

# UNISIG APPLICATION

59 - Seminole



Dr. Walt Griffin, Superintendent

---

## Table of Contents

---

<b>Purpose and Outline of the UniSIG Application</b>	<b>3</b>
<b>Part I: Eligibility and Program Requirements</b>	<b>4</b>
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
<b>Part II: Needs Assessment</b>	<b>9</b>
Problem Identification	9
Problem Analysis	10
<b>Part III: District Problem Solving</b>	<b>11</b>
Goals Summary	11
Goals Detail	11
Action Plan for Improvement	14
Implementation Timeline	20
Professional Development Summary	21
Technical Assistance Summary	22
<b>Part IV: Budget</b>	<b>22</b>

## Purpose and Outline of the UniSIG Proposal

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

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

### Part I: Eligibility and Program Requirements

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

### Part II: Needs Assessment

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

### Part III: District Problem Solving

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

### Part IV: Budget

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

## Eligibility and Program Requirements

### Eligible Schools

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

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

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0141	Pine Crest Elementary School	\$285,380.00	\$0.00	\$285,380.00
0521	Idyllwilde Elementary School	\$313,120.00	\$0.00	\$313,120.00
<b>Total LEA Allocation</b>				<b>\$598,500.00</b>

### Assurances

#### Request for Applications

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

YES

#### General Terms, Assurances, and Conditions

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

YES

#### Risk Analysis

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

YES

#### Supplement, not Supplant

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

YES

#### Allocation to Schools

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

YES

#### Alignment of Strategies

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

YES

**Alignment of Improvement Plans**

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

YES

**Greatest Need**

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

YES

**Instructional Programs**

We understand evidence-based instructional programs must be implemented.

YES

**Extended Learning Time**

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

YES

**Deliverables**

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

YES

**Supports for School Improvement****Improvement Planning**

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

Seminole County Public Schools uses a continuous improvement process to ensure effectiveness of strategies implemented in all schools. A combination of quantitative and qualitative data is analyzed on a regular basis to determine strengths and areas of opportunity within the teaching and learning structure at each school. The resulting product is a comprehensive and action-oriented school improvement plan.

While the district's practice of school-level autonomy empowers each school to implement a school improvement plan that improves the academic performance of their student populations, the district offers a solid network of support and guidance towards this outcome. A focused effort is placed on the support of CS&I/TS&I (as appropriate) schools within the district. SCPS specifically identifies and aligns district resources to meet the needs of all students and to maximize desired student outcomes through a variety of measure that include multiple research-based strategies. In particular, the development, implementation and monitoring of the school improvement plans for Idyllwilde and Pine Crest will comprise the following actions.

1. The designated Executive Director and the Deputy Superintendent will continue to work with the principals and school staff to use progress monitoring data to determine needs based on student achievement data and related early warning factors such as attendance, discipline referrals, and academic performance. Targeted, standards-based differentiated instruction will be implemented and monitored. Collaboratively identified strategies will be included in the schools' improvement plans.

2. School leaders and the district support team will ensure systems of review and monitoring are in place for the school improvement plan, to include but not limited to, school leadership, PLC, CAT and SAC data reviews; district support staff data reviews; school, district and LSI walk-throughs and on-going communication with the school principals to determine additional needed support.
3. Based on the outcome of regular data reviews, the principals and assigned district staff will reflect/revise relevant goals and strategies in the school improvement plans, and in the daily operation of the school.
3. The district support team will ensure additional resources are aligned to the data-identified needs.
4. The Director of Federal Programs and Resource Development will align supplementary resources to support programs and personnel.
5. Minimally, the Superintendent and Cabinet will review each school's data each month. Progress monitoring data, student discipline metrics and MTSS metrics for Tier 2 and Tier 3 students will be reviewed, as well as other topics identified by school and district staff. Adjustments to the school improvement plans will be made, as deemed necessary.

