

Seminole County Public Schools

# Idyllwilde Elementary School



2017-18 Schoolwide Improvement Plan

## Idyllwilde Elementary School

430 VIHLEN RD, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0521>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Seminole County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	31
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>31</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Idyllwilde Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

##### b. Provide the school's vision statement.

Idyllwilde will close the achievement gap by preparing all students for college/career readiness and success in a global society.

\* Idyllwilde will support the SCPS vision that every student will graduate from high school prepared for college/career and become a responsible citizen in the United States of America.

\* All students are expected to perform their best academically and socially.

\* There will be equitable facilities and opportunities for all students.

\* The school's faculty/staff will be diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic/social success.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Idyllwilde Elementary works with each family with the intent to create a school community where children feel safe, respected and ready to learn. The school is respectful of and embraces the various ethnicities and cultures that make up the student population.

Communication is key in building relationships with families. Teachers communicate through conferences, phone, email and student planners on a regular basis. The school utilizes Facebook, Twitter, the school website, newsletters, a call out system, stickers, and email to communicate with families. In an effort to minimize how many times each week papers are sent home, the school utilizes "Take Home Tuesday". Students bring home graded papers/school communication papers every Tuesday in their purple folder, allowing families to establish a routine for when to look in folders/backpacks.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The PBIS team created a school-wide behavior plan with the intent to: maintain a safe, orderly, productive environment, teach students to exercise self-control, provide consistent and equitable standards, and sustain the right to a quality education for all students. SOAR expectations are reviewed daily by classroom teachers. Discipline data is shared and discussed monthly with faculty.

Faculty/Staff greet students each morning in a positive way. Classroom teachers greet each student as they enter the room.

The administration begins the year meeting with each grade level students to review school wide expectations.

Meetings are held by support staff including counselors and behavior support to monitor and celebrate student success. The school counselors are teaching social skills on a rotation for grades

3-5.

The School Advisory Committee meets monthly to address parent safety concerns and create solutions to those concerns.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Idyllwilde has established a PBIS team that consists of classroom teachers, certified counselors, support personnel, and administrators. The team created a school wide behavior plan that outlines faculty/staff/student expectations. The purpose of a school-wide plan is to: maintain a safe, orderly, productive environment, teach students to exercise self-control, provide consistent and equitable standards, and sustain the right to a quality education for all students.

SOAR stands for Show Respect, Organized, Are Responsible, Ready to Learn. SOAR creates an atmosphere for learning and respect.

All faculty members are trained on the school wide behavior plan. Faculty and staff are trained to reinforce positive student behaviors through verbal praise, Dojo points, and Falcon tickets that can be used to purchase items in the school store or attend a special event. Teachers select students to come to the front office to sign the SOAR Book. From the book, students are randomly selected to receive a certificate, button, and have their picture displayed proudly in the front office. One student from each grade level is selected to have lunch with an administrator.

**d. 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 two school certified counselors meet students on a rotating basis during specials time, A behavior support teacher meets with grade levels, classrooms, small groups, and individuals to support a school environment where students feel safe. A full time social worker supports the families by conducting home visits, small groups, and meets with individual students to address their emotional needs. She also provides support for Families in Need. Mentoring opportunities are provided by the community and social worker. We also have a Kindness Cottage that supplies food to our needy families.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).



To identify at-risk students in compliance with state and federal requirements, schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	4	19	15	9	8	6	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	17	47	45	0	0	0	0	0	0	0	109

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	3	9	6	0	0	0	0	0	0	0	18

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Through the MTSS process, we identify all Tier 1, 2 and 3 students. Our tier 3 students receive explicit instruction from two on-site certified teachers. We utilize a schoolwide acceleration structure to address the small group instructional needs of both tier 2 and 3 students in the classroom setting. Differentiated instruction is also occurring in the core instruction (Tier 1).

