

Marion County Public Schools

Reddick Collier Elementary School



2016-17 Schoolwide Improvement Plan

Reddick Collier Elementary School

4595 W HIGHWAY 316, Reddick, FL 32686

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	C

**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 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Reddick Collier Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Preparing students for graduation and beyond.

2. School Environment

a. 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).

b. 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.

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.

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. We are currently in the running to be recognized as a Model PBS School.

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.

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.

3. Early Warning Systems

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

a. 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.

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	0	1	0	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	15	15	0	0	0	0	0	0	0	30

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	2	0	2	1	0	0	0	0	0	0	0	0	0	5

c. 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. All of our students attend one 45 minute reading intervention/enrichment block. Research based interventions such as Corrective Reading, Early Intervention in Reading, and are used with remediation groups. Each student who is non- proficient is screened by our reading coach to determine placement in the correct intervention group.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Reddick Collier is a Title I school and has a comprehensive online parent involvement plan to address parent involvement

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.

Reddick-Collier Elementary partners with local organizations to provide needed supplies for students and families. Fairfield Presbyterian Church donated funds to help families in need purchase uniform shirts, holiday gifts and food baskets. 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. The Ocala Kiwanis Club recognizes students for outstanding character (TERRIFIC Kids) and academic gains (BUG Awards – Bring Up Grades). They also provide books to Kindergarten thru 2nd grade students three times a year through their RIF (Reading is Fundamental) program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dickey, Regina	Principal
Lindsey, Mary	School Counselor
Ruggieri-Berardi, Donna	Other
Surdam, Jordan	Assistant Principal
Kelley, Georgia	Other
Howell, Karen	Instructional Coach
Winkler, Rebekah	Dean
McCamley, Amie	Instructional Coach

b. Duties

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

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

Rebekah Winkler, Dean

Monitors individual student data for students who are in Tier II and III of MTSS behavior.

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

Karen Howell, Cambridge Coordinator – Instructional Coach

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

Maintains Positive Communication between School and Home

Coordinates all magnet programs.

PTO and SCA Member

Georgia Kelley, Professional Development Specialist – Instructional Coach

Monitors student data for all students

Coach Teachers in the ELA Process

Amie McCamley, 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

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.

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 1 implementation and address concerns. Our PMP team meets three times a year to monitor all students and adjust 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. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Regina Dickey	Principal
Jordan Surdam	Teacher
Karen Howell	Education Support Employee
Diana McCullough	Education Support Employee
Konyeda Hudson	Parent
Katherine McSwain	Parent
Joy Taylor	Parent
Ashley Rodgers	Parent
Alix Spurlock	Parent
Melissa Anthony	Parent
Hilary Anderson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. 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.

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

These funds will also used for school beautification projects including purchasing updated furniture and landscaping. These funds will be used to make our campus more inviting and welcoming to parents, families, and community members. We will also use these funds to purchase uniform shirts for students whose parent/guardian expresses a need.

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.

SAC membership has not been established at this time.

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
Dickey, Regina	Principal
Dios, Dea Dea	Teacher, K-12
Figuereo, Ana	Teacher, K-12
Gokee, Marybeth	Instructional Media
Kelley, Georgia	Other
Oats, Sharonda	Teacher, K-12
Wilkerson-Mack, Bonita	Teacher, K-12
Pratt, Cynthia	Teacher, K-12
Simmons, Kauleen	Teacher, K-12
Stokes, Nadine	Teacher, ESE
Clemons, Timothy	Teacher, ESE

b. Duties

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

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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, job fairs at surrounding Universities, and interview/selection process as positions become available. The principal is responsible for selecting and recruiting highly qualified teachers.

3. 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.

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.

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.

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.

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. For grades K-3 AIMSweb data, Local End of Course Exam (LEOCE) scores, AIMSweb and learning check data are used to determine proficiency.

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 and decision tree. 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.

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: 0

NA

Strategy Rationale

NA

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

NA

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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

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.

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.

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

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

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

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Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	50.0
Math Gains	50.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0
ELA Achievement District Assessment	51.0
Highly Effective Teachers (Performance Rating)	25.0
ELA/Reading Gains District Assessment	60.0

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
- Common language needed for defining best practices

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Monthly Walk-Thru and Fidelity Checks

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Walk-thru and fidelity checklists

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**

 G087386

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

 B232232

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

 S245100

Strategy Rationale

We will establish a culture of high expectations for students to master the Florida Standards.

