

Seminole County Public Schools

# Pine Crest Elementary School



2017-18 Schoolwide Improvement Plan

## Pine Crest Elementary School

405 W 27TH ST, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0141>

### 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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	D*	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>.

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## Table of Contents

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<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	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	33
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>34</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 Pine Crest 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 Seminole County Public Schools is to ensure that all Early Childhood Programs and Pre-K through Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens.

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

Pine Crest School of Innovation would like all of our students to be:  
Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk - taking, and critical evaluation.

#### 2. School Environment

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

Pine Crest Faculty and Staff is provided with detailed information about students at Pine Crest through weekly Professional Learning Communities, Extended Planning time, and intense Data discussions. Teachers are provided professional development in all academic areas, with concentration on instructional strategies such as teaming, monitoring and adjusting and adapting lessons to achieve rigorous instruction.

Throughout the school year there are multiple family nights and media evenings for teachers, students, and families to work together. Pine Crest strives to develop a "Culture of Caring" among all stakeholders, in and out of the classrooms to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

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

Pine Crest is in its fourth year of implementation of Positive Behavior Support where a school wide initiative to promote the 4 Ps: Prompt, Polite, Prepared and Productive has been implemented and is reviewed each day in "family meetings" and before exiting the classrooms using the "4 on the Door" 4 P Procedures.

**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.**

Pine Crest has a Positive Behavior Support Plan and team in place that is guided by the school principal and the PBS team that reinforces and guides the staff to focus on the 4 Ps - Prompt, Polite, Prepared and Productive. Pine Crest has developed an incentive program that is school wide, which allows the students to earn Paw Prints for demonstrating the 4 Ps. The Paw Prints are exchanged within the classroom for teacher specific incentives.

The PBS team consists of the Principal - Alex Agosto, Assistant Principals - Claude Archie & Jeanne King. School Administrative Manager - Anne West, Behavior Support - Dia Shelton and Wenceslao Cruz, Life Skills Coach - Scott Colangelo, Social Worker - Sheila Giacomo and Guidance Counselors Jaime Dombrowski and Erica Hills, along with one representative per grade level.

Pine Crest Elementary School's PBS Prevention Plan is a multi-tiered implementation program that provides extensive support to all the students that attend Pine Crest. The students at Pine Crest will be able to carry over their learned life skills into their daily lives beyond the walls of Pine Crest and as they move forward in their education. The PBS Prevention Plan begins by being greeted upon arrival at Pine Crest and again at the doors of their classrooms where they promptly begin their "family meetings" and review the 4 P's, the behavior goals posted within the classroom, practice and review procedures, and review the importance of the mindfulness area in the classroom.

In the event that the classroom environment is interrupted by a behavioral challenge, the procedures that are in place for the classroom teachers are as follows:

1. Conference with the student
2. Complete the Behavior Tracking Form
3. Contact parent via phone or email regarding the concern
4. Contact the Behavior Support Facilitator

The Behavior Support Facilitator is available to conference with teachers to develop additional classroom management strategies, and work with students in the Opportunity Lab to develop coping and self-regulating strategies.

In order to begin the bridge into the community and develop relationships by making connections between students, their families, and Pine Crest staff, during pre-plan the teachers take time to make a phone call home to introduce themselves and welcome them into the Pine Crest family.

**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 students of Pine Crest Elementary School will participate in many different counseling groups throughout the school year provided by our school counselors and social worker. In addition, outside agencies work with our students to provide the support needed to continue their emotional and behavioral development. Pine Crest Elementary School works with Seminole State College to provide mentors for our students in need and the University of Central Florida graduate Psychology students for individual counseling services. With these programs in motion, the goal is to ultimately provide the students with the life skills and tools to be a positive productive citizen.

### 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 1001.42, F.S., 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	2	2	3	1	0	2	0	0	0	0	0	0	0	10	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	7	10	13	2	7	0	0	0	0	0	0	0	39	
Level 1 on statewide assessment	0	0	0	21	32	40	0	0	0	0	0	0	0	93	

**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	4	2	7	0	0	0	0	0	0	0	13	

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

Tier 2 and 3 Reading and Math Intervention provided by classroom teachers and interventionists. Before school tutorial using the iReady program and Fast Forward program in the two computer labs. I Ready intervention lessons, SIPPS, Making Meaning, Corrective Reading, Language for Learners and Reading Master as well as Connecting Math  
Positive Behavior Support school wide, supported by regularly scheduled Town Hall meetings for grade level review of behavior expectations.  
Small group counseling; individual mentors  
Behavior Facilitator, Guidance Counselor and/or Social Worker working with all Tier 3 behavior students



The Opportunity Lab (in school suspension) is provided as an alternative to Out of School Suspension

Detailed truancy procedures to constantly track students who have missed 3, 5 and 10 days with the support of the school Social Worker.

