

Marion County Public Schools

# Reddick Collier Elementary School



2017-18 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<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 100%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 72%   |

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for Reddick Collier Elementary School

| DA Region and RED                            | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - <a href="#">Cassandra Brusca</a> | - N/A                             |

## 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 encouraged 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, phone calls, and in person conferences. The school fosters positive relationships through our weekly home call message (Sunday Mustang Minutes), monthly newsletters, and 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 reduced 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.

##### 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 content area specialist, psychologist, behavior specialist, guidance counselor, assistant principal, and principal 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

At Reddick-Collier Elementary, we use an early warning system through Unify and 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 30 minute reading intervention/enrichment block. Research based interventions such as Corrective Reading and Early Intervention in Reading are used with remediation groups. Each non-proficient student is screened by our Literacy Content Area Specialist to determine placement in the correct intervention group.

### B. Family and Community Engagement

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

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

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

Yes

### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422878>.

### 2. Description

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

## 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

### 1. School Leadership Team

#### a. Membership

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

| Name            | Title               |
|-----------------|---------------------|
| Vining, Joelene | Principal           |
| Surdam, Jordan  | Assistant Principal |
| Lindsey, Mary   | School Counselor    |

#### b. Duties

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

Joelene Vining, 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

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

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

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

Allison Magamoll, Content Area Specialist – Instructional Coach  
Monitors student data for all students  
Coach Teachers in the ELA Process

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 iReady. iReady 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 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. 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          |
|------------------|----------------------------|
| Joelene Vining   | Principal                  |
| Jordan Surdam    | Teacher                    |
| Diana McCullough | Education Support Employee |
| Melissa Anthony  | Parent                     |
| Meaghan Crowley  | Parent                     |
| Carla Huber      | Parent                     |
| Alisha Dandy     | Parent                     |
| Cecelia Hillard  | Parent                     |
| Demonta Filer    | Parent                     |
| Joy Taylor       | Parent                     |
| Amber Hayl       | Parent                     |
| Lachonda Lacey   | Education Support Employee |
|                  | Student                    |

### b. Duties

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

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

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

The SAC 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.**

No

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

The Reddick-Collier School Advisory Council members do not currently represent the Hispanic community served by the school. The ESOL paraprofessionals and administrators will continue to

recruit new members through website posts, recruitment notices sent in backpacks, sharing information during parent meetings, and social media reminders. The school does not currently have a business partner and will continue to solicit a partnership from local businesses within its community.

### 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               |
|------------------------|---------------------|
| Vining, Joelene        | Principal           |
| Figueroa, Ana          | Teacher, K-12       |
| Gokee, Marybeth        | Instructional Media |
| Wilkerson-Mack, Bonita | Teacher, K-12       |
| Simmons, Kauleen       | Teacher, K-12       |
| Clemons, Timothy       | Teacher, ESE        |
| Surdam, Jordan         | Assistant Principal |

#### 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 MyOn Reading program, and our Steps to Success nightly reading initiative.

### D. Public and Collaborative Teaching

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

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

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 state certified 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 state certified 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 state certified 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 new teacher program have a district mentor working with them throughout 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 grade students. For grades K-3 iReady data, Local End of Course Exam (LEOCE) scores, and progress monitoring data is 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 evidence based interventions in addition to receiving instruction in the core curriculum. 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**

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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 kicks off in April and continues 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers provide rigorous, purposeful, standards-based instruction and engage 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 teachers provide rigorous, purposeful, standards-based instruction and engage families, then student proficiency and learning gains will increase. 1a

G096034

**Targets Supported** 1b

| Indicator                                      | Annual Target |
|--|---------------|
| ELA/Reading Lowest 25% Gains                   | 60.0          |
| FSA Mathematics Achievement                    | 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          |
| Math Gains                                     | 50.0          |

**Targeted Barriers to Achieving the Goal** 3

- There is not an established culture of high expectations that is consistent
- Limited parent communications
- Non-proficient students
- Need for standards 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-Through and Progress Monitoring Data

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 9/11/2017 to 5/18/2018

**Evidence of Completion**

Walk-through and progress monitoring data will be monitored to ensure students are progressing toward reaching grade level goals.

