

Marion County Public Schools

Reddick Collier Elementary School



2015-16 School Improvement Plan

Reddick Collier Elementary School

4595 W HIGHWAY 316, Reddick, FL 32686

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	73%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	C

**Preliminary 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 was approved by the Marion County School Board on 12/8/2015.

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide rigorous, purposeful standards based instruction while engaging families.

Provide the school's vision statement

Preparing students for graduation and beyond.

School Environment

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

At Reddick-Collier Elementary we believe in the importance of building strong relationships with students and families. Before the first day of school we have an orientation where families are encourage to meet the teacher and begin building that home/school relationship. Teachers are encouraged to continue this relationship through positive communication as needed, weekly or monthly newsletters, and in person conferences. The school fosters positive relationships through activities such as our weekly home call message (Sunday Mustang Minutes), monthly newsletters, and quarterly family engagement opportunities (Open House, Safe Halloween, Parent Conference Nights, Parent Learning Nights).

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

Reddick-Collier Elementary has a school uniform policy. Our uniform policy has helped our students develop a sense of respect and community. Reddick-Collier is also a PBS school. We use our PBS system to teach and model desired behaviors. This system has helped create a feeling of unity among our students and reduce campus disruptions while creating a safe environment.

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

Reddick-Collier Elementary is a Positive Behavior Support (PBS) School. Each staff member is responsible for posting school-wide expectations. In addition, a behavior tracking form is used to ensure that discipline events are consistently enforced. Reddick-Collier's PBS committee meets monthly to review behavioral data and determine appropriate training for staff members with regard to discipline within the PBS system.

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

Counseling services are available through our guidance counselor. In addition, Reddick-Collier has a district assigned behavior specialist, psychologist, and social worker, to assist in meeting the social/emotional needs of our student population. Our social worker is able to assist families in seeking services that may be available within the community.

Our psychologist, behavior specialist, guidance counselor, principal, assistant principal, and dean compose our synergy team. Our synergy team meets monthly to discuss both the academic and

social-emotional needs of our students. The synergy team also problem solves to meet the needs of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

At Reddick-Collier Elementary, we use an early warning system through the BBCard link in Performance Matters. We can define categories using the following indicators: attendance rate, behavior, mobility, retained, GPA, course failures, and multiple warnings, looking for students who meet three, four, or five EW indicators.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	1	2	0	2	0	6
One or more suspensions	1	2	2	2	4	2	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	16	13	54

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

Indicator	Grade Level				Total
	K	1	2	4	
Students exhibiting two or more indicators	1	1	2	2	6

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

Reddick-Collier has scheduled intervention blocks for intensive reading remediation and enrichment. We are an extended learning school all of our students attend two 45 minute reading intervention/enrichment blocks. Research based interventions such as Corrective Reading, Early Intervention in Reading, Wonderworks and Achieve 3000 are used with these groups. Each student who is non-proficient is screened by our reading coach to determine placement in the correct intervention group.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55807>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Reddick-Collier Elementary is partners in education with Michael Whittaker and Associates. As partners in education we work together to ensure students and teachers have the necessary supplies, incentives, and support to be successful. Michael Whitaker and Associates, our school business partner, has provided funds to purchase all students a backpack and school supplies. Fairfield Presbyterian Church donated funds to help families in need purchase uniform shirts. Ocala Health Care has adopted our school and provides items that can be collected during a "drive". Throughout the year they have a school supply drive, food drive, and a holiday toy drive to support our families in need.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dickey, Regina	Principal
Smith, Grace	Dean
Lindsey, Mary	Guidance Counselor
Ruggieri-Berardi, Donna	Other
Surdam, Jordan	Assistant Principal
Eatman, Susan	Other
Kelley, Georgia	Other
Howell, Karen	Instructional Coach

Duties

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

Regina Dickey, Principal

Facilitates collaborative planning and PLC with leadership team, teachers, and paraprofessionals.