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**



Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

## 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Idyllwilde Elementary works with local businesses/organizations to support student academic and social growth. The school facility is used weekly by PTA, SAC, and local churches.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Logsdon, Lenore	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach
Erickson, Keith	Assistant Principal
Hunziker, Donna	Instructional Coach
Kelly, Debra	Instructional Coach
Neff, Samantha	Instructional Coach

#### b. Duties

##### 1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The team has individual members who are experts in their field. The team consists of administrators and instructional coaches. The team meets at least twice a month to analyze data, review processes, and agendas. This team works with district personnel, the classroom teachers, the MTSS Team and the Student Study Team to collect data, analyze data, establish a goal, select specific strategies, determine results indicators, and monitor and evaluate results.

##### 2. 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.**

Idyllwilde Elementary annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. Data are reviewed and funds are primarily used to support improved instruction and interventions. Idyllwilde Elementary will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathryn Mozick	Teacher
Velika McGill	Teacher
Jessica Goff	Teacher
Jacoba Collins	Education Support Employee
Renee Outler	Parent
Sarah Bird	Parent
Elizabeth Willmore	Parent
Lenore Logsdon	Principal

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

The SAC will met in September to review the SIP and discuss how the community can support Idyllwilde achieve the goals.

#### b. Development of this school improvement plan

The School Advisory Council meets monthly to discuss student safety, data, and how to better serve our clientele.

#### c. Preparation of the school's annual budget and plan

The School Advisory Council will meet on September 11, 2017 to discuss the use of this year's funds and formulate a plan for use. Other aspects of the school budget were discussed during this meeting, as well.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The School Advisory Council decided to to distribute the funds to Safety in the amount of \$1134.00

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Logsdon, Lenore	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach
Neff, Samantha	Instructional Coach
Erickson, Keith	Assistant Principal
Kelly, Debra	Instructional Coach
Hunziker, Donna	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

- Training on Florida Standards
- Support purposeful PLC system
- Provide guidance for teachers in developing lesson plans to meet the academic rigor necessary to make at least a year's growth in a year's time.
- Collaborate and analyze student assessment data to guide instruction in all subject areas
- Increasing student engagement throughout daily instruction
- Incorporate cooperative learning across all subject areas
- Further identifying students who are eligible for talent development
- Support differentiated instruction
- Support the use of Thinking Maps at all grade levels
- Support Fast Track Phonics
- Support iReady

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Idyllwilde utilizes professional learning communities to address planning and instruction, breakdown of state standards, and dialogue about student data. Classroom teachers have a common plan time daily.

Wednesday afternoons are utilized to provide focused PD on areas of need. SCPS reading, writing, and math coaches meet with the instructional staff to support instruction and analyze data.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. It is highly recognized by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of state. Annually our district participates in many job fairs.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers to Idyllwilde are assigned a mentor teacher.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### **b. Instructional Strategies**

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Idyllwilde uses a variety of data points to differentiate instruction to best meet the diverse needs of our student population. FSA, PASI, PSI, iReady, fluency checks, summative and formative assessments are all used for collecting and monitoring of student growth/achievement. Based on student data, classroom teachers use differentiated instructional practices to provide below, on , or above grade level support throughout the day. The MTSS process is used for students who are not meeting grade level expectations.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 3,075

Students who meet the set criteria for additional instructional time will be offered before and/or after school tutorial. Certified teachers will focus instruction based on student data.

**Strategy Rationale**

Students who had a retention in 3rd, are part of the lowest quartile based on the FSA ELA assessment in 3rd, 4th, and 5th grades or recommended by the classroom teacher will be offered an opportunity to attend. Decreasing the number of students performing below grade level will increase all area of school proficiency.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Bradley, Yvonne, yvonne\_bradley@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

iReady will be used to collect and measure student growth.

**Strategy:** Summer Program

**Minutes added to school year:** 5,000

Intensive intervention for students who score a level 1 or 2 on the FSA in reading/math.