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 8/15/2016 to 5/26/2017

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 8/15/2016 to 5/26/2017

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 8/15/2016 to 5/26/2017


Evidence of Completion

Tally teachers who are planning and implementing rigorous and purposeful instruction and differentiated centers using the MCIES rubric.

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

 B232239

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

 S245102

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 8/15/2016 to 5/26/2017

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 8/16/2016 to 5/26/2017

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

On 7/28/2016

Evidence of Completion

Collaborative planning protocol Agendas from Tuesday Team Talk

G1.B19 Limited parent communications 2

 B232246

G1.B19.S1 Hire a part-time home/school liaison 4

 S245104

Strategy Rationale

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

Action Step 1 5

We will hire a part-time home/school liaison.

Person Responsible

Regina Dickey

Schedule

On 8/8/2016

Evidence of Completion

Signed PSN

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

Monitor home/school liaison log sheet.

Person Responsible

Karen Howell

Schedule

Monthly, from 9/12/2016 to 5/26/2017

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

Karen Howell

Schedule

Semiannually, from 12/16/2016 to 5/26/2017

Evidence of Completion

Sign in sheets for parent events and resource checkout log.

G1.B19.S2 Conduct parent learning events. 4

 S245105

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

Each grade level will conduct one building parent capacity event each year.
We will have a school-wide building parent capacity science event each year.
We will have a Donuts for Dads and Muffins for Moms event to build parent capacity.

Person Responsible

Schedule

Monthly, from 11/3/2016 to 5/12/2017

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

Schedule

Monthly, from 8/1/2016 to 5/12/2017

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 8/1/2016 to 5/12/2017

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

 S245106

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, Family Engagement on Demand, and flyers advertising events.

Person Responsible

Karen Howell

Schedule

Monthly, from 9/23/2016 to 5/26/2017

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

Karen Howell

Schedule

Monthly, from 8/1/2016 to 5/26/2017

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

Karen Howell

Schedule

Monthly, from 8/1/2016 to 5/26/2017


Evidence of Completion

Leadership minutes and communication documentation such as newsletters and flyers.

G1.B20 Non-proficient students 2

 B232247

G1.B20.S1 Purchase research based materials for Tier I core curriculum supplementation, remediation, and enrichment, increase academic achievement. 4

 S245107

Strategy Rationale

If we use research based materials 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 7/1/2016 to 12/16/2016

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.

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

Teacher observations and walk-thru fidelity checks.

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Fidelity Checklists

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

We will collect student progress monitoring data.

Person Responsible

Regina Dickey

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

AIMSweb, Learning Check, and iReady Student Data

G1.B20.S2 Purchase researched based materials and personnel for an afterschool tutoring program for marginally proficient students. 4

 S245108

Strategy Rationale

If students attend tutoring twice a week for six months they will increase their achievement level.

Action Step 1 5

Provide after school tutoring for marginally proficient students.

Person Responsible

Karen Howell

Schedule

Weekly, from 10/25/2016 to 3/9/2017

Evidence of Completion

Attendance Rosters, Pre and Post AIMSweb Data, Signed PSN for tutors

Plan to Monitor Fidelity of Implementation of G1.B20.S2 6

Collect attendance sheets and student data.

Person Responsible

Karen Howell

Schedule

On 5/26/2017

Evidence of Completion

Student attendance sheets and AIMSweb AP3 data.

Plan to Monitor Effectiveness of Implementation of G1.B20.S2 7

Student AIMSweb Data

Person Responsible

Karen Howell

Schedule

Triannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student AIMSweb AP1, AP2 and AP3 data

G1.B24 Need for curriculum based professional development **2**

 B232251

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

 S245109

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 and research based instructional strategies.

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/5/2016 to 6/30/2017

Evidence of Completion

Teachers will attend professional development activities on early release days, district in-service days, and during summer months

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 Surdam

Schedule

Weekly, from 8/5/2016 to 5/26/2017

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 observation data will be used to monitor the effectiveness of the PD.

Person Responsible

Regina Dickey


Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

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

G1.B24.S2 We need to build leadership capacity with administrative personnel, leadership team, and teacher leaders. 4

 S245110

Strategy Rationale

If we have strong leaders on campus student achievement will increase.