K-5: 40 minute walk-to model is used to provide small group instruction using interventionists, ESOL teachers, and paraprofessionals in addition to classroom teachers at each grade level.

Tier 2 and Tier 3 students are invited to the 21st Century After School program

## 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

Parents attend one face to face parent conference.

Parents attend student lead conference night

Parents participate in one school wide activity with a focus on academics.

Parents log into Skyward Parent Portal at least once during each trimester.

Monthly newsletter is sent home to parents.

**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.

## 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
Agosto, Alexis	Principal
Archie, Claude	Assistant Principal
King, Jeanne	Assistant Principal

#### b. Duties

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

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. Pine Crest Elementary School will use 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.

Administrators - facilitate the fidelity of the MTSS team and team meetings along with the instructional coaches, guidance counselor, behavior support personnel, and teachers.

Guidance Counselors - to facilitate the MTSS meetings and to extract, summarize, and analyze school-wide assessments and input data into EdInsight after collaborating with the MTSS team and teachers. Monitors school-based exceptional education and truancy process as well as hold social skills classes.

Behavior Support Facilitator - to monitor and intervene with the Tier 2 and Tier 3 Behavior Students and support classroom management techniques. Leads and monitors implementation of school-wide Positive Behavior System with Guidance Counselor.

Literacy / Math Coach - to extract, summarize, and analyze school-wide assessments and input data into

EdInsight after collaborating with the MTSS team and teachers. Serves as peer coach collaborating with teams and individual teachers.

**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.**

Pine Crest Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are

reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Pine Crest Elementary school 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 ensure the gap between special education students and other student groups is reduced. 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
Alex Agosto	Principal
Erica Hills	Teacher
Melissa Nettles	Parent
Maggie Thomas	Parent
Maria Waters	Teacher
Hailey Burke	Teacher
Maria D'Angelo	Teacher
Emily Beasley	Teacher
Stephanie Marhan	Teacher
Mary Wilson	Parent
Lisett Avellino	Parent
Mary Hodge	Parent
Polo Garcia	Parent
	Student

## 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 Committee assisted in the preparation of the School Improvement Plan. They served as a resource to advise the principal by inquiring about school matters, identifying problems, proposing solutions to problems, suggesting changes, and informing the community.

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

Working collaboratively to identify and prioritize school-wide data and be part of the 8 step planning and problem solving process. Continued support of budget recognizing need for substitutes to facilitate time for teacher Professional Development and Professional Learning Communities.

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

The SAC Committee determined how the school's funds provided in the General Appropriations Act would be spent with a portion expended only on programs or projects that implemented the School Improvement Plan. They provided input on the school's annual budget and additional funding.

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

The School Improvement Funds will be used for the following:  
Substitutes for teacher Professional Development and Professional Learning Communities.

### **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
Agosto, Alexis	Principal
Archie, Claude	Assistant Principal
King, Jeanne	Assistant Principal

#### b. Duties

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

The Literacy Leadership Team promotes literacy within the school through data analysis meetings, PLC meetings, team collaboration and vertical articulation. There is a use of school-wide common language for all teachers and students as they encouraged to motivate the students to read in the classroom and at home daily. The LLT assists and coordinates the Literacy Week school-wide activities which includes the state-wide Million Minutes of Reading Read-a-thon, Read and Treat, Accelerated Reader Program, Sunshine State books Program, Holiday / Spring Break Reading and Math Challenge, and Fall / Spring Book Fairs.

### 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.

Teachers of Pine Crest Elementary School participate in purposeful PLCs and Extended Planning that build positive relationships and culture within the team and school allowing the teachers time to collaboratively analyze data, develop assessments, create rigorous individualized lesson plans, and discuss strategies to enhance the students achievement in order to meet the goal of "one years growth in one years time" throughout the school year. During the planning the teachers will use DuFour's 4 PLC questions to provide guidance in their planning and create a respectful and supportive environment with a mindset of growth.