## 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 teachers provide rigorous, purposeful, standards-based instruction and engage families, then student proficiency and learning gains will increase. **1**

 **G096034**

**G1.B2** There is not an established culture of high expectations that is consistent **2**

 **B258534**

**G1.B2.S1** Establish a culture of high expectations **4**

 **S273742**

### 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

Joelene Vining

#### Schedule

Weekly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

Sign-in sheets and agendas from PD opportunities.

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

Schedule professional development activities and guided collaborative planning.

**Person Responsible**

Joelene Vining

**Schedule**

Weekly, from 8/14/2017 to 5/18/2018

***Evidence of Completion***

Post schedules and agendas on the school's SharePoint.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

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

**Person Responsible**

Joelene Vining

**Schedule**

Daily, from 8/14/2017 to 5/18/2018


***Evidence of Completion***

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

**G1.B7 Limited parent communications** 2

 B258539

**G1.B7.S1 Hire a part-time home/school liaison** 4

 S273744

**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**

Joelene Vining

**Schedule**

On 5/18/2018

***Evidence of Completion***

Signed PSN

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Monitor home/school liaison log sheet.

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 9/11/2017 to 5/18/2018

***Evidence of Completion***

Log Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Success of parent events and use of parent resource center

**Person Responsible**

Joelene Vining

**Schedule**

Semiannually, from 12/12/2017 to 5/18/2018

**Evidence of Completion**

Sign in sheets for parent events and resource checkout log.

**G1.B7.S2** Conduct parent learning events. 4

 S273745

**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**

Joelene Vining

**Schedule**

Monthly, from 8/14/2017 to 5/18/2018

**Evidence of Completion**

Parent sign-in sheets and comment forms will be collected.

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** 6

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

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 8/14/2017 to 5/21/2018

***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.B7.S2** 7

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

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 8/14/2017 to 5/21/2018

***Evidence of Completion***

Parents will complete a survey at the end of the event with questions related to the information provided with an opportunity for follow up requests/questions.

**G1.B7.S3** We will increase communication with parents. 4

 S273746

**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**

Jordan Surdam

**Schedule**

Monthly, from 9/22/2017 to 5/18/2018

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G1.B7.S3** 6

Needed parent communication will be discussed at leadership meetings.

**Person Responsible**

Jordan Surdam

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

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



## Plan to Monitor Effectiveness of Implementation of G1.B7.S3 7

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

### Person Responsible

Jordan Surdam

### Schedule

Monthly, from 8/14/2017 to 5/18/2018

### Evidence of Completion

Leadership minutes and communication documentation such as newsletters and flyers.

## G1.B8 Non-proficient students 2

 B258540

**G1.B8.S1** Purchase research based materials for Tier I core curriculum supplementation, remediation, and enrichment, increase academic achievement. 4

 S273747

### Strategy Rationale

If we use research based materials student achievement will increase.

## Action Step 1 5

Purchase evidence-based materials for instructional and paraprofessional personnel to use in the classroom to supplement the core curriculum.

### Person Responsible

Joelene Vining

### Schedule

Annually, from 8/14/2017 to 5/21/2018

### Evidence of Completion

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

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

Teacher observations and program fidelity checklists

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 9/5/2017 to 5/18/2018

***Evidence of Completion***

Observation Data and Fidelity Checklists

**Plan to Monitor Effectiveness of Implementation of G1.B.8.S1** 7

We will collect student progress monitoring data.

**Person Responsible**

Jordan Meffert

**Schedule**

Monthly, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

iReady Student Data

**G1.B8.S2** Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach. 4

S273748

### Strategy Rationale

If teachers focus on standards based instruction and improve strategies for teaching, student achievement will increase.

### Action Step 1 5

Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach.

#### Person Responsible

Joelene Vining

#### Schedule

Weekly, from 8/14/2017 to 5/21/2018

#### Evidence of Completion

Collaborative planning notes, professional development sign in sheets and handouts, and coach's logs will be collected as evidence of the activities being completed.

### Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Administrators will attend collaborative planning and professional development opportunities and collect the sign in sheets as evidence.

#### Person Responsible

Jordan Surdam

#### Schedule

Monthly, from 8/14/2017 to 5/21/2018

#### Evidence of Completion

Common Boards, Agendas, Sign-in Sheets, Walk-Through Data

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2** 7

Classroom walk throughs will focus on targeted areas specific to professional development.