Action Step 1 5

Attend Model Schools Conference

Person Responsible

Regina Dickey

Schedule

On 6/30/2017

Evidence of Completion

Conference Agenda/Schedule

Action Step 2 5

Attend Kagan Workshops

Person Responsible

Karen Howell

Schedule

On 7/29/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B24.S2 6

Attend Conference

Person Responsible

Regina Dickey

Schedule

On 6/30/2017

Evidence of Completion

Conference Registration

Plan to Monitor Effectiveness of Implementation of G1.B24.S2 7

Conference Registration and Attendance

Person Responsible

Regina Dickey

Schedule

On 6/30/2017

Evidence of Completion

Collect Registration and Proof of Attendance

G1.B30 Common language needed for defining best practices 2

 B232257

G1.B30.S1 Develop a common language using MCIES and FEAPS for best instructional practices. 4

 S245112

Strategy Rationale

If teachers use a common language when collaborative planning it will increase the use of instructional best practices thus increase student achievement.

Action Step 1 5

Develop common language for instructional best practices using MCIES and FEAPS

Person Responsible

Regina Dickey

Schedule

Weekly, from 9/8/2016 to 5/18/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B30.S1 6

Create a culture using the common language of MCIES and FEAPs

Person Responsible

Regina Dickey

Schedule

Annually, from 9/8/2016 to 5/18/2017

Evidence of Completion

MCIES teacher evaluations, Paraprofessional Evaluations, and Tuesday Team Talk sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B30.S1 7

