

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 (per MSID File)	2016-17 Title I School	2016-17 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	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 - Cassandra Brusca	- 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
2018					
G1.MA1 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 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 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 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 M394394	Monitor home/school liaison log sheet.	Vining, Joelene	9/11/2017	Log Sheets	5/18/2018 monthly
G1.B7.S1.A1 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 M394399	We will collect student progress monitoring data.	Meffert, Jordan	10/2/2017	iReady Student Data	5/18/2018 monthly
G1.B8.S1.MA1 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 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 M394407	Teacher and Paraprofessional Evaluations	Vining, Joelene	5/18/2018	Evaluation Sheets	5/18/2018 one-time
G1.B15.S1.MA1 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 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 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 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 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 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 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 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  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 monthly
G1.B7.S2.MA1  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 monthly
G1.B8.S2.MA1  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 monthly
G1.B8.S2.A1  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 weekly
G1.B2.S1.A1  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 weekly
G1.B10.S1.MA1  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 monthly
G1.B10.S1.A1  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 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>			
7	G1.B8.S1.A1	Purchase evidence-based materials for instructional and paraprofessional personnel to use in the classroom to supplement the core curriculum.				\$25,063.00
	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>			
8	G1.B8.S2.A1	Provide teacher support through lesson modeling, collaborative planning, and professional development with a Literacy Content Specialist and Academic Coach.				\$195,781.00
	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>			
Total:						\$226,800.00