Monitors School and Individual Student Data including (but not limited to) students in the MTSS process

Monitors Classroom Instruction

Synergy Team Member

Maintains Positive Communication between School and Home

PTO and SCA Member

Jordan Surdam, Assistant Principal

Monitors School and Individual Student Data by Facilitating Progress Monitoring Meetings Quarterly

Monitors School and Individual Student Data including (but not limited to) students in the MTSS process

Monitors Classroom Instruction

Synergy Team Member

Maintains Positive Communication between School and Home

PTO and SCA Member

Grace Smith, Dean

Monitors student data for students who are listed for behavior in our EWS.

Facilitates PBS and Safety Committee Collaboration

Maintains Positive Communication between School and Home

Mary Lindsey, Guidance Counselor

Monitors individual student data for students who are in Tier III of MTSS

Monitors ESE student data

Facilitates collaborative planning with ESE team

Sue Eatmon, Cambridge Coordinator – Instructional Coach

Monitors student data for students who are in enrichment programs (proficient students)

Maintains Positive Communication between School and Home

Georgia Kelley, Professional Development Specialist – Instructional Coach

Monitors student data for all students

Coach Teachers in the ELA Process

Karen Howell, Math Coach – Instructional Coach

Monitors student data for all students

Coach Teachers in the Math Process

Donna Ruggieri-Berardi – ISP - Title I

Facilitates collaborative planning for Academy teachers

Monitors student data for students in the Academy classes

Works with principal and assistant principal to ensure appropriate Title 1 procedures are in place

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

Reddick-Collier Elementary uses district provided reading and math curriculum as the basis of our tier 1 instruction. Teachers receive professional development that aids in the delivery of this curriculum. Title 1 funds are used to purchase supplemental curriculum items to support tier 1 instruction as well as tier 2 and tier 3 research based interventions to be used in the MTSS process.

The MTSS process is followed at Reddick-Collier Elementary. Students are assessed three times per school year using AIMSweb. AIMSweb data is reviewed following each monitoring session to establish the need for intervention and/or support. The MTSS team meets to discuss and develop interventions on an individualized student basis. Students not proficient in math and/or reading receive targeted interventions that are monitored and graphed for progress monitoring. Fidelity checks are in place to ensure students receive their interventions with regularity. Our synergy team meets monthly to assess tier 2 and tier 3 concerns and develop interventions for students in the MTSS process. The school-based MTSS team is composed of grade level teachers, guidance counselor, administrators, ESE teachers, school psychologist, social worker, and reading coach. Substitute teachers are paid using Title I funds allowing teachers to attend professional development and to collaboratively plan. One remediation paraprofessional is paid for through Title 1 funds who helps students in tier 2 and tier 3 of the MTSS process. Title 1 funds are also used to fund staff development initiatives such as Kagan that are used school wide to increase engagement and achievement of our students. Title 1 funds are used to pay presenters who come to our school to provide professional development. Our parent compact is paid for using Title 1 funds. Travel expenditures associated with conference attendance for professional development are paid for with Title 1 funds. Classroom supplies for students and books for parent involvement are also purchased

with Title 1 funds. Technology items to enhance learning and engage students are also purchased using Title 1 funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Regina Dickey	Principal
Wanda Bowers	Parent
Roderick Bowers	Parent
Dianna Mccullough	Parent
Nitza Nunez	Parent
Ana Figuereo	Teacher
Dewayne Evans	Teacher
Michael Whitaker	Business/Community
Jordan Surdam	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC will review last year's SIP, discuss each goal, and learner outcomes.

Development of this school improvement plan

A copy of the SIP will be given to the SAC to review, discuss, and make necessary changes.

Preparation of the school's annual budget and plan

A copy of the school's annual budget and plan will be given to the SAC to review, discuss, and make necessary changes.

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

These funds will be used to purchase furniture for our school to replace furniture that was aging and in unusable condition. These funds will also used for school beautification projects. These funds will be used to make our campus more inviting and welcoming to parents, families, and community members.