### **Alignment of Resources**

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

SCPS identifies and aligns district resources to meet the needs of all students and maximize desired student outcomes through a variety of measures that include but are not limited to: 1. Executive Directors work with principals/school staff to determine needs based on student achievement data and related early warning factors such as attendance, discipline referrals, and academic performance. 2. Principals review data with their school leadership teams, PLCs and School Advisory Councils and reflect relevant goals and strategies in School Improvement Plans. 3. Executive Directors meet with the Superintendent's Instructional Cabinet weekly (Superintendent, Deputy Superintendent for Instruction; all Executive Directors for elementary, middle, high, ESE, Human Resources and ePathways; Chief Information Officer; Directors of Teaching and Learning, Federal Programs/Resource Development, Staffing, ESOL and Student Access, and Accountability and Research) to address instructional needs and conduct regular reviews of leading indicator progress monitoring data and early warning indicators. 4. At every other School Board meeting, the Superintendent presents a Focused on Student Achievement topic to the Board to ensure the Board and the public are aware of data-driven needs, resources allocated to address the identified needs and current status of the progress monitoring achievement data. The persons responsible are specifically listed in the district leadership team section of the DIAP. 5. Federal project coordinators for Title I Part A, Title I Part C Migrant, Title II, Title III, Title X Homeless and SAI meet regularly with the Director of Federal Programs/Resource Development to align program and personnel support to schools based on student achievement data and local school efforts. Data and the resulting plans are coordinated through collaboration with district staff, school principals, and the school leadership teams. 6. On a quarterly basis, the Superintendent's Cabinet reviews MTSS metrics for Tier 2 and Tier 3 students by school. Based on the data, support systems are put into place to address the specific academic and/or behavioral indicators of the school.

### **District Policies and Practices**

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

District and school staff have reviewed state and local student achievement data, as well as attendance, discipline and MTSS tiered information for the purpose of identifying areas of needed support for students and schools. The Executive Directors for Elementary Education work one-on-one with their principals to review student performance and determine how best to use their allocated resources. Executive Directors are charged with monitoring fidelity to implementation and identifying mid-course corrections. In addition, district staff regularly visit schools and conduct classroom walk-throughs. Administrative and teacher reassignments are implemented as needed. The Director of Federal Projects and Resource Development (Grants) has established an annual federal projects timeline and a Federal Projects Collaboration Team to ensure all federal projects plan collaboratively to maximize school support. This team meets regularly to align resources and address student and school needs. TOP: DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems. The Superintendent's Cabinet serves as the District Leadership Team and meets weekly to conduct the instructional and operational business of the system. On a regular schedule, reports related to student progress monitoring, MTSS, Student Discipline, Gifted Identification, Advanced Opportunities, and Student/Teacher Attendance are presented to the District Leadership Team on a regular schedule. Reports are aggregated by school and district when presented to the District Leadership Team, and by teacher and student when shared with the principals. In particular, the Superintendent starts each meeting with a roundtable discussion of the district's most at-risk schools. These data reviews and discussions inform the development and implementation of policies and procedures that guide the school-based leadership teams and provide direct support systems. For the 2017-18 school year, Idyllwilde Elementary and Pine Crest Elementary will be reviewed every other week. The Superintendent has focused on two priorities during the last five years: (1) Build Relationships, and (2) Earn One Year of Growth for One Year of Instruction. The District Improvement and Assistance Plan (DIAP) includes two district improvement goals that support the Superintendent's Initiatives: (1) Teachers at all schools will use research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction, and administrators and coaches will monitor to ensure an increase in student achievement in ELA, Math and Science; and (2) All schools will implement student-owned progress monitoring systems to (a) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access help and support; and (b) to increase and improve student motivation and relationships.

### **Operational Flexibility**

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

The district leadership team supports schools by providing data, monitoring student achievement and coordinating programs in order to improve academic performance of all students. The Instructional Cabinet members utilize several district-wide monitoring tools (EdInsight, I-Ready, Acheive3000, 9-week common exams, iObservation, school generated data) and collaborate with school leadership. Operational flexibility allows each school to create a turnaround plan via their school improvement plan using each school's needs assessment and specific district support. The plan provides research-based alternative approaches to academic needs, staffing and professional development. Staffing, scheduling, and budgeting are tightly aligned and coordinated for maximum efficiency. TOP: DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools. The

school's Principal is provided the flexibility and authority to make all staffing assignments necessary to improve student achievement. The District will support the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements. Building the capacity of staff is critical to improving academic achievement. Selection of strategies is dependent on teacher experience and performance. Strategies may include mentoring, coaching, job-embedded professional development, and topics selected for PLCs. The Principal has the flexibility to develop the master schedule to best meet the school's needs. In addition, the Principal has the autonomy to decide which instructional and intervention resources would best supplement the core instruction based on student performance. Creative scheduling allows curriculum alignment, interventions, and increased learning times to incorporate seamless transitions. School-level autonomy empowers each school to implement a school improvement plan that improves the academic performance of their population. District-level teams offer support and guidance. The Principal has operational flexibility in the area of budgeting so that he/she can lead a comprehensive approach to substantially improve student achievement outcomes. The Principal determines the expenditures for his/her operating budget and internal accounts. Title I funds are used to support supplementary school improvement and turnaround activities in the district's lowest achieving schools. The Principal works with his/her Executive Director and district Title I staff to develop the school's Title I budget.

