%	18/0.00%	21/0.00%
	English Language Learners	3/0.00%	3/0.00%	3/0.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90/16.67%	95/31.58%	101/48.51%
	Economically Disadvantaged	79/15.19%	81/32.10%	82/48.78%
	Students With Disabilities	18/0.00%	18/5.56%	21/23.81%
	English Language Learners	3/0.00%	3/0.00%	3/33.3%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	243/46%	347/48%	233/66%
	Economically Disadvantaged	209/46%	293/51%	194/68%
	Students With Disabilities	40/15%	55/21%	41/63%
	English Language Learners	8/0%	10/0%	8/67%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	15	37	45	12	39	33	27				
ELL											
BLK	32	33		26	23		27				
HSP	38			24							
MUL	44			42							
WHT	57	61		57	55		63				
FRL	46	47	46	41	39	29	47				

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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	28
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	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All components of ELA FSA have increased between 2017-2018 and 2020-2021 school years. The percent of total points for ELA achievement has increased from 42% to 46% between 2017-2018 and 2020-2021. The percent of total points for ELA learning gains has increased from 41% to 50% between 2017-2018 and 2020-2021. The percent of total points for ELA lowest quartile learning gains has increased from 30% to 47% between 2017-2018 and 2020-2021.

All components of Math FSA have declined between 2017-2018 and 2020-2021 school years. The percent of total points for Math achievement has decreased from 53% to 43% between 2017-2018 and 2020-2021. The percent of total points for Math learning gains has decreased from 50% to 39% between 2017-2018 and 2020-2021. The percent of total points for Math lowest quartile learning gains has decreased from 37% to 29% between 2017-2018 and 2020-2021.

The percent of total points for science achievement decreased from 49% to 38% between 2017-2018 and 2018-2019. The percent of total points for science achievement increased from 38% to 49% between 2018-2019 and 2020-2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math Achievement (43%), Math Learning Gains (39%), and Math Lowest Quartile Learning Gains (29%) demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include high mobility rate, teacher turnover, student absents due to COVID, use of the Live Model, and lack of family engagement. A major barrier was understanding the standards and content being taught. A large percentage of our teachers were not teaching lessons that were aligned to the standards and to the assessment. We also struggled to provide effective planning sessions and guided planning sessions.

New action steps need to be taken to address this need for improvement are: Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions and ESE. Facilitate PL focused on teacher clarity with emphasis on intentional planning. Administer i-Ready Diagnostic and 5th grade Math SMT to establish baseline data. Conduct monthly PLCs for data chats focused on core instruction. Conduct monthly progress monitoring meeting with ESE and Intervention to review data and support services to plan instruction. Create coaching cycles to support teachers to produce highly effective core instruction. Conduct learning walks with coaches and teachers during

math instruction. Assign clear grade level roles for Assign clear grade level roles for planning. Administer assessments with fidelity. Provide intervention during small group instruction. We are going to continue implementing collaborative structures and continue lesson plan submission, monitoring, and feedback from administration and
coaches.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Achievement (44% to 50%), ELA Learning Gains (37% to 47%), and ELA Lowest Quartile Learning Gains (39% to 49%) showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some contributing factors to this improvement include data tracking, progress monitoring with ORF assessment, PST processes, learning walks and feedback, intervention, implementing collaborative structures, and lesson plan submission.

New action steps need to be taken to continue improving this area are: Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions and ESE. Facilitate PL focused on teacher clarity with emphasis on planning with new ELA standards. Conduct monthly PLCs for data chats focused on core instruction. Conduct monthly progress monitoring meeting with ESE and Intervention to review data and support services to plan instruction. Create coaching cycles to support teacher growth in ELA core planning and instruction. Participate in weekly collaborative planning with emphasis on modeling instruction. Assign clear grade level roles for planning. Administer assessments with fidelity. Implement a school-wide walk to intervention model.

What strategies will need to be implemented in order to accelerate learning?