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

Yes

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

SAC membership has not been established at this time.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dickey, Regina	Principal
Surdam, Jordan	Assistant Principal
Eatman, Susan	Other
Commerford, Patti	Teacher, K-12
Dios, Dea Dea	Teacher, K-12
Figueroa, Ana	Teacher, K-12
Gokee, Marybeth	Instructional Media
Hoffman, Julie	Teacher, K-12
Kelley, Georgia	Other
Lambert, Nicole	Teacher, PreK
Martin, Carrie	Teacher, ESE
Miller, Lashon	Teacher, K-12
Poag, Pat	Teacher, K-12
White, Debra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will focus on initiatives that will strengthen and support our core reading instruction such as incentives for the Accelerated Reader program, our Steps to Success nightly reading initiative, and family literacy nights.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Reddick-Collier's leadership team facilitates a collaborative planning session and professional learning community activity with teachers weekly. We host a school-wide Tuesday Team Talk session each week to provide teachers with professional development activities. Each Thursday, one member of the leadership team meets with each grade level. At this time, teams collaboratively plan instruction using the Florida Standards and discuss student achievement data. We also provide time in the master schedule for our ESE teachers to collaboratively plan with the teacher of the students that they serve.

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

Reddick-Collier Elementary retains highly qualified teachers by providing meaningful professional development for our staff. We provides teachers with technology and resources they need to be successful and provide instruction within the framework of the Florida Standards. New teachers are provided mentoring and coaching for both new teachers and experienced teachers. We recruit highly qualified teachers through the district job fair, UF weekly update for College of Education, and interview and selection process as positions become available. The principal is responsible for selecting and recruiting highly qualified teachers.

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

Our teacher mentoring program includes teams that consist of a new teacher and experienced teacher who plan collaboratively as needed. If the mentor and mentee work on the same grade level they plan collaboratively weekly. All teachers in the PEC program have a mentor teacher who plans together a minimum of 30 hours during the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Reddick-Collier Elementary uses district provided curriculum in all areas. Our ELA curriculum is aligned to the Florida Standards as well as our mathematics, science, and social studies curriculum. As part of collaborative planning, teachers unpack the standards weekly and quarterly and use that information to plan lessons within the curriculum resources that are provided. Our district also provides standards based curriculum maps and pacing guides that are aligned with the Florida Standards.

Instructional Strategies

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

Reddick-Collier uses student data to differentiate instruction for our students. Several pieces of data are used. Standardized test scores (FSA) are used to determine proficiency in ELA and math for our 4th and 5th grades. In 5th grade, FCAT science is used to determine proficiency in science. AIMSweb data, Local End of Course Exam scores, LEOCE, AIMSweb and learning check data.

This data is used to determine students for both tier 2 and tier 3, and to determine those students needing supplemental instruction. Students in tiers 2 and 3 receive research based interventions according to the district MTSS protocol. In addition to receiving interventions, students participate in the core curriculum delivery in an effort to narrow the gap. Proficient students participate in project-based learning to extend lessons, while tier 2 and tier 3 students are receiving their interventions.

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: 10,800

Our students and staff have an extra hour of instruction added to the school day. This hour is used to provide a second block of intensive intervention instruction. For those students who are proficient, lessons are extended and enrichment is offered at this time.

Strategy Rationale

Providing students with intensive intervention instruction or enrichment twice daily will narrow the proficiency gap. At the same time, students can participate in the core curriculum and obtain grade level skills necessary for success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dickey, Regina, regina.dickey@marion.k12.fl.us

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

Student scores on learning checks, local end of course exams, AIMSweb testing, district and Florida Standards Assessment data will be disaggregated to determine the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 10,800

All teachers will include differentiated centers which will include a literacy focus in all core subject areas.

Strategy Rationale

If instruction is differentiated during core academic instruction students achievement will increase.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dickey, Regina, regina.dickey@marion.k12.fl.us

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

Student scores on learning checks, local end of course exams, AIMSweb testing, district and Florida Standards Assessment data will be disaggregated to determine the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 10,800

All teachers will participate in weekly guided collaborative planning with an administrator and core subject (ELA or Math) coach. They will also attend a quarterly guided collaborative planning with an administrator and core subject (ELA or Math) coach that will focus on unit planning. All teachers will participate in weekly (Tuesdays) and monthly (Early Release Wednesdays) focused PD.