**Person Responsible**

Joelene Vining

**Schedule**

Monthly, from 9/22/2017 to 5/18/2018

**Evidence of Completion**

classroom walk through data

**G1.B10** Need for standards based professional development 2

 B258542

**G1.B10.S1** Teachers need standards based professional development. 4

 S273749

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Jordan Meffert

**Schedule**

Monthly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

Sign-in sheets and Agendas provided during PD opportunities

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Administrators will conduct walk throughs and check for usage of common boards and standard based instruction.

**Person Responsible**

Jordan Surdam

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Walk-through data

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

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

**Person Responsible**

Joelene Vining

**Schedule**

Weekly, from 8/14/2017 to 5/18/2018


***Evidence of Completion***

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

**G1.B15** Common language needed for defining best practices **2**

 B258547

**G1.B15.S1** Develop a common language using MCIES and FEAPS for best instructional practices. **4**

 S273752

**Strategy Rationale**

If teachers use a common language when collaboratively planning, it will increase the use of instructional best practices. This will increase student achievement.

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

Develop common language for instructional best practices using MCIES and FEAPs

**Person Responsible**

Joelene Vining

**Schedule**

Weekly, from 9/5/2017 to 5/18/2018

***Evidence of Completion***

PD Agenda and Sign-in Sheet

**Plan to Monitor Fidelity of Implementation of G1.B15.S1** **6**

Create a culture using the common language of MCIES and FEAPs

**Person Responsible**

Joelene Vining

**Schedule**

Quarterly, from 9/5/2017 to 5/18/2018

***Evidence of Completion***

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

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

Teacher and Paraprofessional Evaluations

**Person Responsible**

Joelene Vining

**Schedule**

On 5/18/2018








***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     |
|--------------------------|--|-----------------|-------------------------------|--|------------------------|
| <b>2018</b>              |  |                 |                               |  |                        |
| G1.MA1<br>M394409        | Monthly Walk-Through and Progress Monitoring Data  | Vining, Joelene | 9/11/2017                     | Walk-through and progress monitoring data will be monitored to ensure students are progressing toward reaching grade level goals.              | 5/18/2018 monthly      |
| G1.B2.S1.MA1<br>M394389  | Classroom coaching, walk-throughs and observations to ensure teachers are planning and implementing... | Vining, Joelene | 8/14/2017                     | Tally teachers who are planning and implementing rigorous and purposeful instruction and differentiated centers using the MCIES rubric.        | 5/18/2018 daily        |
| G1.B2.S1.MA1<br>M394390  | Schedule professional development activities and guided collaborative planning.                        | Vining, Joelene | 8/14/2017                     | Post schedules and agendas on the school's SharePoint.   | 5/18/2018 weekly       |
| G1.B7.S1.MA1<br>M394393  | Success of parent events and use of parent resource center   | Vining, Joelene | 12/12/2017                    | Sign in sheets for parent events and resource checkout log.  | 5/18/2018 semiannually |
| G1.B7.S1.MA1<br>M394394  | Monitor home/school liaison log sheet.   | Vining, Joelene | 9/11/2017                     | Log Sheets   | 5/18/2018 monthly      |
| G1.B7.S1.A1<br>A367544   | We will hire a part-time home/school liaison.  | Vining, Joelene | 8/14/2017                     | Signed PSN   | 5/18/2018 one-time     |
| G1.B8.S1.MA1<br>M394399  | We will collect student progress monitoring data.  | Meffert, Jordan | 10/2/2017                     | iReady Student Data  | 5/18/2018 monthly      |
| G1.B8.S1.MA1<br>M394400  | Teacher observations and program fidelity checklists   | Vining, Joelene | 9/5/2017                      | Observation Data and Fidelity Checklists   | 5/18/2018 monthly      |
| G1.B10.S1.MA1<br>M394403 | Student data and teacher observation data will be used to monitor the effectiveness of the PD.         | Vining, Joelene | 8/14/2017                     | Student data and teacher observation data will be collected to monitor the effectiveness of the PD.  | 5/18/2018 weekly       |
| G1.B15.S1.MA1<br>M394407 | Teacher and Paraprofessional Evaluations   | Vining, Joelene | 5/18/2018                     | Evaluation Sheets  | 5/18/2018 one-time     |
| G1.B15.S1.MA1<br>M394408 | Create a culture using the common language of MCIES and FEAPs  | Vining, Joelene | 9/5/2017                      | MCIES teacher evaluations, Paraprofessional Evaluations, and Tuesday Team Talk sign-in sheets  | 5/18/2018 quarterly    |
| G1.B15.S1.A1<br>A367551  | Develop common language for instructional best practices using MCIES and FEAPs                         | Vining, Joelene | 9/5/2017                      | PD Agenda and Sign-in Sheet  | 5/18/2018 weekly       |
| G1.B7.S2.A1<br>A367545   | Each grade level will conduct one building parent capacity event each year. We will have a...          | Vining, Joelene | 8/14/2017                     | Parent sign-in sheets and comment forms will be collected.   | 5/18/2018 monthly      |
| G1.B8.S2.MA1<br>M394401  | Classroom walk throughs will focus on targeted areas specific to professional development.             | Vining, Joelene | 9/22/2017                     | classroom walk through data  | 5/18/2018 monthly      |
| G1.B7.S3.MA1<br>M394397  | The leadership team will work together to ensure parents are notified about events and student...      | Surdam, Jordan  | 8/14/2017                     | Leadership minutes and communication documentation such as newsletters and flyers.   | 5/18/2018 monthly      |
| G1.B7.S3.MA1<br>M394398  | Needed parent communication will be discussed at leadership meetings.                                  | Surdam, Jordan  | 8/21/2017                     | Different parent communication items such as newsletters, flyers, Sunday Mustang Minutes, Skylert messages, Facebook, Twitter, Instagram, etc. | 5/18/2018 monthly      |
| G1.B7.S3.A1<br>A367546   | We will increase home/school communication through newsletters, student planners, student compacts,... | Surdam, Jordan  | 9/22/2017                     | We will collect examples of different communications used between home and school.   | 5/18/2018 monthly      |
| G1.B8.S1.A1<br>A367547   | Purchase evidence-based materials for instructional and paraprofessional personnel to use in the...    | Vining, Joelene | 8/14/2017                     | Will discuss needed materials during our leadership meetings. Order forms will be saved and used as evidence that materials are being ordered. | 5/21/2018 annually     |