**Strategy Rationale**

Goal is to decrease the number of students who may need to be retained in third grade.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bradley, Yvonne, yvonne\_bradley@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

TBA

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

### b. College and Career Readiness

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

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Idyllwilde Elementary works in partnership with other elementary, middle and high schools in the Sanford area to breakdown data and make long range plans to improve student achievement.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement research-based instructional practices, including standards based core instruction and data-driven differentiated instruction, then students will obtain a minimum of one year of growth (ALG).

## 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.** If we implement research-based instructional practices, including standards based core instruction and data-driven differentiated instruction, then students will obtain a minimum of one year of growth (ALG). 1a

G098538

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	40.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack a deep understanding of the standards
- Planning for misconceptions
- Purposeful planning
- Behavior systems to ensure we maximize instructional time
- Lack of family/parental involvement in students' education
- Several new and beginning teachers

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

- Administration Instructional Coaches ELL Teachers ESSS Teachers MTSS Team i-Ready Reading Eggs Professional Development PLC Thinking Maps Fast Track Phonics Corrective Reading Connecting Math Behavior Support Teacher Certified School Counselors Social Worker PBS Team Mentors

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

FSA  
iReady

**Person Responsible**

Yvonne Bradley

**Schedule**

Weekly, from 9/20/2017 to 9/20/2018

**Evidence of Completion**

Student growth on FSA, iReady, common assessments, monthly behavior reports

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we implement research-based instructional practices, including standards based core instruction and data-driven differentiated instruction, then students will obtain a minimum of one year of growth (ALG). 1

 G098538

**G1.B3** Purposeful planning 2

 B265071

**G1.B3.S7** Create a system for a purposeful PLC 4

 S280993

### Strategy Rationale

#### Action Step 1 5

Create a schedule for coaches- assigning grade levels to direct

##### Person Responsible

Lenore Logsdon

##### Schedule

On 8/28/2017

##### *Evidence of Completion*

calendar / schedule

#### Action Step 2 5

Establish and communicate expectations and non negotiables

##### Person Responsible

Lenore Logsdon

##### Schedule

On 8/28/2017

##### *Evidence of Completion*

list expectations

### Action Step 3 5

Create a structure for all PLC to include data analysis, planning for the depth of the standard, anticipated misconceptions and checks for understanding.

**Person Responsible**

Lenore Logsdon

**Schedule**

On 8/28/2017

**Evidence of Completion**

template

### Action Step 4 5

Schedule PD to be embedded in PLCs with a focus on research based strategies, misconceptions, standards based instruction and data analysis that supports instructional decisions.

**Person Responsible**

Yvonne Bradley

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Schedule/Calendar

### Plan to Monitor Fidelity of Implementation of G1.B3.S7 6

Administration will be present at all PLCs

**Person Responsible**

Lenore Logsdon

**Schedule**

Daily, from 8/30/2017 to 5/25/2018

**Evidence of Completion**

Observations shared during leadership meeting. I Observation feedback

**Plan to Monitor Effectiveness of Implementation of G1.B3.S7** 7

Classroom observations will show more standards based instruction and differentiated instruction.

**Person Responsible**

Lenore Logsdon

**Schedule**

Daily, from 8/30/2017 to 5/25/2018


***Evidence of Completion***

Formal and informal checks for understanding

**G1.B6** Behavior systems to ensure we maximize instructional time **2**

 B265074

**G1.B6.S2** Survey staff on last year's PBS. Is it working? What needs refinement or abandonment? **4**

 S280996

**Strategy Rationale**

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

The Leadership Team will develop a survey to gain insight on what was working, not working, and/or needs refinement.

**Person Responsible**

Yvonne Bradley

**Schedule**

On 8/25/2017

***Evidence of Completion***

Survey Monkey

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

The Leadership Team will meet to discuss survey result and implement changes based on feedback from staff.

**Person Responsible**

Yvonne Bradley

**Schedule**

On 8/30/2017

***Evidence of Completion***

Survey results and refined PBIS procedures

### Action Step 3 5

Staff will be trained on PBIS procedures.