##### 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. Seminole County Public Schools is highly recruited 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 university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

### **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.***

All students in K-5th grade complete both District and School assessments to monitor their academic growth throughout the school year. Data from the iReady progress monitoring assessment is used to inform

instruction and develop intervention grouping for all students. Our MTSS team meets weekly to discuss data, teacher observations, and help determine the appropriate interventions needed for each student. We have been able to identify those students who need to work in small groups or individually in the classroom and/or outside of the classroom with paraprofessionals under the supervision and direction of the instructional coaches. Students identified for intervention as a Tier 2 receive differentiated instruction in small groups in the classroom or outside of the classroom based on their PASI, PSI, DRA, SRA Reading Mastery and/or Corrective Reading screeners, and/or benchmark assessments. Those identified as a Tier 3 receive additional differentiated or individual instruction on top of the Tier 2 intervention using one of the district named interventions.

##### ***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: 5,400**

The school day has been extended with an extra 30 minutes per day from 8:05 - 8:35 am.

**Strategy Rationale**

The iReady computer program, individualized reading, and the Accelerated Reading program are implemented at this time, as well as specific skill reinforcements.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Archie, Claude, claudie\_archie@scps.k12.fl.us

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

iReady reports and AR student reports will be analyzed weekly.

**Strategy: Before School Program**

**Minutes added to school year: 4,200**

Morning Computer Lab

**Strategy Rationale**

Students are invited to attend the morning computer lab from 7:30 - 8:00, for additional individualized instruction using iReady Reading and Math, or Fast Forward Computer program.

**Strategy Purpose(s)**

- Core Academic Instruction

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

King, Jeanne, jeanne\_king@scps.k12.fl.us

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

iReady or Fast Forward student reports and attendance records.

**Strategy: After School Program**

**Minutes added to school year: 25,500**

21st Century Learning Community

**Strategy Rationale**

Students participate in various small group instructional strategies, including project based learning, technology and additional advanced opportunities such as Coding and Robotics

**Strategy Purpose(s)**

- Enrichment

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

Archie, Claude, claudarchie@scps.k12.fl.us

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

Attendance records, iReady reports and FSA assessment results.

**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.**

na

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

na

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

na



**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.**

na

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize 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.

### C. Strategic Goals

## 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 continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring.
- G2.** If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement.

## 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 continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring. 1a

G098539

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Teacher-Parent Trust	26.0

**Targeted Barriers to Achieving the Goal** 3

- Student / family history
- Lack of trusting relationship

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

- Transparency with 5E's data
- Resources to communicate
- Extra staff (Social Worker, Guidance, Resource)
- Relationships have been improving
- District support in making adjustments
- Title I funding
- ESOL teacher night events
- Community / Business partners
- Back to School Bash II
- PBS - Positive Behavior Support

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

Increase student achievement in all areas

**Person Responsible**

Alexis Agosto

**Schedule**

Monthly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

iReady, FSA, IOWA, District assessments

**G2.** If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement. **1a**

G098540

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
FCAT 2.0 Science Proficiency	54.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	54.0
Math Lowest 25% Gains	54.0

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

- Lack of understanding of the standards (Depth, alignment, DOK levels), effective PLCs and relevant PD
- Several new and beginning teachers

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

- School based Instructional Coaches
- Learning Science International
- Coade to the Future
- Opportunity to recruit staff with similar vision
- District Curriculum Support
- master schedule including extended time for PLCs bi-weekly
- MTSS structures / supports
- progress monitoring tools
- Administrative PLCs
- Returning consistent administration (people, mission, vision)
- ESE ESOL teachers
- Materials to support the core / interventions
- Diagnostic resources
- Additional staff provided by the district

**Plan to Monitor Progress Toward G2.** 8

Increase student achievement in all areas

**Person Responsible**

Alexis Agosto

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

iReady, FSA, IOWA and district assessments

## 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

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

**G1.** If we continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring. **1**

 **G098539**

**G1.B2** Student / family history **2**

 **B265079**

**G1.B2.S1** Select staff from 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**

 **S281001**

### 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

Alexis Agosto

#### Schedule

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

#### Evidence of Completion

APTT training sign-in sheets and agenda

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

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

**Person Responsible**

Alexis Agosto

**Schedule**

On 8/31/2018

***Evidence of Completion***

Calendar of School Visits

**Plan to Monitor Effectiveness of Implementation of G1.B2.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**

Alexis Agosto

**Schedule**


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

***Evidence of Completion***


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



**G1.B11** Lack of trusting relationship **2**

 B265088

**G1.B11.S1** Support teachers in improving communication with parents **4**

 S281002

**Strategy Rationale**

Lack of productive communication

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

Create/Communicate Parent communication expectations/protocols/timeliness

**Person Responsible**

Alexis Agosto

**Schedule**

On 8/2/2017

***Evidence of Completion***

Leadership Agenda

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

Parent communication activity Plan (examples/non examples, scenarios, support with data, student centered conversation)