### **External Partners**

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

The School Board's purchasing process is governed by School Board Policies 7.70 and 7.71, and all applicable State Board of Education Rules and Florida Statutes. The Purchasing Department offers a free registration with [www.myvendorlink.com](http://www.myvendorlink.com) to vendors who would like to be notified of upcoming quotes and formal competitive solicitations. In addition, evaluation committees are utilized to evaluate the responses in order to select the lowest, responsive responsible proposer or highest ranked proposer, as indicated in the solicitation document. The selected proposers must agree to comply with all of the district's standard terms and conditions, which include the completion of background checks and the provision of certificates of insurance if required in the solicitation document and/or agreement.

### **Dissemination**

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

The district office makes every effort to share program information and outcomes with school personnel within the district, with parents and community members, and with other districts. Dissemination of the UniSIG application will be completed in unison with the district's Title I, Part A and Title I, Part D applications. As such, information about this application will be communicated at least twice during the school year to school staff and members of the community through various means: meetings with the school administration, School Advisory Councils (SAC), and Title I Parent Involvement Teams. Program administrators will meet individually with the Executive Directors for Elementary and/or administrators from the targeted schools to detail specific components of their program.

Further, the Seminole County Public Schools home page, which includes an extensive Title I/Federal Projects website, provides information about the activities and responsibilities of the grant program.

Other methods used to disseminate information regarding UniSIG and other federal projects may include:

- School newsletters
- District's annual newsletter to the community
- PTA newsletters and Parent Meetings



- Reports to the School Board and other district and school committees

Parent communication related to this application can be translated (as needed), unless clearly not feasible. Program information can be made available in English and Spanish, and interpreters from the district's Language Bank are available to assist parents whose native language is other than English or Spanish.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Data Uploads

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

**SCPS\_Needs\_Analysis\_Data\_2017.pdf**

*Attached are multiple data summaries: FSA 2017 Results (Idyllwilde/Pine Crest); 5Essentials Parent Survey School Summaries 2017*

#### Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. Seminole County Public Schools (SCPS) has been on a journey of excellence and equity for several decades, constantly examining student achievement data from multiple subgroups and perspectives, and then analyzing the policies, practices and procedures that created those results. The district maintains a commitment to excellence and equity, and uses a continuous improvement process to seek innovative methods and strategies to engage all subgroups of learners. Of specific focus in this improvement plan are the district's lowest academically performing schools: Idyllwilde Elementary and Pine Crest Elementary. These schools reside in the historic City of Sanford, a region of generationally high poverty, high minority, high crime, and low educational attainment. Both schools have been a focus of student improvement by district leaders for several years due to low academic performance of students. The district used a combination of quantitative and qualitative analysis to conduct the needs assessment. This analysis focused on current and trend data related to state and district academic student performance, teacher turnover, teacher attendance, student attendance, student discipline data, and principal tenure. A review of targeted professional development was used to ensure appropriate interventions are implemented, monitored and evaluated. The 5Essentials survey data were reviewed and analyzed. Idyllwilde Elementary's four-year grade trend is "D", "C", "D", and "D". With a similar trend, Pine Crest Elementary has earned school grades over the past four years of "D", "F", "D", and "D". The 2017 FSA data reveals that students at Idyllwilde earned increases in all ELA cells, one math cell (lower quartile learning gains), and in the science cell. Idyllwilde student performance decreased in FSA Math achievement and learning gains. Ascension/regression analysis indicates overall at least 50% of students are not maintaining growth or are remaining at Levels 1 and 2. At Pine Crest, FSA data indicates gains by a portion of the student population, with increases in all ELA and Math cells and a slight decrease in Science achievement. Ascension/regression analysis indicates that the majority of students are not maintaining growth or are remaining at Levels 1 and 2. A review of 5Essentials indicates that Idyllwilde is strong in Ambitious Instruction, weak in Effective Leadership, Professional Capacity, and Family and Community Engagement. Idyllwilde is neutral on Supportive Environment. While some improvement has been realized under Family and Community Engagement, the overall rating for this category has not increased. Results from 5Essentials for Pine Crest reveal similar findings, with strengths in Ambitious Instruction and Supportive Environment, and weak ratings in Effective Leadership, Professional Capacity and Family and Community Engagement. At Idyllwilde, the teacher turnover rate decreased by 3 percentage points from 2016 to 2017; however, the overall impact of low