**Person Responsible**

Yvonne Bradley

**Schedule**

On 9/6/2017

***Evidence of Completion***

Agendas and sign in sheets

### Action Step 4 5

Leadership Team will identify staff who need further behavioral support.

**Person Responsible**

Yvonne Bradley

**Schedule**

On 9/20/2017

***Evidence of Completion***

Number of referrals, calls to office, and calls to office.

### Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Monthly behavior data collection and problem solving

**Person Responsible**

Yvonne Bradley

**Schedule**

Monthly, from 9/20/2017 to 5/25/2018

***Evidence of Completion***

behavior reports



## Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Classroom observations

### Person Responsible

Yvonne Bradley

### Schedule

Daily, from 9/20/2017 to 5/25/2018

### Evidence of Completion

Decrease of the number of referrals and calls to the office.

## G1.B8 Lack of family/parental involvement in students' education 2

B265076

**G1.B8.S1** Select staff from Idyllwilde Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a school wide program focused on improving schools through family engagement. 4

S280998

### 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 school wide program focused on improving schools through family engagement.

### Person Responsible

Lenore Logsdon

### Schedule

Annually, from 8/1/2017 to 9/19/2017

### Evidence of Completion

APTT training sign-in sheets and agenda

**Plan to Monitor Fidelity of Implementation of G1.B.8.S1** 6

Principal observation and regular school visits by Executive Director of Elementary Ed

**Person Responsible**

Lenore Logsdon

**Schedule**

On 8/31/2018

**Evidence of Completion**

Calendar of School Visits

**Plan to Monitor Effectiveness of Implementation of G1.B.8.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**

Lenore Logsdon

**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.B8.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

S280999

### 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

Lenore Logsdon

#### Schedule

Biweekly, from 9/19/2017 to 8/31/2018

#### Evidence of Completion

Communication and activity logs of community/parent outreach

### Plan to Monitor Fidelity of Implementation of G1.B8.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

Lenore Logsdon

#### 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.B8.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**

Lenore Logsdon

**Schedule**

Semiannually, from 10/2/2017 to 10/2/2017

***Evidence of Completion***

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

**G1.B9** Several new and beginning teachers **2**

 B265077

**G1.B9.S1** Recognize and reward staff members who currently serve at or who elect to transfer to Idyllwilde. 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**