Strategy Rationale

If teachers grow professionally and learn new effective teaching strategies students achievement will increase.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Dickey, Regina, regina.dickey@marion.k12.fl.us

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

Student scores on learning checks, local end of course exams, AIMSweb testing, district and Florida Standards Assessment data will be disaggregated to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title I provides a VPK program at our school. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program. MCPS provides an Exceptional Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. Our School coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, and begin to develop one-on-one relationships with students.

Articulations are held for students transitioning from 5th grade to middle school. In addition each student visit their middle school in April each year and meets with the guidance counselor to plan for the transition to 6th grade

College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase. 1a

G072525

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics - Achievement	51.0
Math Gains	51.0
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	40.0
Highly Effective Teachers (Performance Rating)	25.0

Resources Available to Support the Goal 2

- District provided curriculum
- Scheduling resources to make the most effective use of staff in providing intervention to students
- Student data
- Kagan Strategies
- District Provided Professional Development Specialist
- Teachers trained in curriculum and Kagan Strategies
- Strong community partnerships
- Cambridge Program
- Veteran Teachers who are invested in the success of our school
- Differentiated intervention/enrichment resources
- District professional development opportunities
- Academy and Title I instructional support personnel
- Engaged classrooms
- Middle and high school feeder pattern support
- Student teacher relationships
- Student and staff incentives
- Master Schedule
- ESE Paraprofessionals
- After school tutoring
- Computer based learning programs
- Supplemental instructional resources
- Home/School Liaison

- Collaborative Planning
- Family engagement opportunities
- Home/School Communication

Targeted Barriers to Achieving the Goal 3

- There is not an established culture of high expectations that is consistent
- Limited time for collaborative planning/structured planning
- Limited parent communications
- Non-proficient students
- Need for curriculum based professional development

Plan to Monitor Progress Toward G1. 8

We will collect agendas and sign-in sheets for PD.

Person Responsible

Susan Eatman

Schedule

Monthly, from 9/4/2015 to 5/13/2016

Evidence of Completion

We will collect attendance sheets and monitor achievement data

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 improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase. **1**

 G072525

G1.B5 There is not an established culture of high expectations that is consistent **2**

 B189089

G1.B5.S1 Establish a culture of high expectations **4**

 S200524

Strategy Rationale

We will establish a culture of high expectations that is consistent.

Action Step 1 **5**

All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/10/2015 to 5/16/2016

Evidence of Completion

Sign-in sheets and agendas from PD opportunities.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Schedule professional development activities and guided collaborative planning.

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/10/2015 to 5/16/2016

Evidence of Completion

Post schedules and agendas on the school's SharePoint.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom coaching, walk-throughs and observations to ensure teachers are planning and implementing rigorous and purposeful instruction and learning activities.

Person Responsible

Regina Dickey


Schedule

Daily, from 8/10/2015 to 5/16/2016


Evidence of Completion

Tally teachers who are planning and implementing rigorous and purposeful instruction and differentiated centers.

G1.B12 Limited time for collaborative planning/structured planning **2**

 B189096

G1.B12.S1 Schedule targeted collaborative planning time. **4**

 S200526

Strategy Rationale

Teachers need time and professional development to unwrap the standards and plan rigorous, purposeful, standards-based instruction and student learning activities.

Action Step 1 **5**

We will have PD opportunities each Tuesday, guided collaborative planning each Thursday and once every six week period all day for each grade level.

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/18/2015 to 5/17/2016

Evidence of Completion

Calendar of planning days.

Plan to Monitor Fidelity of Implementation of G1.B12.S1 **6**

There will be PD opportunities planned for each Tuesday, focused collaborative planning time each Thursday after school and once every six week period all day for each grade level.

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/18/2015 to 5/16/2016

Evidence of Completion

Agendas and Calendar of planning days.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

There will be PD opportunities planned for each Tuesday, focused collaborative planning time each Thursday after school and once every six week period all day for each grade level.