**Person Responsible**

Claude Archie

**Schedule**

On 9/25/2017

***Evidence of Completion***

Calendar & Powerpoint

**Action Step 3** 5

Create a Parent Involvement plan (protocols and activities to increase parental involvement) supported by a Marketing Plan

**Person Responsible**

Alexis Agosto

**Schedule**

On 9/1/2017

***Evidence of Completion***

Plan & Master Schedule

**Action Step 4** 5

Schedule the District behavioral team (adverse childhood experience, self care awareness for all)

**Person Responsible**

Alexis Agosto

**Schedule**

On 8/2/2017

***Evidence of Completion***

Calendar invites for 3 dates (8/29, 10/9 & 11/27)

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Lead Meetings

**Person Responsible**

Alexis Agosto

**Schedule**

Weekly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Lead meeting agendas & notes

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Trusting relationship data will improve

**Person Responsible**

Alexis Agosto


**Schedule**

Monthly, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Parent Teacher Conference forms monthly / 5 E data at end of the year

**G2.** If we continue to structure and support effective Professional Learning Communities (PLCs) that focus on understanding of the standards, strategic planning and fostering collaboration with all academic stakeholders, then it will improve implementation of standards based instruction, build on student engagement and increase student achievement. 1

 G098540

**G2.B1** Lack of understanding of the standards (Depth, alignment, DOK levels), effective PLCs and relevant PD 2

 B265092

**G2.B1.S1** Align Learning Science International (LSI) to school initiatives (standards based instruction, conditions for learning, engaging high yield strategies & common language) 4

 S281003

### Strategy Rationale

Lack of relevant and timely PD that supports PLCs and Standards

### Action Step 1 5

Create LSI calendar

#### Person Responsible

Alexis Agosto

#### Schedule

On 5/19/2017

#### Evidence of Completion

Calendar

### Action Step 2 5

Schedule administrative PLCs -follow up from LSI PD

#### Person Responsible

Alexis Agosto

#### Schedule

Monthly, from 7/20/2017 to 5/25/2018

#### Evidence of Completion

Schedule - Topics to focus on, How & When

### Action Step 3 5

Administration walk-through plan - identify trends specific deliberate feedback

**Person Responsible**

Jeanne King

**Schedule**

Monthly, from 7/20/2017 to 5/25/2018

***Evidence of Completion***

i Observation teacher assignments and walk throughs

### Action Step 4 5

Strategic plan "Coaching for Implementation"

**Person Responsible**

Jeanne King

**Schedule**

Monthly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

Coaches log & LSI schedule

### Action Step 5 5

Teachers planning in PLCs with coaches support

**Person Responsible**

Jeanne King

**Schedule**

Weekly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

Lesson Plans & PLC logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Weekly Lead meetings

**Person Responsible**

Alexis Agosto

**Schedule**

Weekly, from 8/11/2017 to 5/25/2018

***Evidence of Completion***

Agenda and meeting notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increase the evidence of learning from LSI focus topics in all classrooms

**Person Responsible**

Alexis Agosto

**Schedule**

Daily, from 8/11/2017 to 5/25/2018


***Evidence of Completion***

Observational data/rigor walks

**G2.B17** Several new and beginning teachers **2**

 B265108

**G2.B17.S1** Recognize and reward staff members who currently serve at or who elect to transfer to 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**