 S281000

**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 9/19/2017

**Evidence of Completion**

Reports from Human Resources; school staffing lists

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** 6

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

**Person Responsible**

Lenore Logsdon

**Schedule**

Semiannually, from 9/1/2017 to 9/19/2017

***Evidence of Completion***

Reports from Human Resources; school staffing lists

**Plan to Monitor Effectiveness of Implementation of G1.B9.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**

Lenore Logsdon

**Schedule**

Semiannually, from 9/1/2017 to 6/30/2018

***Evidence of Completion***



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

## IV. 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.B6.S2.A1 A378811	The Leadership Team will develop a survey to gain insight on what was working, not working, and/or...	Bradley, Yvonne	8/25/2017	Survey Monkey	8/25/2017 one-time
G1.B3.S7.A1 A378807	Create a schedule for coaches-assigning grade levels to direct	Logsdon, Lenore	8/28/2017	calendar / schedule	8/28/2017 one-time
G1.B3.S7.A2 A378808	Establish and communicate expectations and non negotiables	Logsdon, Lenore	8/28/2017	list expectations	8/28/2017 one-time
G1.B3.S7.A3 A378809	Create a structure for all PLC to include data analysis, planning for the depth of the standard,...	Logsdon, Lenore	8/28/2017	template	8/28/2017 one-time
G1.B6.S2.A2 A378812	The Leadership Team will meet to discuss survey result and implement changes based on feedback from...	Bradley, Yvonne	8/30/2017	Survey results and refined PBIS procedures	8/30/2017 one-time
G1.B6.S2.A3 A378813	Staff will be trained on PBIS procedures.	Bradley, Yvonne	9/6/2017	Agendas and sign in sheets	9/6/2017 one-time
G1.B8.S1.A1 A378815	A select group of teachers will be trained in the APTT framework, a school wide program focused on...	Logsdon, Lenore	8/1/2017	APTT training sign-in sheets and agenda	9/19/2017 annually
G1.B9.S1.MA1 M410696	To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.	Logsdon, Lenore	9/1/2017	Reports from Human Resources; school staffing lists	9/19/2017 semiannually
G1.B9.S1.A1 A378817	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	9/19/2017 semiannually
G1.B6.S2.A4 A378814	Leadership Team will identify staff who need further behavioral support.	Bradley, Yvonne	9/20/2017	Number of referrals, calls to office, and calls to office.	9/20/2017 one-time
G1.B8.S2.MA1 M410693	Through formative analysis and the annual needs assessment process, specific data points will be...	Logsdon, Lenore	10/2/2017	Data tables generated by the district's Office of Assessment and Accountability.	10/2/2017 semiannually
G1.B6.S2.MA1 M410689	Classroom observations	Bradley, Yvonne	9/20/2017	Decrease of the number of referrals and calls to the office.	5/25/2018 daily
G1.B6.S2.MA1 M410690	Monthly behavior data collection and problem solving	Bradley, Yvonne	9/20/2017	behavior reports	5/25/2018 monthly
G1.B3.S7.MA1 M410687	Classroom observations will show more standards based instruction and differentiated instruction.	Logsdon, Lenore	8/30/2017	Formal and informal checks for understanding	5/25/2018 daily
G1.B3.S7.MA1 M410688	Administration will be present at all PLCs	Logsdon, Lenore	8/30/2017	Observations shared during leadership meeting. I Observation feedback	5/25/2018 daily
G1.B3.S7.A4 A378810	Schedule PD to be embedded in PLCs with a focus on research based strategies, misconceptions,...	Bradley, Yvonne	8/28/2017	Schedule/Calendar	5/25/2018 monthly
G1.B9.S1.MA1 M410695	Through formative analysis and the annual needs assessment process, specific data points will be...	Logsdon, Lenore	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	6/30/2018 semiannually
G1.B8.S1.MA1 M410691	Through formative analysis and the annual needs assessment process, specific data points will be...	Logsdon, Lenore	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	8/31/2018 semiannually
G1.B8.S1.MA1 M410692	Principal observation and regular school visits by Executive Director of Elementary Ed	Logsdon, Lenore	9/1/2017	Calendar of School Visits	8/31/2018 one-time



**Seminole - 0521 - Idyllwilde Elementary School - 2017-18 SIP**  
*Idyllwilde Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S2.MA1  M410694	The school principal, in collaboration with the Executive Director for Elementary, will monitor...	Logsdon, Lenore	10/2/2017	Communication and activity logs indicate review by school principal	8/31/2018 biweekly
G1.B8.S2.A1  A378816	Community Outreach Workers at Idyllwilde Elementary will provide support and services to at least...	Logsdon, Lenore	9/19/2017	Communication and activity logs of community/parent outreach	8/31/2018 biweekly
G1.MA1  M410697	FSA IReady	Bradley, Yvonne	9/20/2017	Student growth on FSA, iReady, common assessments, monthly behavior reports	9/20/2018 weekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we implement research-based instructional practices, including standards based core instruction and data-driven differentiated instruction, then students will obtain a minimum of one year of growth (ALG).

### **G1.B3** Purposeful planning

#### **G1.B3.S7** Create a system for a purposeful PLC

##### **PD Opportunity 1**

Schedule PD to be embedded in PLCs with a focus on research based strategies, misconceptions, standards based instruction and data analysis that supports instructional decisions.

##### **Facilitator**

School/District/State

##### **Participants**

Administration/Coaches/Teachers

##### **Schedule**

Monthly, from 8/28/2017 to 5/25/2018

### **G1.B8** Lack of family/parental involvement in students' education

**G1.B8.S1** Select staff from Idyllwilde Elementary will form school-based teams to participate in Academic Parent-Teacher Teams (APTT) training, which is a school wide program focused on improving schools through family engagement.

