

Hillsborough County Public Schools

Davis Elementary School



2019-20 School Improvement Plan

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Davis Elementary School

10907 MEMORIAL HWY, Tampa, FL 33615

[no web address on file]

Demographics

Principal: Patrick Lalone

Start Date for this Principal: 6/24/2019

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)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: C</p> <p>2016-17: C</p> <p>2015-16: C</p> <p>2014-15: C</p> <p>2013-14: A</p>
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&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 Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We will provide opportunities for students to acquire the knowledge and skills necessary to reach their highest potential.

Provide the school's vision statement

We strive to ensure a standard of excellence in developing each student, academically, emotionally and socially.

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
LaLone, Patrick	Principal	Ensure the goals and activities of this SIP are conveyed to parents, staff, and community. To also ensure the implementation of all activities.

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	75	92	102	105	100	113	0	0	0	0	0	0	0	587
Attendance below 90 percent	13	11	13	15	11	16	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
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	5	29	47	0	0	0	0	0	0	0	81

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	1	0	0	0	0	0	0	0	1

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	3	10	10	7	0	19	0	0	0	0	0	0	0	49
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)

54

Date this data was collected or last updated

Monday 6/24/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	22	25	19	20	24	0	0	0	0	0	0	0	111
One or more suspensions	0	2	2	3	2	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	15	45	55	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	46	38	31	0	0	0	0	0	0	0	115

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	9	12	0	0	0	0	0	0	0	25

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	1	22	25	19	20	24	0	0	0	0	0	0	0	111
One or more suspensions	0	2	2	3	2	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	15	45	55	0	0	0	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	46	38	31	0	0	0	0	0	0	0	115

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	9	12	0	0	0	0	0	0	0	25

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	49%	52%	57%	49%	52%	56%
ELA Learning Gains	57%	55%	58%	51%	52%	55%
ELA Lowest 25th Percentile	48%	50%	53%	41%	46%	48%
Math Achievement	48%	54%	63%	47%	55%	62%
Math Learning Gains	54%	57%	62%	51%	57%	59%
Math Lowest 25th Percentile	29%	46%	51%	36%	44%	47%
Science Achievement	48%	50%	53%	46%	51%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	92 (0)	102 (0)	105 (0)	100 (0)	113 (0)	587 (0)
Attendance below 90 percent	13 (1)	11 (22)	13 (25)	15 (19)	11 (20)	16 (24)	79 (111)
One or more suspensions	0 (0)	0 (2)	0 (2)	0 (3)	1 (2)	2 (3)	3 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (15)	0 (45)	0 (55)	0 (115)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (46)	29 (38)	47 (31)	81 (115)

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	52%	52%	0%	58%	-6%
	2018	39%	53%	-14%	57%	-18%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	51%	55%	-4%	58%	-7%
	2018	44%	55%	-11%	56%	-12%
Same Grade Comparison		7%				
Cohort Comparison		12%				
05	2019	41%	54%	-13%	56%	-15%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	54%	-9%	62%	-17%
	2018	38%	55%	-17%	62%	-24%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		2%				
05	2019	51%	54%	-3%	60%	-9%
	2018	48%	54%	-6%	61%	-13%
Same Grade Comparison		3%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	51%	-6%	53%	-8%
	2018	42%	52%	-10%	55%	-13%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	42	38	27	38	23	24				
ELL	42	54	53	41	54	37	39				
BLK	30	46		40	48		27				
HSP	49	58	49	45	49	33	45				
WHT	49	58	54	60	69		65				
FRL	47	57	47	47	52	31	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	31	33	28	35	28	22				
ELL	30	48	50	34	42	21	19				
BLK	46	55		29	40						
HSP	48	51	47	46	50	34	42				
MUL	80			50							
WHT	50	38	10	52	56		55				
FRL	47	49	40	45	50	37	43				

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)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

Mathematics Learning Gains of the Low 25%: 29. This is a trend for the past two years. We have a significant number of students receiving Exceptional Student Education services in 3rd, 4th, and 5th grade. We did not provide enough support for student learning and also didn't provide adequate support for teacher planning in mathematics.

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

5th grade ELA proficiency. 53% (2018) dropped to 41% (2019). We have a significant number of ELL students and students receiving Exceptional Student Education services and 5th grade. We did not provide enough support for student learning in these sub-categories.

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

4th grade math proficiency. A difference of 24%. We have a significant number of ELL students and students receiving Exceptional Student Education services and 5th grade. We did not provide enough support for student learning and teacher planning in these sub-categories.

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

3rd grade ELA proficiency. 39% (2018) increased to 52% (2019). Increased teacher lesson planning with Reading Coach. Teachers integrating the standards into lesson planning.