| Source   | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date   |
|--|--|-----------------|-------------------------------|---|----------------------|
| G1.B7.S2.MA1<br> M394395  | The leadership team will work together to ensure the events are planned, communicated, and take...   | Vining, Joelene | 8/14/2017                     | Parents will complete a survey at the end of the event with questions related to the information provided with an opportunity for follow up requests/ questions.      | 5/21/2018<br>monthly |
| G1.B7.S2.MA1<br> M394396  | We will work together to develop and conduct parent involvement and learning events.                 | Vining, Joelene | 8/14/2017                     | Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.  | 5/21/2018<br>monthly |
| G1.B8.S2.MA1<br> M394402  | Administrators will attend collaborative planning and professional development opportunities and...  | Surdam, Jordan  | 8/14/2017                     | Common Boards, Agendas, Sign-in Sheets, Walk-Through Data   | 5/21/2018<br>monthly |
| G1.B8.S2.A1<br> A367548   | Provide teacher support through lesson modeling, collaborative planning, and professional...         | Vining, Joelene | 8/14/2017                     | Collaborative planning notes, professional development sign in sheets and handouts, and coach's logs will be collected as evidence of the activities being completed. | 5/21/2018<br>weekly  |
| G1.B2.S1.A1<br> A367542   | All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction...  | Vining, Joelene | 8/14/2017                     | Sign-in sheets and agendas from PD opportunities.   | 5/25/2018<br>weekly  |
| G1.B10.S1.MA1<br> M394404 | Administrators will conduct walk throughs and check for usage of common boards and standard based... | Surdam, Jordan  | 8/14/2017                     | Walk-through data   | 5/25/2018<br>monthly |
| G1.B10.S1.A1<br> A367549  | Teachers need more professional development in using and implementing standards-based curriculum...  | Meffert, Jordan | 8/14/2017                     | Sign-in sheets and Agendas provided during PD opportunities   | 6/29/2018<br>monthly |

## V. Professional Development Opportunities

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

**G1.** If teachers provide rigorous, purposeful, standards-based instruction and engage families, then student proficiency and learning gains will increase.