The strategies will need to be implemented to accelerate learning are Teacher clarity with an emphasis on planning, scaffolding instruction during small group, providing intentional interventions for students with learning needs, using collaborative structures to increase classroom discussion, and purposefully plan higher order questions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders consist of B.E.S.T. Standards Institute for English Language Arts, Understanding the Math Curriculum Maps and planning, Teacher Clarity, small group intervention/scaffolding, planning/ teaching purposefully math instruction and Math Questions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are utilizing 5 intervention teachers, using a walk to model for intervention, conduct administration with qualitative and quantitative feedback, and continue lesson plan submission, monitoring, and feedback.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Proficiency, LQ and ESSA subgroups. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 46%, ELA Learning Gains was at 50% and the Lowest Quartile performed at 47% which was far below the district and state average. Our SLT has decided to focus on ELA proficiency including the improvement in ELA LQ and learning gains for all students. Further analysis has revealed that most of the students in our LQ were also in our three targeted ESSA subgroups: SWD, ELL, Black/ African-American students, Multi-racial students, and Economically disadvantaged students.
Measurable Outcome:	Increase ELA proficiency from 46% to 56%. Increase ELA LQ learning gains from 47% to 57%.
Monitoring:	Monitor ELA instruction/planning through Administrative walks and feedback provided to teachers, analysis district assessments data, and conduct progress monitoring meeting.
Person responsible for monitoring outcome:	Adrian Bronson (apbronso@volusia.k12.fl.us)
Evidence-based Strategy:	Teacher clarity with an emphasis on planning.
Rationale for Evidence-based Strategy:	When teachers are clear in the expectations and instruction, students learn more. Teacher clarity is both a method and a mindset, and it has an effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional.

Action Steps to Implement	
Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions and ESE.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Facilitate PL focused on teacher clarity with emphasis on planning with new ELA standards.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Administer i-Ready Diagnostic and ORF assessment to establish baseline data.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Conduct monthly PLCs for data chats focused on core instruction.	
Person Responsible	Heather Conyers (hmconyer@volusia.k12.fl.us)
Conduct monthly progress monitoring meeting with ESE and Intervention to review data and support services to plan instruction.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Create coaching cycles to support teacher growth in ELA core planning and instruction.	

Person Responsible	Heather Conyers (hmconyer@volusia.k12.fl.us)

Conduct learning walks with coaches and teachers during ELA instruction.

Person Responsible	Heather Conyers (hmconyer@volusia.k12.fl.us)

Participate in weekly collaborative planning with emphasis on modeling instruction.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue implementing collaborative structures.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue lesson plan submission, monitoring, and feedback from administration and coaches.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Assign clear grade level roles for planning.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Administer assessments with fidelity.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Implement a school-wide walk to intervention model.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Proficiency, LQ and ESSA subgroups. As a result of our Needs Assessment and Analysis it revealed that our Math Proficiency was at 43%, Math Learning Gains was at 39% and the Lowest Quartile performed at 29% which was far below the district and state average. Our SLT has decided to focus on Math proficiency including the improvement in Math LQ and learning gains for all students. Further analysis has revealed that most of the students in our LQ were also in our three targeted ESSA subgroups: SWD, ELL, Black/ African-American students, Multi-racial students, and Economically disadvantaged students.
Measurable Outcome:	Increase Math proficiency from 43% to 53%. Increase Math LQ learning gains from 29% to 43%.
Monitoring:	Monitor Math instruction/planning through Administrative walks and feedback provided to teachers, analysis district assessments data, and conduct progress monitoring meeting.
Person responsible for monitoring outcome:	Adrian Bronson (apbronso@volusia.k12.fl.us)
Evidence-based Strategy:	Teacher clarity with an emphasis on planning.
Rationale for Evidence-based Strategy:	When teachers are clear in the expectations and instruction, students learn more. Teacher clarity is both a method and a mindset, and it has an effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional.

Action Steps to Implement	
Review Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions and ESE.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Facilitate PL focused on teacher clarity with emphasis on intentional planning.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Administer i-Ready Diagnostic to establish baseline data. 5th grade completing the math SMT baseline assessment.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Conduct monthly PLCs for data chats focused on core instruction.	
Person Responsible	Sierra Holcombe (smholcom@volusia.k12.fl.us)
Conduct monthly progress monitoring meeting with ESE and Intervention to review data and support services to plan instruction.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Create coaching cycles to support teachers to produce highly effective core instruction.	

Person Responsible	Sierra Holcombe (smholcom@volusia.k12.fl.us)

Conduct learning walks with coaches and teachers during math instruction.