##### **PD Opportunity 1**

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

##### **Facilitator**

Outside Consultant

##### **Participants**

Select teacher/administrator team from each target school

##### **Schedule**

Annually, from 8/1/2017 to 9/19/2017

## VII. Budget

Seminole - 0521 - Idyllwilde Elementary School - 2017-18 SIP  
Idyllwilde Elementary School

1	G1.B3.S7.A1	Create a schedule for coaches- assigning grade levels to direct				\$0.00
2	G1.B3.S7.A2	Establish and communicate expectations and non negotiables				\$0.00
3	G1.B3.S7.A3	Create a structure for all PLC to include data analysis, planning for the depth of the standard, anticipated misconceptions and checks for understanding.				\$0.00
4	G1.B3.S7.A4	Schedule PD to be embedded in PLCs with a focus on research based strategies, misconceptions, standards based instruction and data analysis that supports instructional decisions.				\$0.00
5	G1.B6.S2.A1	The Leadership Team will develop a survey to gain insight on what was working, not working, and/or needs refinement.				\$0.00
6	G1.B6.S2.A2	The Leadership Team will meet to discuss survey result and implement changes based on feedback from staff.				\$0.00
7	G1.B6.S2.A3	Staff will be trained on PBIS procedures.				\$0.00
8	G1.B6.S2.A4	Leadership Team will identify staff who need further behavioral support.				\$0.00
9	G1.B8.S1.A1	A select group of teachers will be trained in the APTT framework, a school wide program focused on improving schools through family engagement.				\$40,455.00
	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
			Notes: Benefits: Retirement, 8.61%			
	6150	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$273.00
			Notes: Benefits: Social Security, 6.2%			

**Seminole - 0521 - Idyllwilde Elementary School - 2017-18 SIP**  
Idyllwilde Elementary School

	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		\$22.00
			<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		\$3,438.00
			<i>Notes: Materials and supplies for implementation of parent-teacher team framework</i>			
<b>10</b>	<b>G1.B8.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
			<i>Notes: Salaries: Community Outreach Worker/Parent Liaison(s), OPS - Part-time, Hourly (800 hrs, \$12.04/hr)</i>			
	6150	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$598.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6150	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$140.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6150	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$50.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
<b>11</b>	<b>G1.B9.S1.A1</b>	<b>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.</b>				<b>\$251,641.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$171,500.00
			<i>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</i>			
	5100	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$14,766.00

**Seminole - 0521 - Idyllwilde Elementary School - 2017-18 SIP**  
*Idyllwilde Elementary School*

			<i>Notes: Benefits: Retirement, 8.61%</i>			
	5100	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$10,633.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	5100	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$2,487.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	5100	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$873.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	5200	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$29,500.00
			<i>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</i>			
	5200	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$2,541.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	5200	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$1,829.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	5200	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$427.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	5200	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$151.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6110	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$3,000.00
			<i>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</i>			
	6110	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$258.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6110	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$186.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6110	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$44.00

**Seminole - 0521 - Idyllwilde Elementary School - 2017-18 SIP**  
*Idyllwilde Elementary School*

			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6110	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$16.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6120	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$8,500.00
			<i>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</i>			
	6120	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$733.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6120	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$527.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6120	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$123.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6120	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$44.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6400	100-Salaries	0521 - Idyllwilde Elementary School	UniSIG		\$3,000.00
			<i>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</i>			
	6400	210-Retirement	0521 - Idyllwilde Elementary School	UniSIG		\$258.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6400	220-Social Security	0521 - Idyllwilde Elementary School	UniSIG		\$186.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6400	230-Group Insurance	0521 - Idyllwilde Elementary School	UniSIG		\$44.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6400	240-Workers Compensation	0521 - Idyllwilde Elementary School	UniSIG		\$15.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
<b>Total:</b>						<b>\$302,516.00</b>