staff retention resulted in 24 new teachers in 2017-18. A strength of the school staff is that teacher attendance at this school was slightly better than the district average. Teacher turnover at Pine Crest was 28% in 2017, an increase of 1 percentage point between 2016 to 2017. In addition, teacher attendance was slightly lower than the district average. Student discipline data at Idyllwilde and Pine Crest indicates an increase in the number of students assigned in school suspension. Idyllwilde also had an increase in out of school suspensions in 2016-17. Overall district discipline data decreased on both types of suspension. Further, Idyllwilde student attendance decreased slightly in a two-year period, similar to the district trend. Pine Crest attendance remained consistent over the same two year period, and was slightly better than the district average in 2016-17.

### **Problem Analysis Summary**

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

In order to reverse these trends it is essential that significant changes occur at the school, and simultaneously, that resources be provided to ensure students are supported to attain grade level achievement and learning gains as rapidly as possible. By implementing the strategies presented in the DIAP, students will be provided comprehensive support in order to master grade level standards and close achievement gaps. Specific areas of support under UniSIG include family and parent involvement in education, and the stabilization of the teacher workforce at Idyllwilde Elementary and Pine Crest Elementary. These areas were selected as a direct result of the needs assessment process. As noted in the problem analysis, both schools have demonstrated low performance on state standardized assessments, while also scoring weak on the 5Essentials domains of Effective Leadership, Professional Capacity, and Family and Community Engagement. Implementation of the Academic Parent-Teacher Teams (APTT) framework is designed to improve family and community engagement in teaching and learning at the schools. Further, the use of a recruitment and retention supplement seeks to reduce the number of teachers and/or administrators who elect to transition out of the schools, as well as increase the quality of teachers and administrators who are on staff at these high need schools.

### **Strategic Goals**

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

## District Problem Solving

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

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

## Strategic Goals Detail

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

**G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. **1a**

 G052944

### Targets Supported **1b**

Focus		Indicator	Annual Targets		
			2017-18	2018-19	2019-20
District-Wide	ELA/Reading Gains		80.0		
District-Wide	ELA/Reading Lowest 25% Gains		80.0		
District-Wide	Math Gains		80.0		
District-Wide	Math Lowest 25% Gains		80.0		
District-Wide	FCAT 2.0 Science Proficiency		80.0		

### Targeted Barriers to Achieving the Goal **3**

- Several New and Beginning Teachers
- Lack of family/parental involvement in students' education

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

- Florida Standards
- Standards-Based Instructional Plans and Resources, Including Core, Supplemental and Intensive Programs
- Professional Development Aligned with Instructional Plans, Cooperative Learning Strategies, PLCs, Lesson Study, Data-Driven Decision Making
- Administrators Trained in Standards and Best Instructional Practices
- Instructional Coaches and Reading Teachers
- District Teachers on Assignment Subject Area Experts
- Designated time for PLCs
- Robust MTSS Process and System
- Tutorial Opportunities

**Plan to Monitor Progress Toward G1.** 8

The District Leadership Team will monitor I-Ready and the Elementary Executive Directors will share school-based data and feedback throughout the school year.