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/5/2015 to 5/12/2016


Evidence of Completion

Collaborative planning protocol Agendas from Tuesday Team Talk PD Sessions

G1.B19 Limited parent communications 2

 B189103

G1.B19.S1 Hire a home/school liaison 4

 S200528

Strategy Rationale

Hire a non-instructional home/school liaison to increase communication and improve home/school relationships.

Action Step 1 5

We will hire a home/school liaison.

Person Responsible

Regina Dickey

Schedule

On 5/19/2016

Evidence of Completion

Signed PSN

Plan to Monitor Fidelity of Implementation of G1.B19.S1 6

Monitor home/school liaison log sheet.

Person Responsible

Jordan Surdam

Schedule

Monthly, from 9/28/2015 to 5/19/2016

Evidence of Completion

Log Sheets

Plan to Monitor Effectiveness of Implementation of G1.B19.S1 7

Success of parent events and use of parent resource center

Person Responsible

Susan Eatman

Schedule

Semiannually, from 12/18/2015 to 5/19/2016

Evidence of Completion

Sign in sheets for parent events and resource checkout log.

G1.B19.S2 Conduct parent learning events. 4

S200529

Strategy Rationale

This will allow parents a time to come in to learn how they can become engaged in their child's education and learn strategies they can use at home to help their child be successful.

Action Step 1 5

We will plan and implement monthly parent involvement events.

Person Responsible

Susan Eatman

Schedule

Monthly, from 8/14/2015 to 5/13/2016

Evidence of Completion

Parent sign-in sheets will be collected.

Plan to Monitor Fidelity of Implementation of G1.B19.S2 6

We will work together to develop and conduct parent involvement and learning events.

Person Responsible

Susan Eatman

Schedule

Monthly, from 8/14/2015 to 8/14/2015

Evidence of Completion

Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.

Plan to Monitor Effectiveness of Implementation of G1.B19.S2 7

The leadership team will work together to ensure the events are planned, communicated, and take place.

Person Responsible

Regina Dickey


Schedule

Monthly, from 8/14/2015 to 5/13/2016

Evidence of Completion

Calendar invites, parent flyers, and parent sign-in sheets will be used as evidence the event was planned and carried out.

G1.B19.S3 We will increase communication with parents. 4

 S200530

Strategy Rationale

Better communication with parents will increase family engagement and increase student achievement.

Action Step 1 5

We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.

Person Responsible

Susan Eatman

Schedule

Weekly, from 8/13/2015 to 5/15/2016

Evidence of Completion

We will collect examples of different communications used between home and school.

Plan to Monitor Fidelity of Implementation of G1.B19.S3 6

Needed parent communication will be discussed at leadership meetings.

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/21/2015 to 5/13/2016

Evidence of Completion

Different parent communication items such as newsletters, flyers, Sunday Mustang Minutes, Skylert messages, etc.

Plan to Monitor Effectiveness of Implementation of G1.B19.S3 7

The leadership team will work together to ensure parents are notified about events and student needs.

Person Responsible

Regina Dickey


Schedule

Monthly, from 8/28/2015 to 5/13/2016

Evidence of Completion

Leadership minutes and communication documentation such as newsletters and flyers.

G1.B20 Non-proficient students 2

 B189104

G1.B20.S1 Purchase research based materials and hire paraprofessionals to work with students in order to increase academic achievement. 4

 S200531

Strategy Rationale

If we use research based materials and additional instructional support personnel, student achievement will increase.

Action Step 1 5

Purchase research-based materials to use in the classroom to supplement core curriculum.

Person Responsible

Regina Dickey

Schedule

Annually, from 7/1/2015 to 3/3/2016

Evidence of Completion

Will discuss needed materials during our leadership meetings. Orders forms will be saved and used as evidence that materials are being ordered.

Action Step 2 5

Purchase materials and implement a research based after school tutoring program.

Person Responsible

Regina Dickey

Schedule

Weekly, from 7/1/2015 to 3/3/2016

Evidence of Completion

Tutoring attendance sheets.

Action Step 3 5

Hire instructional and/or non-instructional staff to coordinate and facilitate after school tutoring for non-proficient students.