Teacher and Paraprofessional Evaluations

Person Responsible

Regina Dickey

Schedule















On 5/26/2017

Evidence of Completion

Evaluation Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B12.S1.MA1 M330113	There will be PD opportunities planned for each Tuesday, focused collaborative planning time each...	Dickey, Regina	7/28/2016	Collaborative planning protocol Agendas from Tuesday Team Talk	7/28/2016 one-time
G1.B24.S2.A2 A317323	Attend Kagan Workshops	Howell, Karen	7/11/2016		7/29/2016 one-time
G1.B19.S1.A1 A317316	We will hire a part-time home/school liaison.	Dickey, Regina	8/8/2016	Signed PSN	8/8/2016 one-time
G1.B20.S1.A1 A317319	Purchase research-based materials to use in the classroom to supplement core curriculum.	Dickey, Regina	7/1/2016	Will discuss needed materials during our leadership meetings. Orders forms will be saved and used as evidence that materials are being ordered.	12/16/2016 annually
G1.B20.S2.A1 A317320	Provide after school tutoring for marginally proficient students.	Howell, Karen	10/25/2016	Attendance Rosters, Pre and Post AIMSweb Data, Signed PSN for tutors	3/9/2017 weekly
G1.B19.S2.MA1 M330117	The leadership team will work together to ensure the events are planned, communicated, and take...	Dickey, Regina	8/1/2016	Calendar invites, parent flyers, and parent sign-in sheets will be used as evidence the event was planned and carried out.	5/12/2017 monthly
G1.B19.S2.MA1 M330118	We will work together to develop and conduct parent involvement and learning events.		8/1/2016	Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.	5/12/2017 monthly
G1.B19.S2.A1 A317317	Each grade level will conduct one building parent capacity event each year. We will have a...		11/3/2016	Parent sign-in sheets will be collected.	5/12/2017 monthly
G1.B30.S1.MA1 M330130	Create a culture using the common language of MCIES and FEAPs	Dickey, Regina	9/8/2016	MCIES teacher evaluations, Paraprofessional Evaluations, and Tuesday Team Talk sign-in sheets	5/18/2017 annually
G1.B30.S1.A1 A317324	Develop common language for instructional best practices using MCIES and FEAPs	Dickey, Regina	9/8/2016		5/18/2017 weekly
G1.MA1 M330131	Monthly Walk-Thru and Fidelity Checks	Dickey, Regina	9/6/2016	Walk-thru and fidelity checklists	5/26/2017 monthly
G1.B5.S1.MA1 M330109	Classroom coaching, walk-throughs and observations to ensure teachers are planning and implementing...	Dickey, Regina	8/15/2016	Tally teachers who are planning and implementing rigorous and purposeful instruction and differentiated centers using the MCIES rubric.	5/26/2017 daily
G1.B5.S1.MA1 M330110	Schedule professional development activities and guided collaborative planning.	Dickey, Regina	8/15/2016	Post schedules and agendas on the school's SharePoint.	5/26/2017 weekly
G1.B5.S1.A1 A317313	All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction...	Dickey, Regina	8/15/2016	Sign-in sheets and agendas from PD opportunities.	5/26/2017 weekly
G1.B12.S1.MA1 M330114	There will be PD opportunities planned for each Tuesday, focused collaborative planning time each...	Dickey, Regina	8/16/2016	Agendas and Calendar of planning days.	5/26/2017 weekly
G1.B12.S1.A1 A317315	We will have PD opportunities each Tuesday, guided collaborative planning each Thursday and once...	Dickey, Regina	8/15/2016	Calendar of planning days.	5/26/2017 weekly
G1.B19.S1.MA1 M330115	Success of parent events and use of parent resource center	Howell, Karen	12/16/2016	Sign in sheets for parent events and resource checkout log.	5/26/2017 semiannually
G1.B19.S1.MA1 M330116	Monitor home/school liaison log sheet.	Howell, Karen	9/12/2016	Log Sheets	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B20.S1.MA1  M330121	We will collect student progress monitoring data.	Dickey, Regina	10/3/2016	AIMSweb, Learning Check, and iReady Student Data	5/26/2017 monthly
G1.B20.S1.MA1  M330122	Teacher observations and walk-thru fidelity checks.	Dickey, Regina	9/6/2016	Fidelity Checklists	5/26/2017 monthly
G1.B24.S1.MA1  M330125	Student data and teacher observation data will be used to monitor the effectiveness of the PD.	Dickey, Regina	8/29/2016	Student data and teacher observation data will be collected to monitor the effectiveness of the PD.	5/26/2017 weekly
G1.B24.S1.MA1  M330126	Early release PD agendas and sign-in sheets will be used to monitor standards-based curriculum PD	Surdam, Jordan	8/5/2016	Agendas and sign-in sheets will be collected.	5/26/2017 weekly
G1.B30.S1.MA1  M330129	Teacher and Paraprofessional Evaluations	Dickey, Regina	5/26/2017	Evaluation Sheets	5/26/2017 one-time
G1.B20.S2.MA1  M330123	Student AIMSweb Data	Howell, Karen	10/3/2016	Student AIMSweb AP1, AP2 and AP3 data	5/26/2017 triannually
G1.B20.S2.MA1  M330124	Collect attendance sheets and student data.	Howell, Karen	5/26/2017	Student attendance sheets and AIMSweb AP3 data.	5/26/2017 one-time
G1.B19.S3.MA1  M330119	The leadership team will work together to ensure parents are notified about events and student...	Howell, Karen	8/1/2016	Leadership minutes and communication documentation such as newsletters and flyers.	5/26/2017 monthly
G1.B19.S3.MA1  M330120	Needed parent communication will be discussed at leadership meetings.	Howell, Karen	8/1/2016	Different parent communication items such as newsletters, flyers, Sunday Mustang Minutes, Skylert messages, etc.	5/26/2017 monthly
G1.B19.S3.A1  A317318	We will increase home/school communication through newsletters, student planners, student compacts,...	Howell, Karen	9/23/2016	We will collect examples of different communications used between home and school.	5/26/2017 monthly
G1.B24.S1.A1  A317321	Teachers need more professional development in using and implementing standards-based curriculum...	Dickey, Regina	8/5/2016	Teachers will attend professional development activities on early release days, district in-service days, and during summer months	6/30/2017 monthly
G1.B24.S2.MA1  M330127	Conference Registration and Attendance	Dickey, Regina	6/25/2017	Collect Registration and Proof of Attendance	6/30/2017 one-time
G1.B24.S2.MA1  M330128	Attend Conference	Dickey, Regina	6/25/2017	Conference Registration	6/30/2017 one-time
G1.B24.S2.A1  A317322	Attend Model Schools Conference	Dickey, Regina	6/25/2017	Conference Agenda/Schedule	6/30/2017 one-time

V. 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 Karen Howell Georgia Kelley Amie McCamley Rebekah Winkler

Participants

Instructional

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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 Georgia Kellye Karen Howell Amie McCamley

Participants

All homeroom and ESE teachers in grade kindergarten thru five.

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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 and research based instructional strategies.

Facilitator

Regina Dickey Jordan Surdam Georgia Kelley Karen Howell Amie McCamley

Participants

Teachers

Schedule

Monthly, from 8/5/2016 to 6/30/2017

G1.B24.S2 We need to build leadership capacity with administrative personnel, leadership team, and teacher leaders.

PD Opportunity 1

Attend Model Schools Conference

Facilitator

Regina Dickey

Participants

Administrators, Leadership Team, Teacher Leaders

Schedule

On 6/30/2017

PD Opportunity 2

Attend Kagan Workshops

Facilitator

Kagan Personnel

Participants

Teacher Leaders, Leadership Team Members, and Administration

Schedule

On 7/29/2016

G1.B30 Common language needed for defining best practices

G1.B30.S1 Develop a common language using MCIES and FEAPS for best instructional practices.