**Person Responsible**

Anna-Marie Cote

**Schedule**

Quarterly, from 7/1/2017 to 6/30/2018

***Evidence of Completion***

I-Ready, School-Based Program Evidence from Executive Directors; MTSS Reports, and FSA Achievement Data

## Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key

**G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. **1**

 G052944

**G1.B1** Several New and Beginning Teachers **2**

 B133368

**G1.B1.S1** Recognize and reward staff members who currently serve at or who elect to transfer to Idyllwilde or Pine Crest. Each member of the instructional staff and administration who elects to remain at or transfer into these schools will be eligible to receive the supplement. **4**

 S261526

### Strategy Rationale

As noted in numerous research studies over the past decade (i.e. Brackett, Mundry, Guckenburg & Bourexis, 2008; DeAngelis, White & Presley, 2010; Adamson & Darling-Hammond, 2012), equitable distribution of effective teachers is a national concern impacting school districts of varying sizes and geographic regions. Recent studies have utilized value-added measures to determine the level of inequities among disadvantaged student populations. One such study of 29 school districts from across the country (Isenberg, Max, Gleason, Potamites, Santillano & Hock, 2013) found that students eligible for free- or reduced-lunch (FRL) had statistically significant differences in standardized assessment scores in English language arts (ELA) and mathematics from their non-FRL peers ( $\Delta 0.034$  standard deviations in ELA;  $0.024$  standard deviations in math). This study concluded that provision of equitable access to effective educators among FRL and non-FRL students would reduce the achievement gap by 2 percentile points in both ELA and math. Moreover, retention of these effective educators in low-income schools may further impact student achievement through successive interactions with high-quality instruction. Rivkin et al. (in DeAngelis, White & Presley, 2010) observes, “a succession of good teachers could, by our estimates, go a long way toward closing existing achievement gaps across income groups.”

### Action Step 1 **5**

The district will implement a recruitment/retention supplement in order to improve quality of instruction through the identification, recruitment, retention and reward of eligible school staff.

#### Person Responsible

Boyd Karns

#### Schedule

Semiannually, from 9/1/2017 to 8/31/2018

#### Evidence of Completion

Reports from Human Resources; school staffing lists.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.

**Person Responsible**

Boyd Karns

**Schedule**

Semiannually, from 9/1/2017 to 8/31/2018

***Evidence of Completion***

Reports from Human Resources; school staffing lists.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data, teacher turnover rate and teacher absenteeism.

**Person Responsible**

Robin Dehlinger

**Schedule**

Semiannually, from 9/1/2017 to 8/31/2018

***Evidence of Completion***

Data tables generated by the district's Office of Assessment and Accountability.



**G1.B4 Lack of family/parental involvement in students' education** 2

B248742

**G1.B4.S1** Select staff from Idyllwilde Elementary and Pine Crest Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a schoolwide program focused on improving schools through family engagement. 4

S262134

**Strategy Rationale**

Recognizing that the classroom teacher and school administrators have the most significant opportunity to connect with the families of students, the school will provide wrap-around services that develop family and community partnerships through APTT. Strategies learned under APTT will ensure that teachers and administrators have the appropriate tools to engage parents in an effective manner. Through these partnerships, parents and families will be encouraged to come to the school with their child to learn and participate in activities that will support whole-child development, to include social/emotional development, student achievement, and intellectual growth.

**Action Step 1** 5

A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.

**Person Responsible**

Robin Dehlinger

**Schedule**

Annually, from 9/1/2017 to 8/31/2018

**Evidence of Completion**

APTT training sign-in sheets and agenda

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Regular school visits by Executive Director of Elementary Education

**Person Responsible**

Robin Dehlinger

**Schedule**

On 8/31/2018

**Evidence of Completion**

Calendar of school visits

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data and 5Essentials results.

**Person Responsible**

Robin Dehlinger

**Schedule**

Semiannually, from 9/1/2017 to 8/31/2018

**Evidence of Completion**

Data tables generated by the district's Office of Assessment and Accountability.

**G1.B4.S2** To further the engagement of families in student learning and the school's culture under this project, Idyllwilde Elementary will recruit parents of students in the school to serve as community outreach workers (paid, part-time hourly positions). 4

 S263055

**Strategy Rationale**

The intent of these positions is to engage parents and families in positive conversations to solve problems that may impede the progress of their students. The recruitment of parents from the school community encourages a grassroots approach. These individuals will focus on building relationships with families, identifying resources for parents, and opening and supporting the lines of communication to teachers and school administration for parents to ensure barriers to involvement are removed.

**Action Step 1** 5

Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least 60 families (per staff member recruited) during the project year.

**Person Responsible**

Robin Dehlinger

**Schedule**

Daily, from 10/2/2017 to 8/31/2018

**Evidence of Completion**

Communication and activity logs of community/parent outreach

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

The school principal, in collaboration with the Executive Director for Elementary, will monitor activities of the staff members, and conduct regular reviews of services completed.