 S281006

**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 6/30/2018

**Evidence of Completion**

Reports from Human Resources; school staffing lists



**Plan to Monitor Fidelity of Implementation of G2.B17.S1** 6

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

**Person Responsible**

Alexis Agosto

**Schedule**

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

**Evidence of Completion**

Reports from Human Resources; school staffing lists

**Plan to Monitor Effectiveness of Implementation of G2.B17.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**

Alexis Agosto

**Schedule**

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


**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>					
G2.B1.S1.A1 A378823	Create LSI calendar	Agosto, Alexis	5/19/2017	Calendar	5/19/2017 one-time
G1.B11.S1.A1 A378819	Create/Communicate Parent communication expectations/protocols/timeliness	Agosto, Alexis	8/2/2017	Leadership Agenda	8/2/2017 one-time
G1.B11.S1.A4 A378822	Schedule the District behavioral team (adverse childhood experience, self care awareness for all)	Agosto, Alexis	8/2/2017	Calendar invites for 3 dates (8/29, 10/9 & 11/27)	8/2/2017 one-time
G1.B2.S1.MA1 M410698	Through formative analysis and the annual needs assessment process, specific data points will be...	Agosto, Alexis	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	9/1/2017 semiannually
G1.B11.S1.A3 A378821	Create a Parent Involvement plan (protocols and activities to increase parental involvement)...	Agosto, Alexis	9/1/2017	Plan & Master Schedule	9/1/2017 one-time
G2.B17.S1.MA1 M410709	Through formative analysis and the annual needs assessment process, specific data points will be...	Agosto, Alexis	9/1/2017	Data tables generated by the district's Office of Assessment and Accountability.	9/1/2017 semiannually
G1.B11.S1.A2 A378820	Parent communication activity Plan (examples/non examples, scenarios, support with data, student...	Archie, Claude	9/25/2017	Calendar & Powerpoint	9/25/2017 one-time
G1.MA1 M410702	Increase student achievement in all areas	Agosto, Alexis	8/31/2017	iReady, FSA, IOWA, District assessments	5/25/2018 monthly
G2.MA1 M410711	Increase student achievement in all areas	Agosto, Alexis	8/10/2017	iReady, FSA, IOWA and district assessments	5/25/2018 monthly
G1.B11.S1.MA1 M410700	Trusting relationship data will improve	Agosto, Alexis	9/1/2017	Parent Teacher Conference forms monthly / 5 E data at end of the year	5/25/2018 monthly
G1.B11.S1.MA1 M410701	Lead Meetings	Agosto, Alexis	8/4/2017	Lead meeting agendas & notes	5/25/2018 weekly
G2.B1.S1.MA1 M410703	Increase the evidence of learning from LSI focus topics in all classrooms	Agosto, Alexis	8/11/2017	Observational data/rigor walks	5/25/2018 daily
G2.B1.S1.MA1 M410704	Weekly Lead meetings	Agosto, Alexis	8/11/2017	Agenda and meeting notes	5/25/2018 weekly
G2.B1.S1.A2 A378824	Schedule administrative PLCs -follow up from LSI PD	Agosto, Alexis	7/20/2017	Schedule - Topics to focus on, How & When	5/25/2018 monthly
G2.B1.S1.A3 A378825	Administration walk-through plan - identify trends specific deliberate feedback	King, Jeanne	7/20/2017	i Observation teacher assignments and walk throughs	5/25/2018 monthly
G2.B1.S1.A4 A378826	Strategic plan "Coaching for Implementation"	King, Jeanne	8/7/2017	Coaches log & LSI schedule	5/25/2018 monthly
G2.B1.S1.A5 A378827	Teachers planning in PLCs with coaches support	King, Jeanne	8/7/2017	Lesson Plans & PLC logs	5/25/2018 weekly
G2.B17.S1.MA1 M410710	To ensure fidelity of implementation, staffing lists will be monitored at least twice per year.	Agosto, Alexis	9/1/2017	Reports from Human Resources; school staffing lists	6/30/2018 semiannually
G2.B17.S1.A1 A378835	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	6/30/2018 semiannually
G1.B2.S1.MA1 M410699	Principal observation and regular school visits by Executive Director of Elementary Ed	Agosto, Alexis	9/1/2017	Calendar of School Visits	8/31/2018 one-time

**Seminole - 0141 - Pine Crest Elementary School - 2017-18 SIP**  
*Pine Crest Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1  A378818	A select group of teachers will be trained in the APTT framework, a school wide program focused on...	Agosto, Alexis	8/1/2017	APTT training sign-in sheets and agenda	8/31/2018 annually

## V. Professional Development Opportunities

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

**G1.** If we continue to build positive/trusting relationships with all stakeholders that promote high expectation and opportunities for success, then the culture will be one that fosters a community of caring.

### **G1.B2** Student / family history

**G1.B2.S1** Select staff from 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 school wide program focused on improving schools through family engagement.