Person Responsible

Regina Dickey

Schedule

On 9/25/2015

Evidence of Completion

Signed PSN

Action Step 4 5

Hire a .5 Intervention Paraprofessional to progress monitor non-proficient students

Person Responsible

Regina Dickey

Schedule

On 8/17/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B20.S1 6

We will collect intervention notebooks and monitor achievement data for both intensive intervention instruction and the after school tutoring program.

Person Responsible

Regina Dickey

Schedule

Monthly, from 10/21/2015 to 3/16/2016

Evidence of Completion

We will collect attendance sheets and monitor achievement data.

Plan to Monitor Effectiveness of Implementation of G1.B20.S1 7

We will collect attendance sheets and monitor achievement data for both intensive intervention instruction and the after school tutoring program.

Person Responsible

Regina Dickey


Schedule

Monthly, from 9/4/2015 to 5/13/2016


Evidence of Completion

We will collect attendance sheets and monitor achievement data

G1.B24 Need for curriculum based professional development 2

 B189108

G1.B24.S1 Teachers need more curriculum and standards based professional development. 4

 S200532

Strategy Rationale

Curriculum and standards-based professional development will increase student achievement through a better understanding of Tier 1, 2, and 3 curriculum.

Action Step 1 5

Teachers need more professional development in using and implementing standards-based curriculum.

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/12/2015 to 5/18/2016

Evidence of Completion

Teachers will attend monthly PLCs focused on unwrapping standards and planning standards-based activities using a variety of resources.

Plan to Monitor Fidelity of Implementation of G1.B24.S1 6

Early release PD agendas and sign-in sheets will be used to monitor standards-based curriculum PD

Person Responsible

Jordan Meffert

Schedule

Monthly, from 8/12/2015 to 5/11/2016

Evidence of Completion

Agendas and sign-in sheets will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B24.S1 7

Student data and teacher observations will be used to monitor the effectiveness of the PD.