**Person Responsible**

Robin Dehlinger

**Schedule**

Biweekly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Communication and activity logs indicate review by school principal

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Through formative analysis and the annual needs assessment process, specific data points will be monitored for effectiveness of strategy, to include: student achievement data and 5Essentials results.

**Person Responsible**

Kelly Thompson











**Schedule**

Semiannually, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Data tables generated by the district's Office of Assessment and Accountability.

## Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M111387	The District Leadership Team will monitor I-Ready and the Elementary Executive Directors will share...	Cote, Anna-Marie	7/1/2017	I-Ready, School-Based Program Evidence from Executive Directors; MTSS Reports, and FSA Achievement Data	6/30/2018 quarterly
G1.B4.S1.MA1  M367381	Regular school visits by Executive Director of Elementary Education	Dehlinger, Robin	9/1/2017	Calendar of school visits	8/31/2018 one-time
G1.B1.S1.MA1  M367368	To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.	Karns, Boyd	9/1/2017	Reports from Human Resources; school staffing lists.	8/31/2018 semiannually
G1.B1.S1.A1  A344915	The district will implement a recruitment/retention supplement in order to improve quality of...	Karns, Boyd	9/1/2017	Reports from Human Resources; school staffing lists.	8/31/2018 semiannually
G1.B4.S1.MA1  M367382	Through formative analysis and the annual needs assessment process, specific data points will be...	Dehlinger, Robin	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B1.S1.MA1  M367369	Through formative analysis and the annual needs assessment process, specific data points will be...	Dehlinger, Robin	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B4.S1.A1  A345860	A select group of teachers will be trained in the APTT framework, a schoolwide program focused on...	Dehlinger, Robin	9/1/2017	APTT training sign-in sheets and agenda	8/31/2018 annually
G1.B4.S2.MA1  M369357	Through formative analysis and the annual needs assessment process, specific data points will be...	Thompson, Kelly	10/2/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B4.S2.MA1  M369356	The school principal, in collaboration with the Executive Director for Elementary, will monitor...	Dehlinger, Robin	10/2/2017	Communication and activity logs indicate review by school principal	8/31/2018 biweekly
G1.B4.S2.A1  A347452	Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least...	Dehlinger, Robin	10/2/2017	Communication and activity logs of community/parent outreach	8/31/2018 daily

## Professional Development

**G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

### **G1.B4** Lack of family/parental involvement in students' education

**G1.B4.S1** Select staff from Idyllwilde Elementary and Pine Crest Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a schoolwide program focused on improving schools through family engagement.

#### **PD Opportunity 1**

A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.

##### **Facilitator**

Outside Consultant

##### **Participants**

Select teacher/administrator team from each target school

##### **Schedule**

Annually, from 9/1/2017 to 8/31/2018

## Technical Assistance

## Budget

## One-Year Budget

1	G1.B1.S1.A1	The district will implement a recruitment/retention supplement in order to improve quality of instruction through the identification, recruitment, retention and reward of eligible school staff.				\$482,846.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$171,500.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment supplement payments based on evaluation rating: \$2,000, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$72,750) 21 staff x \$1,500 = \$31,500 17 staff x \$1,250 = \$21,250 20 staff x \$1,000 = \$20,000 16/17 Recruitment (\$12,000) 6 staff x \$2,000 = \$12,000 17/18 Retention (\$84,750) 34 staff x \$1,500 = \$51,000 27 staff x \$1,250 = \$33,750 17/18 Recruitment (\$2,000) 1 staff x \$2,000 = \$2,000			
	5100	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$14,766.00
			Notes: Benefits: Retirement, 8.61%			
	5100	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$10,633.00
			Notes: Benefits: Social Security, 6.2%			
	5100	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$2,487.00
			Notes: Benefits: Medicare, 1.45%			
	5100	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$873.00
			Notes: Benefits: Workers Compensation, 0.51%			
	5200	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$29,500.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment supplement payments based on evaluation rating: \$2,000, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$15,000) 7 staff x \$1,500 = \$10,500 2 staff x \$1,250 = \$2,500 2 staff x \$1,000 = \$2,000 17/18 Retention (\$14,500) 8 staff x \$1,500 = \$12,000 2 staff x \$1,250 = \$2,500			
	5200	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$2,541.00
			Notes: Benefits: Retirement, 8.61%			
	5200	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$1,829.00
			Notes: Benefits: Social Security, 6.2%			