**G1.B2** There is not an established culture of high expectations that is consistent

**G1.B2.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

Joelene Vining Jordan Surdam Allison Magamoll Megan Hanes

#### Participants

Instructional

#### Schedule

Weekly, from 8/14/2017 to 5/25/2018

**G1.B8** Non-proficient students

**G1.B8.S2** Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach.

### PD Opportunity 1

Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach.

#### Facilitator

Allison Magamall and Megan Hanes

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/14/2017 to 5/21/2018

**G1.B10** Need for standards based professional development

**G1.B10.S1** Teachers need standards based professional development.

**PD Opportunity 1**

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

**Facilitator**

Joelene Vining Jordan Surdam Allison Magamoll Megan Hanes

**Participants**

Teachers

**Schedule**

Monthly, from 8/14/2017 to 6/29/2018

**G1.B15** Common language needed for defining best practices

**G1.B15.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**

Kyra Schafte

**Participants**

Teachers and Paraprofessionals

**Schedule**

Weekly, from 9/5/2017 to 5/18/2018

## VI. Technical Assistance Items

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

## VII. Budget

|   |              |  |   |                 |     |            |
|---|--------------|--|---|-----------------|-----|------------|
| 1 | G1.B10.S1.A1 | Teachers need more professional development in using and implementing standards-based curriculum and evidence based instructional strategies.  |   |                 |     | \$0.00     |
| 2 | G1.B15.S1.A1 | Develop common language for instructional best practices using MCIES and FEAPs   |   |                 |     | \$0.00     |
| 3 | G1.B2.S1.A1  | All teachers will participate in PD and PLCs focused on planning rigorous purposeful instruction and learning activities.  |   |                 |     | \$0.00     |
| 4 | G1.B7.S1.A1  | We will hire a part-time home/school liaison.  |   |                 |     | \$2,296.00 |
|   | Function     | Object   | Budget Focus  | Funding Source  | FTE | 2017-18    |
|   |              |  | 0162 - Reddick Collier Elem. School                           | Title I, Part A |     | \$2,296.00 |
|   |              |  | Notes: Non-Instructional Parent Liason (5 hours per week)     |                 |     |            |
| 5 | G1.B7.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. |   |                 |     | \$2,285.00 |
|   | Function     | Object   | Budget Focus  | Funding Source  | FTE | 2017-18    |
|   | 6150         | 310-Professional and Technical Services  | 0162 - Reddick Collier Elem. School                           |                 |     | \$675.00   |
|   |              |  | Notes: Orlando Science Center                                 |                 |     |            |
|   | 6150         | 390-Other Purchased Services   | 0162 - Reddick Collier Elem. School                           |                 |     | \$300.00   |
|   |              |  | Notes: Orlando Science Center - Travel Cost                   |                 |     |            |
|   | 6150         | 510-Supplies   | 0162 - Reddick Collier Elem. School                           | Title I, Part A |     | \$600.00   |
|   |              |  | Notes: Publix Card for Parent Learning Events                 |                 |     |            |
|   | 6150         | 510-Supplies   | 0162 - Reddick Collier Elem. School                           | Title I, Part A |     | \$360.00   |
|   |              |  | Notes: Hungry Howies Parent Nights                            |                 |     |            |
|   | 6150         | 510-Supplies   | 0162 - Reddick Collier Elem. School                           | Title I, Part A |     | \$350.00   |
|   |              |  | Notes: Dunkin Donuts for Donuts for Dads and Muffins for Moms |                 |     |            |
| 6 | G1.B7.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 | 2017-18    |