Person Responsible

Regina Dickey

Schedule

Daily, from 9/4/2015 to 5/20/2016

Evidence of Completion

Student data and teacher observation data will be collected to monitor the effectiveness of the PD.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.	Dickey, Regina	8/10/2015	Sign-in sheets and agendas from PD opportunities.	5/16/2016 weekly
G1.B12.S1.A1	We will have PD opportunities each Tuesday, guided collaborative planning each Thursday and once every six week period all day for each grade level.	Dickey, Regina	8/18/2015	Calendar of planning days.	5/17/2016 weekly
G1.B19.S1.A1	We will hire a home/school liaison.	Dickey, Regina	8/17/2015	Signed PSN	5/19/2016 one-time
G1.B19.S2.A1	We will plan and implement monthly parent involvement events.	Eatman, Susan	8/14/2015	Parent sign-in sheets will be collected.	5/13/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B19.S3.A1	We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.	Eatman, Susan	8/13/2015	We will collect examples of different communications used between home and school.	5/15/2016 weekly
G1.B20.S1.A1	Purchase research-based materials to use in the classroom to supplement core curriculum.	Dickey, Regina	7/1/2015	Will discuss needed materials during our leadership meetings. Orders forms will be saved and used as evidence that materials are being ordered.	3/3/2016 annually
G1.B24.S1.A1	Teachers need more professional development in using and implementing standards-based curriculum.	Dickey, Regina	8/12/2015	Teachers will attend monthly PLCs focused on unwrapping standards and planning standards-based activities using a variety of resources.	5/18/2016 monthly
G1.B20.S1.A2	Purchase materials and implement a research based after school tutoring program.	Dickey, Regina	7/1/2015	Tutoring attendance sheets.	3/3/2016 weekly
G1.B20.S1.A3	Hire instructional and/or non-instructional staff to coordinate and facilitate after school tutoring for non-proficient students.	Dickey, Regina	9/25/2015	Signed PSN	9/25/2015 one-time
G1.B20.S1.A4	Hire a .5 Intervention Paraprofessional to progress monitor non-proficient students	Dickey, Regina	8/17/2015		8/17/2015 one-time
G1.MA1	We will collect agendas and sign-in sheets for PD.	Eatman, Susan	9/4/2015	We will collect attendance sheets and monitor achievement data	5/13/2016 monthly
G1.B5.S1.MA1	Classroom coaching, walk-throughs and observations to ensure teachers are planning and implementing rigorous and purposeful instruction and learning activities.	Dickey, Regina	8/10/2015	Tally teachers who are planning and implementing rigorous and purposeful instruction and differentiated centers.	5/16/2016 daily
G1.B5.S1.MA1	Schedule professional development activities and guided collaborative planning.	Dickey, Regina	8/10/2015	Post schedules and agendas on the school's SharePoint.	5/16/2016 weekly
G1.B12.S1.MA1	There will be PD opportunities planned for each Tuesday, focused collaborative planning time each Thursday after school and once every six week period all day for each grade level.	Dickey, Regina	8/5/2015	Collaborative planning protocol Agendas from Tuesday Team Talk PD Sessions	5/12/2016 weekly
G1.B12.S1.MA1	There will be PD opportunities planned for each Tuesday, focused collaborative planning time each Thursday after school and once every six week period all day for each grade level.	Dickey, Regina	8/18/2015	Agendas and Calendar of planning days.	5/16/2016 weekly
G1.B19.S1.MA1	Success of parent events and use of parent resource center	Eatman, Susan	12/18/2015	Sign in sheets for parent events and resource checkout log.	5/19/2016 semiannually
G1.B19.S1.MA1	Monitor home/school liaison log sheet.	Surdam, Jordan	9/28/2015	Log Sheets	5/19/2016 monthly
G1.B20.S1.MA1	We will collect attendance sheets and monitor achievement data for both intensive intervention instruction and the after school tutoring program.	Dickey, Regina	9/4/2015	We will collect attendance sheets and monitor achievement data	5/13/2016 monthly
G1.B20.S1.MA1	We will collect intervention notebooks and monitor achievement data for both intensive intervention instruction and the after school tutoring program.	Dickey, Regina	10/21/2015	We will collect attendance sheets and monitor achievement data.	3/16/2016 monthly
G1.B24.S1.MA1	Student data and teacher observations will be used to monitor the effectiveness of the PD.	Dickey, Regina	9/4/2015	Student data and teacher observation data will be collected to monitor the effectiveness of the PD.	5/20/2016 daily
G1.B24.S1.MA1	Early release PD agendas and sign-in sheets will be used to monitor standards-based curriculum PD	Meffert, Jordan	8/12/2015	Agendas and sign-in sheets will be collected.	5/11/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B19.S2.MA1	The leadership team will work together to ensure the events are planned, communicated, and take place.	Dickey, Regina	8/14/2015	Calendar invites, parent flyers, and parent sign-in sheets will be used as evidence the event was planned and carried out.	5/13/2016 monthly
G1.B19.S2.MA1	We will work together to develop and conduct parent involvement and learning events.	Eatman, Susan	8/14/2015	Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.	8/14/2015 monthly
G1.B19.S3.MA1	The leadership team will work together to ensure parents are notified about events and student needs.	Dickey, Regina	8/28/2015	Leadership minutes and communication documentation such as newsletters and flyers.	5/13/2016 monthly
G1.B19.S3.MA1	Needed parent communication will be discussed at leadership meetings.	Dickey, Regina	8/21/2015	Different parent communication items such as newsletters, flyers, Sunday Mustang Minutes, Skylert messages, etc.	5/13/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.

G1.B5 There is not an established culture of high expectations that is consistent

G1.B5.S1 Establish a culture of high expectations

PD Opportunity 1

All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.

Facilitator

Regina Dickey Jordan Surdam Sue Eatmon Georgia Kelley Karen Howell Grace Smith

Participants

Instructional

Schedule

Weekly, from 8/10/2015 to 5/16/2016

G1.B12 Limited time for collaborative planning/structured planning

G1.B12.S1 Schedule targeted collaborative planning time.