Person Responsible	Sierra Holcombe (smholcom@volusia.k12.fl.us)

Participate in weekly collaborative planning with emphasis on modeling instruction.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue implementing collaborative structures.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue lesson plan submission, monitoring, and feedback from administration and coaches.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Assign clear grade level roles for planning.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Administer assessments with fidelity.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

Provide intervention during small group instruction.

Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increase Science Proficiency. As a result of our Needs Assessment and Analysis it revealed that our Science Proficiency was at 49%, which was far below the district and state average. Our SLT has decided to focus on Science proficiency for our 5th grade students.
Measurable Outcome:	Increase Science proficiency from 49% to 60%..
Monitoring:	Monitor Science instruction/planning with Administrative Walkthrough and feedback, analysis district assessments data, and conduct progress monitoring meeting. Walkthroughs will monitor instruction, usage of indoor labs, completion of common experiments, and the use of collaborative structures (engagement strategies).
Person responsible for monitoring outcome:	Adrian Bronson (apbronso@volusia.k12.fl.us)
Evidence-based Strategy:	Teacher clarity with an emphasis on planning.
Rationale for Evidence-based Strategy:	When teachers are clear in the expectations and instruction, students learn more. Teacher clarity is both a method and a mindset, and it has an effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional.

Action Steps to Implement

Review VST and Science Topic Check Data identify standards that are the greatest areas of concern. Develop a tutoring plan to address those standards. Utilize special area teacher to focus on fair game standards for 3rd, 4th, and 5th grade students.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Facilitate PL focused on teacher clarity with emphasis on planning highly effective core instruction.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Administer Science 5th Grade SMT assessment to establish baseline data.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Conduct monthly PLCs for data chats focused on science instruction.

Person Responsible Sierra Holcombe (smholcom@volusia.k12.fl.us)

Create coaching cycles to support teacher growth in Science planning and instruction.

Person Responsible Heather Conyers (hmconyer@volusia.k12.fl.us)

Conduct learning walks with coaches and teachers during Science instruction.

Person Responsible Heather Conyers (hmconyer@volusia.k12.fl.us)

Participate in weekly collaborative planning with emphasis on modeling instruction and planning for science labs. Materials for the labs needed to be purchased and ready for use.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue implementing collaborative structures.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Continue lesson plan submission, monitoring, and feedback from administration and coaches.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Assign clear grade level roles for planning.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

Administer assessments with fidelity.

Person Responsible Adrian Bronson (apbronso@volusia.k12.fl.us)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	An assessment of our current discipline data indicated 606 referrals and indicated 90 completed threat assessments for the 20-21 school year.
Measurable Outcome:	Decrease discipline referrals from 606 to 455, which is a decrease of 25%.
Monitoring:	Monitor PBIS/SEL implementation through on-going administrative walkthroughs and feedback, analysis of discipline data, and modify action steps as needed.
Person responsible for monitoring outcome:	Adrian Bronson (apbronso@volusia.k12.fl.us)
Evidence-based Strategy:	PBIS/SEL
Rationale for Evidence-based Strategy:	According to MTSS Class Craft, PBIS promotes a more positive school climate, safer learning environments, and more trusting and respectful student-teacher relationships by providing strategies for students to engage in the classroom (behavioral expectations, positive rewards, and clear consequences). These practices are supported by the school environment, effective classroom routines, and behavioral expectations.

Action Steps to Implement	
Utilize SEL TOA during special area rotation to provide targeted SEL lessons for grades k-2.	
Person Responsible	Adrian Bronson (apbronso@volusia.k12.fl.us)
Facilitate PL focused on PBIS/SEL strategies	
Person Responsible	Jane Jilka (jejilka@volusia.k12.fl.us)
Conduct quarterly PLCs regarding behavior data, trends, and action steps.	
Person Responsible	Jane Jilka (jejilka@volusia.k12.fl.us)
Create coaching cycles to support teacher growth in classroom management.	
Person Responsible	Heather Conyers (hmconyer@volusia.k12.fl.us)
Conduct data walks with coaches and teachers to ensure that PBIS and SEL strategies are being implemented.	
Person Responsible	Jane Jilka (jejilka@volusia.k12.fl.us)
Utilize general education support teachers to assist with implementation of SEL strategies.	
Person Responsible	Jane Jilka (jejilka@volusia.k12.fl.us)
Improve fidelity of threat assessment completion by increasing knowledge surrounding the process.	