## Seminole - UNISIG Application

	5200	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$427.00
			Notes: Benefits: Medicare, 1.45%			
	5200	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$151.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6110	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$3,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment supplement payments based on evaluation rating: \$2,000, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$1,500) 1 staff x \$1,500 = \$1,500 17/18 Retention (\$1,500) 1 staff x \$1,500 = \$1,500			
	6110	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$258.00
			Notes: Benefits: Retirement, 8.61%			
	6110	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$186.00
			Notes: Benefits: Social Security, 6.2%			
	6110	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$44.00
			Notes: Benefits: Medicare, 1.45%			
	6110	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$16.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6120	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$8,500.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment supplement payments based on evaluation rating: \$2,000, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$2,500) 2 staff x \$1,250 = \$2,500 16/17 Recruitment (\$2,000) 1 staff x \$2,000 = \$2,000 17/18 Retention (\$4,000) 1 staff x \$1,500 = \$1,500 2 staff x \$1,250 = \$2,500			
	6120	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$733.00
			Notes: Benefits: Retirement, 8.61%			
	6120	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$527.00
			Notes: Benefits: Social Security, 6.2%			
	6120	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$123.00
			Notes: Benefits: Medicare, 1.45%			
	6120	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$44.00
			Notes: Benefits: Workers Compensation, 0.51%			

Seminole - UNISIG Application

	6400	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$3,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment supplement payments based on evaluation rating: \$2,000, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$0) 17/18 Retention (\$3,000) 2 staff x \$1,500 = \$3,000			
	6400	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$258.00
			Notes: Benefits: Retirement, 8.61%			
	6400	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$186.00
			Notes: Benefits: Social Security, 6.2%			
	6400	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$44.00
			Notes: Benefits: Medicare, 1.45%			
	6400	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$15.00
			Notes: Benefits: Workers Compensation, 0.51%			
	5100	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$150,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$69,000) 30 staff x \$1,500 = \$45,000 8 staff x \$1,250 = \$10,000 14 staff x \$1,000 = \$14,000 17/18 Retention (\$75,000) 40 staff x \$1,500 = \$60,000 12 staff x \$1,250 = \$15,000 17/18 Recruitment (\$6,000) 3 staff x \$2,000 = \$6,000			
	5100	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$12,916.00
			Notes: Benefits: Retirement, 8.61%			
	5100	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$9,300.00
			Notes: Benefits: Social Security, 6.2%			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$2,174.00
			Notes: Benefits: Medicare, 1.45%			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$766.00
			Notes: Benefits: Workers Compensation, 0.51%			
	5200	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$27,500.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$11,500) 5 staff x \$1,500 =			



Seminole - UNISIG Application

			\$7,500 4 staff x \$1,000 = \$4,000 17/18 Retention (\$16,000) 9 staff x \$1,500 = \$13,500 2 staff x \$1,250 = \$2,500			
	5200	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$2,368.00
			Notes: Benefits: Retirement, 8.61%			
	5200	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$1,705.00
			Notes: Benefits: Social Security, 6.2%			
	5200	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$397.00
			Notes: Benefits: Medicare, 1.45%			
	5200	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$140.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6110	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$3,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$1,500) 1 staff x \$1,500 = \$1,500 17/18 Retention (\$1,500) 1 staff x \$1,500 = \$1,500			
	6110	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			Notes: Benefits: Retirement, 8.61%			
	6110	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			Notes: Benefits: Social Security, 6.2%			
	6110	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			Notes: Benefits: Medicare, 1.45%			
	6110	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$15.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6120	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$5,500.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$2,750) 1 staff x \$1,500 = \$1,500 1 staff x \$1,250 = \$1,250 17/18 Retention (\$2,750) 1 staff x \$1,500 = \$1,500 1 staff x \$1,250 = \$1,250			
	6120	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$474.00
			Notes: Benefits: Retirement, 8.61%			
	6120	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$341.00