##### **Facilitator**

Outside Consultant

##### **Participants**

Select teacher/administrator team from Pine Crest

##### **Schedule**

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

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B11.S1.A1	Create/Communicate Parent communication expectations/protocols/timeliness				\$0.00
2	G1.B11.S1.A2	Parent communication activity Plan (examples/non examples, scenarios, support with data, student centered conversation)				\$0.00
3	G1.B11.S1.A3	Create a Parent Involvement plan (protocols and activities to increase parental involvement) supported by a Marketing Plan				\$0.00
4	G1.B11.S1.A4	Schedule the District behavioral team (adverse childhood experience, self care awareness for all)				\$0.00
5	G1.B2.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.				\$44,178.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$5,880.00
			Notes: Salaries: Extended Contract. APTT Training: 24 staff members			
	6400	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$507.00
			Notes: Benefits: Retirement, 8.61%			
	6400	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$365.00
			Notes: Benefits: Social Security, 6.2%			
	6400	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$86.00
			Notes: Benefits: Medicare, 1.45%			
	6400	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$30.00
			Notes: Benefits: Workers Compensation, 0.51%			
	6150	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$4,410.00
			Notes: Salaries: Extended Contract. Conference Nights: 21 staff members			
	6150	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$380.00
			Notes: Benefits: Retirement, 8.61%			
	6150	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$274.00
			Notes: Benefits: Social Security, 6.2%			
	6150	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$64.00

**Seminole - 0141 - Pine Crest Elementary School - 2017-18 SIP**  
*Pine Crest Elementary School*

			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6150	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$23.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6400	310-Professional and Technical Services	0141 - Pine Crest Elementary School	UniSIG		\$25,000.00
			<i>Notes: Professional development services for parent-teacher team framework</i>			
	6150	510-Supplies	0141 - Pine Crest Elementary School	UniSIG		\$7,159.00
			<i>Notes: Materials and supplies for implementation of parent-teacher team framework</i>			
6	G2.B1.S1.A1	<b>Create LSI calendar</b>				<b>\$0.00</b>
7	G2.B1.S1.A2	<b>Schedule administrative PLCs -follow up from LSI PD</b>				<b>\$0.00</b>
8	G2.B1.S1.A3	<b>Administration walk-through plan - identify trends specific deliberate feedback</b>				<b>\$0.00</b>
9	G2.B1.S1.A4	<b>Strategic plan "Coaching for Implementation"</b>				<b>\$0.00</b>
10	G2.B1.S1.A5	<b>Teachers planning in PLCs with coaches support</b>				<b>\$0.00</b>
11	G2.B17.S1.A1	<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>\$231,205.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$150,000.00
			<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 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</i>			
	5100	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$12,916.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	5100	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$9,300.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	5100	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$2,174.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	5100	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$766.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	5200	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$27,500.00

**Seminole - 0141 - Pine Crest Elementary School - 2017-18 SIP**  
*Pine Crest Elementary School*

			<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 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 = \$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</i>			
	6110	100-Salaries	0141 - Pine Crest 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 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</i>			
	5200	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$2,368.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	5200	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$1,705.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	5200	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$397.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	5200	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$140.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6110	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6110	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6110	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6110	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$16.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6120	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$5,500.00
			<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 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</i>			
	6120	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$474.00



**Seminole - 0141 - Pine Crest Elementary School - 2017-18 SIP**  
*Pine Crest Elementary School*

			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6120	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$341.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6120	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$80.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6120	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$28.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6200	100-Salaries	0141 - Pine Crest 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 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</i>			
	6300	100-Salaries	0141 - Pine Crest 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 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</i>			
	6400	100-Salaries	0141 - Pine Crest Elementary School	UniSIG		\$6,000.00
			<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 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</i>			
	6200	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6300	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$258.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6400	210-Retirement	0141 - Pine Crest Elementary School	UniSIG		\$516.00
			<i>Notes: Benefits: Retirement, 8.61%</i>			
	6200	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6300	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$186.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			

**Seminole - 0141 - Pine Crest Elementary School - 2017-18 SIP**  
*Pine Crest Elementary School*

	6400	220-Social Security	0141 - Pine Crest Elementary School	UniSIG		\$372.00
			<i>Notes: Benefits: Social Security, 6.2%</i>			
	6200	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6300	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$44.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6400	230-Group Insurance	0141 - Pine Crest Elementary School	UniSIG		\$88.00
			<i>Notes: Benefits: Medicare, 1.45%</i>			
	6200	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$15.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6300	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$15.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
	6400	240-Workers Compensation	0141 - Pine Crest Elementary School	UniSIG		\$30.00
			<i>Notes: Benefits: Workers Compensation, 0.51%</i>			
					<b>Total:</b>	<b>\$275,383.00</b>