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

Learning Gains in ELA and Mathematics and Bottom Quartile Learning gains in ELA and Mathematics

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

1. Increase gains in mathematics Bottom Quartile.
2. Increase gains in ELA Bottom Quartile
3. Increase gains in Students with Disabilities and African American subgroups.
4. Increase support for Co-teach (General Education and Exceptional Education classrooms)
5. Increase learning gains for all students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic achievement for students in the Bottom Quartile and targeted sub-groups (Students With Disabilities and Black/African American students).
Rationale	Students in the ELA Bottom Quartile made 48% gains and the Students with Disabilities sub-group are under the 41% threshold. Students in the Math Bottom Quartile made 29% gains and all of the sub-groups are under the 41% threshold.

State the measureable outcome the school plans to achieve	Students in the bottom quartile and targeted subgroups (Students With Disabilities and Black/African American) will make a 10% gain in proficiency and learning gains.
Person responsible for monitoring outcome	Patrick LaLone (patrick.lalone@sdhc.k12.fl.us)
Evidence-based Strategy	Content area resource teachers will plan individually with teachers to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices and evidence-based strategies.
Rationale for Evidence-based Strategy	This is the most direct avenue to provide support to our teachers which then provides a direct link to student learning.

Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly planning sessions with content area specialists 2. The Reading Coach will work with teachers to develop strategies to differentiate instruction for struggling students. 3. The Math Coach will work with teachers to develop strategies to differentiate instruction for struggling students. 4. Provide Professional development in differentiating teaching for struggling learners. 5. Leadership Team will analyze the students in the bottom quartile monthly to ensure that they are receiving additional support in the classroom. 6. A school wide Positive Behavior Intervention Support (PBIS) plan will be implemented for all students.
Person Responsible	Patrick LaLone (patrick.lalone@sdhc.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, § 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

Davis Elementary builds positive relations with parents through ongoing communication in both English and Spanish. We have a Parent Liaison who acts as a resource for parents throughout the year. We will hold several events throughout the year that provide support for parents with their child's learning and also to recognize their child's accomplishments. Davis Elementary actively pursues business partnerships within our community. After we have established partnerships within our community, we have our partners serve on our School Advisory Council and PTA. Our community partners also mentor students and provide incentives for students and staff.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at:
<http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including

transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless

Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart

Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

We participate in the Great American Teach-in. We also have guest speakers throughout the year that address having a quality education to be successful in life.

Part V: Budget

1	III.A	Areas of Focus: Academic achievement for students in the Bottom Quartile and targeted sub-groups (Students With Disabilities and Black/African American students).				\$537,075.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$86,391.00
<i>Notes: Reading Coach</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$75,288.00
<i>Notes: Behavior Specialist</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$70,536.00
<i>Notes: Math Coach</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$22,176.00
<i>Notes: Parent Liaison Aide</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$22,176.00
<i>Notes: Title 1 Aide</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$22,176.00
<i>Notes: Title 1 Aide</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$22,176.00
<i>Notes: Title 1 Aide</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	0.2	\$15,000.00
<i>Notes: Physical Education, T1</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$758.00
<i>Notes: Team Leader Supplement</i>						
	2110	100-Salaries	0056 - Davis Elementary School	Title, I Part A	1.0	\$1,000.00
<i>Notes: Supl. Reading Coach T1 1920</i>						
	5100	510-Supplies	0056 - Davis Elementary School	Title, I Part C		\$27,298.00
<i>Notes: Classroom Supplies: Copy paper, Printer Toner, Laminating film, Headphones, PBIS materials, and other assorted classroom supplies</i>						
	5100	530-Periodicals	0056 - Davis Elementary School	Title, I Part A		\$8,000.00
<i>Notes: Weekly Reader/Junior Scholastic</i>						
	5100	369-Technology-Related Rentals	0056 - Davis Elementary School	Title, I Part A		\$13,000.00

			<i>Notes: Accelerated Reader, Brainpop, ULS, iReady Toolbox</i>			
5100	359-Technology-Related Repairs and Maintenance	0056 - Davis Elementary School	Title, I Part A		\$6,000.00	
			<i>Notes: Ricoh Copier Leases</i>			
6400	390-Other Purchased Services	0056 - Davis Elementary School	Title, I Part A		\$6,600.00	
			<i>Notes: PD Subs - 60 Days</i>			
5100	120-Classroom Teachers	0056 - Davis Elementary School	Title, I Part A	12.0	\$35,000.00	
			<i>Notes: T-Payroll, Tutorial</i>			
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0056 - Davis Elementary School	Title, I Part A		\$7,500.00	
			<i>Notes: Elmo/Document Cameras</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	0056 - Davis Elementary School	Title, I Part A		\$95,000.00	
			<i>Notes: Laptop Computer carts with 23 laptops each.</i>			
6400	510-Supplies	0056 - Davis Elementary School	Title, I Part A		\$1,000.00	
			<i>Notes: Books/materials for school based PD</i>			
Total:					\$537,075.00	