Person Responsible	Megan Pellicer (mpellice@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools for Alex platform our school reported 1.1 incidents per 100 students. Our school was ranked #1,009 out of 1,395 elementary schools statewide. Our violent incident rating was considered to be high, the property incident rating was very low, and the Drug/Public Order incidents was considered very high. Our school recorded a total of 70 suspensions, 16 in-school and 56 out of school. This # is considered very high and resulted in the ranking of 1154/1395.

The Administrative Team will be actively monitoring the discipline data for the 21-22 school year in collaboration with our PBIS Team. We will work with teachers who are writing an excessive amount of referrals and ensure that they are receiving the necessary coaching and training support. We will utilize the Guidance Counselors and SEL TOA to conduct social skills groups with repeat offenders who struggle with physical aggression/conflict.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

South Daytona Elementary is creating a positive school culture and environment by implementing strategies that meet the needs of all students. SDE is a Positive Behavioral Interventions and Supports, PBIS, school. We have developed common expectations for the hallways and café. These are posted around the school and are discussed and modeled many times with our students. By doing this, our students learn what is expected of them in all areas and make better choices. Our main goal is to build a school environment where positivity can be seen daily. Having a positive behavior system in every classroom will decrease disruptions and increase the success of our students. Students have the opportunity of earning rewards for positives behavior. We have individual student rewards, classroom rewards and positive referrals.

We have hired a SEL TOA to be part of our special area rotation for kindergarten through 3rd grade. During

these special area rotation students participate in social emotional learning lessons. Additionally, our SEL TOA pulls small groups for our 4th and 5th grade students providing them with SEL lessons and helping them develop skills such as empathy, reliability, respect, concern, and a sense of humor. Our classroom teachers are delivering SEL lessons weekly during social studies. Teachers have access to many different resources to use for these SEL lessons including Caring School Community, Sanford Harmony, and Benchmark Advance SEL lessons. Our two school counselors are supporting students with these lessons and following up with teachers on the implementation of the strategies that are being taught.

In Addition, we are starting a new student club called Kindness Crew. Kindness Crew is a kindness-based leadership program specifically designed for elementary schools. The goal of the kindness crew is to create a team of students in our school with the sole purpose of inspiring and carrying out acts of kindness throughout our entire student body.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration Team plays an important role in developing the culture of a school. The school leaders set the tone of school by developing the norms, values, attitudes, behaviors, and traditions. The culture develops as everyone interact and work together. Our administration team is transparent by clarifying their non-negotiable and expectations for our teachers, parents, students, and staff.

School Counselors and academic coaches support teachers with implementing a positive behavior system within each classroom and assist with SEL lessons.

Teachers will implement a positive behavior system within their classroom. Teachers will teach weekly SEL lessons that help students develop qualities such as empathy, reliability, respect, concern, and a sense of humor. Teachers will model the behavior they wish to see in their classroom.

Students are expected to engage in SEL lessons so that they can make more ethical decisions, maintain positive relationships, set and achieve goals at school and at home, and manage their emotions.

Parents are being asked to participate in meaningful activities at our school. Parents run our PTA and are members of our SAC team. We also would like them to participate in school fundraisers. We are asking parents to be involve in our school culture, by giving them a platform for feedback on classroom activities or school programs.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$71,894.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	1.0	$45,443.00
			Notes: Intervention Teacher to provide support to lowest quartile students			
	5100	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$4,917.00
			Notes: Intervention Teacher Retirement @ 10.82%			

	5100	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$3,476.00
			Notes: Intervention Teacher Social Security @ 7.65%			
	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$5,853.00
			Notes: Intervention Teacher Medical Insurance			
	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$30.00
			Notes: Intervention Teacher Life Insurance @ .066%			
	5100	240-Workers Compensation	6234 - South Daytona Elementary School	UniSIG	0.0	$682.00
			Notes: Intervention Teacher Life Workers Compensation @ 1.5%			
	6300	110-Administrators	6234 - South Daytona Elementary School	UniSIG	0.0	$700.00
			Notes: Assistant Principal Planning (1AP x $35 x 10/hrs x 2days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$76.00
			Notes: AP Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$54.00
			Notes: AP Social Security @ 7.65%			
	5900	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	0.0	$9,000.00
			Notes: Tutoring ($30 x 10teachers x 30hours)			
	5900	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$974.00
			Notes: Tutoring Retirement @ 10.82%			
	5900	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$689.00
			Notes: Tutoring Social Security @ 7.65%			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$61,231.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	1.0	$45,443.00
			Notes: Intervention Teacher to provide support to lowest quartile students			
	5100	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$4,917.00
			Notes: Intervention Teacher Retirement @ 10.82%			
	5100	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$3,476.00
			Notes: Intervention Teacher Social Security @ 7.65%			