Seminole - UNISIG Application

			Notes: Benefits: Social Security, 6.2%			
	6120	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$80.00
			Notes: Benefits: Medicare, 1.45%			
	6120	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$28.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6400	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$6,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$3,000) 2 staff x \$1,500 = \$3,000 17/18 Retention (\$3,000) 2 staff x \$1,500 = \$3,000			
	6400	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$516.00
			Notes: Benefits: Retirement, 8.61%			
	6400	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$372.00
			Notes: Benefits: Social Security, 6.2%			
	6400	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$88.00
			Notes: Benefits: Medicare, 1.45%			
	6400	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$30.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6200	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$3,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$1,500) 1 staff x \$1,500 = \$1,500 17/18 Retention (\$1,500) 1 staff x \$1,500 = \$1,500			
	6200	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			Notes: Benefits: Retirement, 8.61%			
	6200	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			Notes: Benefits: Social Security, 6.2%			
	6200	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			Notes: Benefits: Medicare, 1.45%			
	6200	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$15.00
			Notes: Benefits: Workers Compensation, 0.51%			

	6300	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$3,000.00
			Notes: Salaries: Supplemental Pay - Retention and Recruitment Retention supplement payments based on evaluation rating: \$1,500, Highly Effective (HE); \$1,250, Effective (E); \$1,000, No Evaluation Available (NE). Recruitment Supplements based on evaluation rating: \$2,000, Highly Effective (HE); \$1,500, Effective (E); \$1,000, No Evaluation Available (NE). 16/17 Retention (\$1,500) 1 staff x \$1,500 = \$1,500 17/18 Retention (\$1,500) 1 staff x \$1,500 = \$1,500			
	6300	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			Notes: Benefits: Retirement, 8.61%			
	6300	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			Notes: Benefits: Social Security, 6.2%			
	6300	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			Notes: Benefits: Medicare, 1.45%			
	6300	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$16.00
			Notes: Benefits: Workers Compensation, 0.51%			
<b>2</b>	<b>G1.B4.S1.A1</b>	<b>A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement.</b>				<b>\$84,268.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$5,880.00
			Notes: Salaries: Extended Contract. APTT Training: 24 staff members			
	6400	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$507.00
			Notes: Benefits: Retirement, 8.61%			
	6400	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$365.00
			Notes: Benefits: Social Security, 6.2%			
	6400	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$86.00
			Notes: Benefits, Medicare, 1.45%			
	6400	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$30.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6150	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$4,410.00
			Notes: Salaries: Extended Contract. Conference Nights: 21 staff members			
	6150	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$380.00

Seminole - UNISIG Application

			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6150	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$273.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6150	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$64.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6150	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$23.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6400	310-Professional and Technical Services	0521 - Idyllwilde Elementary School	UniSIG		\$25,000.00
			<i>Notes: Professional development services for parent-teacher team framework</i>			
	6150	510-Supplies	0521 - Idyllwilde Elementary School	UniSIG		\$3,073.00
			<i>Notes: Materials and supplies for implementation of parent-teacher team framework</i>			
	6400	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$5,880.00
			<i>Notes: Salaries: Extended Contract. APTT Training: 24 staff members</i>			
	6400	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$507.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6400	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$365.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6400	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$86.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6400	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$30.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6150	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$4,410.00
			<i>Notes: Salaries: Extended Contract. Conference Nights: 21 staff members</i>			
	6150	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$380.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6150	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$274.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6150	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$64.00

## Seminole - UNISIG Application

			Notes: Benefits: Medicare, 1.45%			
	6150	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$22.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6400	310-Professional and Technical Services	0141 - Pine Crest Elementary School	UniSIG		\$25,000.00
			Notes: Professional development services for parent-teacher team framework			
	6150	510-Supplies	0141 - Pine Crest Elementary School	UniSIG		\$7,159.00
			Notes: Materials and supplies for implementation of parent-teacher team framework			
<b>3</b>	<b>G1.B4.S2.A1</b>	<b>Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least 60 families (per staff member recruited) during the project year.</b>				<b>\$10,420.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	750-Other Personal Services	0521 - Idyllwilde Elementary School	UniSIG	0.58	\$9,632.00
			Notes: Salaries: Community Outreach Worker/Parent Liaison(s), OPS - Part-time, Hourly (800 hrs, \$12.04/hr)			
	6150	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$598.00
			Notes: Benefits: Social Security, 6.2%			
	6150	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$140.00
			Notes: Benefits: Medicare, 1.45%			
	6150	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$50.00
			Notes: Benefits: Workers Compensation, 0.51%			
					<b>Total:</b>	<b>\$598,500.00</b>