PD Opportunity 1

We will have PD opportunities each Tuesday, guided collaborative planning each Thursday and once every six week period all day for each grade level.

Facilitator

Regina Dickey Jordan Surdam Sue Eatmon Georgia Kellye Karen Howell

Participants

All homeroom and ESE teachers in grade kindergarten thru five.

Schedule

Weekly, from 8/18/2015 to 5/17/2016

G1.B19 Limited parent communications

G1.B19.S1 Hire a home/school liaison

PD Opportunity 1

We will hire a home/school liaison.

Facilitator

Regina Dickey Jordan Surdam

Participants

Teachers Home/School Liaison

Schedule

On 5/19/2016

G1.B19.S3 We will increase communication with parents.

PD Opportunity 1

We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.

Facilitator

Regina Dickey Jordan Surdam Missy Greene

Participants

Teachers

Schedule

Weekly, from 8/13/2015 to 5/15/2016

G1.B24 Need for curriculum based professional development

G1.B24.S1 Teachers need more curriculum and standards based professional development.

PD Opportunity 1

Teachers need more professional development in using and implementing standards-based curriculum.

Facilitator

Regina Dickey Jordan Surdam Sue Eatmon Georgia Kelley Karen Howell

Participants

Teachers

Schedule

Monthly, from 8/12/2015 to 5/18/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B12.S1.A1	We will have PD opportunities each Tuesday, guided collaborative planning each Thursday and once every six week period all day for each grade level.				\$6,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$6,474.00
			Notes: Purchase substitute teachers for collaborative planning days.			
2	G1.B19.S1.A1	We will hire a home/school liaison.				\$11,563.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$11,563.00
			Notes: Home School Liaison			
3	G1.B19.S2.A1	We will plan and implement monthly parent involvement events.				\$1,599.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$1,599.00
			Notes: Parent Learning Events			
4	G1.B19.S3.A1	We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$200.00
			Notes: Printing for Parent Compact			
			0162 - Reddick Collier Elem. School	Title I Part A		\$1,050.00
			Notes: Nicky Planners and Student Agendas			
5	G1.B20.S1.A1	Purchase research-based materials to use in the classroom to supplement core curriculum.				\$37,617.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0162 - Reddick Collier Elem. School	Title I Part A		\$2,400.00
			<i>Notes: BrainPop</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$800.00
			<i>Notes: STAR</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$160.00
			<i>Notes: Timers</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$1,068.00
			<i>Notes: Science Quick Pics</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$3,400.00
			<i>Notes: Top Score Materials</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$800.00
			<i>Notes: Didax Number Line</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$3,150.00
			<i>Notes: Acaletics Quick Pic</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$200.00
			<i>Notes: Ink Cartridges</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$2,480.00
			<i>Notes: Scholastic News</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$2,109.00
			<i>Notes: Wonderworks</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$200.00
			<i>Notes: Listening Centers</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$5,000.00
			<i>Notes: Interactive White Boards</i>			
			0162 - Reddick Collier Elem. School	Title I Part A		\$15,850.00
			<i>Notes: Netbooks w/Netbook Cart</i>			

Budget Data

6	G1.B20.S1.A2	Purchase materials and implement a research based after school tutoring program.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$4,000.00
			Notes: Learning Together Materials			
7	G1.B20.S1.A3	Hire instructional and/or non-instructional staff to coordinate and facilitate after school tutoring for non-proficient students.				\$13,234.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$13,234.00
			Notes: Notes			
8	G1.B20.S1.A4	Hire a .5 Intervention Paraprofessional to progress monitor non-proficient students				\$11,563.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$11,563.00
			Notes: Notes			
9	G1.B24.S1.A1	Teachers need more professional development in using and implementing standards-based curriculum.				\$2,901.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0162 - Reddick Collier Elem. School	Title I Part A		\$2,500.00
			Notes: Top Score Training			
			0162 - Reddick Collier Elem. School	Title I Part A		\$401.00
			Notes: Reimbursements for Model Schools Conference 7-1-15			
10	G1.B5.S1.A1	All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.				\$0.00
Total:						\$90,201.00