	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$5,853.00
			Notes: Intervention Teacher Medical Insurance			
	5100	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$30.00
			Notes: Intervention Teacher Life Insurance @ .066%			
	5100	240-Workers Compensation	6234 - South Daytona Elementary School	UniSIG	0.0	$682.00
			Notes: Intervention Teacher Life Workers Compensation @ 1.5%			
	6300	110-Administrators	6234 - South Daytona Elementary School	UniSIG	0.0	$700.00
			Notes: Assistant Principal Summer planning, data reviews (1AP x $35 x 10/hrs x 2 days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$76.00
			Notes: AP Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$54.00
			Notes: AP Social Security @ 7.65%			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$83,546.75**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	0.0	$22,400.00
			Notes: Summer Teacher Planning and data review (56 Teachers x $25/hr x 4hrs x 4 days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$2,424.00
			Notes: Summer Teacher Planning review Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$1,714.00
			Notes: Summer Teacher Planning Social Security @ 7.65%			
	6300	130-Other Certified Instructional Personnel	6234 - South Daytona Elementary School	UniSIG	0.0	$3,000.00
			Notes: Teacher on Assignment Planning and Data Review (1TOA x $30/hr x 10hrs x 10 days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$325.00
			Notes: TOA Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$230.00
			Notes: TOA Social Security @ 7.65%			
	6300	130-Other Certified Instructional Personnel	6234 - South Daytona Elementary School	UniSIG	0.0	$7,200.00
			Notes: Academic Coaches summer planning and data review (3 Coaches x $30 x 10/hrs x 8 days)			

	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$779.00
			Notes: Coaches Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$551.00
			Notes: Coaches Social Security @ 7.65%			
	6400	510-Supplies	6234 - South Daytona Elementary School	UniSIG	0.0	$2,541.75
			Notes: Materials and Supplies for Professional Development (ex: chart paper, graph paper, sticky notes, markers)			
	6300	110-Administrators	6234 - South Daytona Elementary School	UniSIG	0.0	$1,400.00
			Notes: Assistant Principal Summer planning, data reviews (1AP x $35 x 10/hrs x 4 days)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$151.00
			Notes: AP Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$107.00
			Notes: AP Social Security @ 7.65%			
	6300	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	0.0	$34,375.00
			Notes: Guided Planning through out school year (55 staff x $25 x 1hr/week x 25 weeks)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$3,719.00
			Notes: Guided Planning Retirement @ 10.82%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$2,630.00
			Notes: Guided Planning Social Security @ 7.65%			
4	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$77,446.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	6234 - South Daytona Elementary School	UniSIG	0.0	$13,842.00
			Notes: Instructional leader supplements ($1538 x 9 Teachers)			
	6300	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$1,476.00
			Notes: Instructional leader supplement Retirement @ 10.66%			
	6300	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$1,059.00
			Notes: Instructional leader supplement Social Security @ 7.65%			
	6140	130-Other Certified Instructional Personnel	6234 - South Daytona Elementary School	UniSIG	1.0	$46,000.00
			Notes: SEL TOA Salary to promote positive behavior			

	6140	210-Retirement	6234 - South Daytona Elementary School	UniSIG	0.0	$4,977.00
			Notes: SEL TOA Retirement @ 10.82%			
	6140	220-Social Security	6234 - South Daytona Elementary School	UniSIG	0.0	$3,519.00
			Notes: SEL TOA Social Security @ 7.65%			
	6140	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$5,853.00
			Notes: SEL TOA Medical Insurance			
	6140	230-Group Insurance	6234 - South Daytona Elementary School	UniSIG	0.0	$30.00
			Notes: SEL TOA Life Insurance @ .066%			
	6140	240-Workers Compensation	6234 - South Daytona Elementary School	UniSIG	0.0	$690.00
			Notes: SEL TOA Workers Compensation @ 1.5%			
					Total:	**$311,433.75**