PD Opportunity 1

Develop common language for instructional best practices using MCIES and FEAPS

Facilitator

Regina Dickey, Jordan Surdam, Georgia Kelley, Amie McCamley

Participants

Teachers and Paraprofessionals

Schedule

Weekly, from 9/8/2016 to 5/18/2017

VI. Technical Assistance Items

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

VII. Budget

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.				\$4,145.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$4,145.00
			Notes: Purchase substitute teachers for collaborative planning days.			
2	G1.B19.S1.A1	We will hire a part-time home/school liaison.				\$2,185.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,185.00
			Notes: Non-Instructional Parent Liason (5 hours per week)			
3	G1.B19.S2.A1	Each grade level will conduct one building parent capacity event each year. We will have a school-wide building parent capacity science event each year. We will have a Donuts for Dads and Muffins for Moms event to build parent capacity.				\$1,790.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School			\$600.00
			Notes: RCE Café for Science Night			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$600.00
			Notes: Publix Card for Parent Learning Events			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$240.00
			Notes: Hungry Howies			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$350.00
			Notes: Dunkin Donuts for Donuts for Dads and Muffins for Moms			
4	G1.B19.S3.A1	We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, Family Engagement on Demand, and flyers advertising events.				\$1,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$200.00

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			<i>Notes: Printing for Parent Compact</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$100.00
			<i>Notes: Printing for Student Handbook</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$750.00
			<i>Notes: Printing for Student Planners</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$250.00
			<i>Notes: Nicky's Folders (K-1 home/school folders)</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$75.00
			<i>Notes: 2nd Grade Homework Folders</i>			
5	G1.B20.S1.A1	Purchase research-based materials to use in the classroom to supplement core curriculum.				\$31,268.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,295.00
			<i>Notes: BrainPop</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,013.00
			<i>Notes: STAR</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$830.00
			<i>Notes: Science Quick Pics</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$5,600.00
			<i>Notes: Acaletics Math Quick Pic</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,400.00
			<i>Notes: Scholastic News</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,800.00
			<i>Notes: Saxon Phonics Refill Kits</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$400.00
			<i>Notes: Wonder Works ELA Materials</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$4,300.00
			<i>Notes: American Reading Comp. Starter Kit and Books for 2 KG</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$350.00

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			<i>Notes: Ear buds</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,000.00
			<i>Notes: Novels w/TE Guides</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$80.00
			<i>Notes: Warehouse Orders for Classroom Materials</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,290.00
			<i>Notes: Engaged Classroom Whiteboard</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$500.00
			<i>Notes: Student Headsets for Computer Lab</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,510.00
			<i>Notes: Projector, Document Camera</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$6,900.00
			<i>Notes: Curriculum Associates Teacher Toolbox</i>			
6	G1.B20.S2.A1	Provide after school tutoring for marginally proficient students.				\$7,107.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$3,870.00
			<i>Notes: Learning Together tutoring refill kit/materials</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$3,237.00
			<i>Notes: Facilitator/Supervisor and Paraprofessionals for afterschool tutoring.</i>			
7	G1.B24.S1.A1	Teachers need more professional development in using and implementing standards-based curriculum and research based instructional strategies.				\$5,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,500.00
			<i>Notes: Top Score Training</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,600.00
			<i>Notes: American Reading PD</i>			
8	G1.B24.S2.A1	Attend Model Schools Conference				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Marion - 0162 - Reddick Collier Elem. School - 2016-17 SIP
Reddick Collier Elementary School

			0162 - Reddick Collier Elem. School	Title I, Part A		\$2,000.00
			<i>Notes: Model Schools Registration</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,400.00
			<i>Notes: Model Schools Travel</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$440.00
			<i>Notes: Model Schools Hotel Accommodations</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$560.00
			<i>Notes: Model Schools Additional Travel Costs (cab to and from airport)</i>			
9	G1.B24.S2.A2	Attend Kagan Workshops				\$7,196.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$4,044.00
			<i>Notes: Kagan Registration</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,400.00
			<i>Notes: Kagan Travel</i>			
			0162 - Reddick Collier Elem. School	Title I, Part A		\$1,752.00
			<i>Notes: Kagan Hotel Accommodations</i>			
10	G1.B30.S1.A1	Develop common language for instructional best practices using MCIES and FEAPs				\$0.00
11	G1.B5.S1.A1	All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.				\$652.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0162 - Reddick Collier Elem. School	Title I, Part A		\$652.00
			<i>Notes: FSA Focus Planning Days</i>			
					Total:	\$65,218.00