**Marion - 0162 - Reddick Collier Elem. School - 2017-18 SIP**  
*Reddick Collier Elementary School*

|          |                    |  |  |                 |     |                    |
|----------|--------------------|--|--|-----------------|-----|--------------------|
|          | 6150               | 390-Other Purchased Services   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$112.00           |
|          |                    |  | <i>Notes: Printing for Parent Compact</i>                            |                 |     |                    |
|          | 6150               | 390-Other Purchased Services   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$113.00           |
|          |                    |  | <i>Notes: Printing for Student Handbook</i>                          |                 |     |                    |
|          | 6150               | 390-Other Purchased Services   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$837.00           |
|          |                    |  | <i>Notes: Printing for Student Planners</i>                          |                 |     |                    |
|          | 6150               | 510-Supplies   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$313.00           |
|          |                    |  | <i>Notes: Nicky's Folders (K-1 home/school folders)</i>              |                 |     |                    |
| <b>7</b> | <b>G1.B8.S1.A1</b> | <b>Purchase evidence-based materials for instructional and paraprofessional personnel to use in the classroom to supplement the core curriculum.</b> |  |                 |     | <b>\$25,063.00</b> |
|          | Function           | Object   | Budget Focus   | Funding Source  | FTE | 2017-18            |
|          | 6150               | 590-Other Materials and Supplies   | 0162 - Reddick Collier Elem. School                                  |                 |     | \$446.00           |
|          |                    |  | <i>Notes: Warehouse Order- Parent Involvement</i>                    |                 |     |                    |
|          | 5100               | 590-Other Materials and Supplies   | 0162 - Reddick Collier Elem. School                                  |                 |     | \$1,036.00         |
|          |                    |  | <i>Notes: Warehouse Order Science Material</i>                       |                 |     |                    |
|          | 5100               | 644-Computer Hardware Non-Capitalized  | 0162 - Reddick Collier Elem. School                                  |                 |     | \$2,310.00         |
|          |                    |  | <i>Notes: Classroom Projectors (3)</i>                               |                 |     |                    |
|          | 5100               | 510-Supplies   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$1,279.00         |
|          |                    |  | <i>Notes: Warehouse Orders for Classroom Materials-</i>              |                 |     |                    |
|          | 5100               | 643-Capitalized Hardware and Technology-Related Infrastructure   | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$1,245.00         |
|          |                    |  | <i>Notes: Engaged Classroom Whiteboard</i>                           |                 |     |                    |
|          | 5100               | 360-Rentals  | 0162 - Reddick Collier Elem. School                                  | Title I, Part A |     | \$13,132.00        |
|          |                    |  | <i>Notes: Curriculum Associates Teacher Toolbox and site license</i> |                 |     |                    |
|          | 5100               | 510-Supplies   | 0162 - Reddick Collier Elem. School                                  | Title, I Part A |     | \$2,265.00         |
|          |                    |  | <i>Notes: Curriculum Associates ELA Instruction Student Books</i>    |                 |     |                    |
|          | 6400               | 310-Professional and Technical Services  | 0162 - Reddick Collier Elem. School                                  | Title, I Part A |     | \$3,000.00         |
|          |                    |  | <i>Notes: Curriculum Associates Professional Development</i>         |                 |     |                    |
|          | 5100               | 590-Other Materials and Supplies   | 0162 - Reddick Collier Elem. School                                  | Title, I Part A |     | \$350.00           |

**Marion - 0162 - Reddick Collier Elem. School - 2017-18 SIP**  
*Reddick Collier Elementary School*

|          |                    |   |   |                 |               |                     |
|----------|--------------------|---|---|-----------------|---------------|---------------------|
|          |                    |   | <i>Notes: Classroom Earbuds</i>                       |                 |               |                     |
| <b>8</b> | <b>G1.B8.S2.A1</b> | <b>Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach.</b> |   |                 |               | <b>\$195,781.00</b> |
|          | Function           | Object  | Budget Focus  | Funding Source  | FTE           | 2017-18             |
|          | 5100               |   | 0162 - Reddick Collier Elem. School                   |                 |               | \$52,332.00         |
|          |                    |   | <i>Notes: Kindergarten Paraprofessionals (2)</i>      |                 |               |                     |
|          | 5100               |   | 0162 - Reddick Collier Elem. School                   |                 |               | \$26,166.00         |
|          |                    |   | <i>Notes: Intervention/Classroom Paraprofessional</i> |                 |               |                     |
|          | 5100               |   | 0162 - Reddick Collier Elem. School                   |                 |               | \$1,302.00          |
|          |                    |   | <i>Notes: Collaborative Planning, 3 Substitutes</i>   |                 |               |                     |
|          | 6400               |   | 0162 - Reddick Collier Elem. School                   | Title I, Part A |               | \$58,042.00         |
|          |                    |   | <i>Notes: Literacy Content Area Specialist</i>        |                 |               |                     |
|          | 6400               |   | 0162 - Reddick Collier Elem. School                   | Title, I Part A |               | \$57,939.00         |
|          |                    |   | <i>Notes: Academic Coach</i>                          |                 |               |                     |
|          |                    |   |   |                 | <b>Total:</b> | <b>\$226,800.00</b> |