Reddick Collier Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	F	C	C	D*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Reddick-Collier faculty and staff will provide rigorous, purposeful standards based instruction while engaging families.

Provide the school's vision statement.

Reddick-Collier is preparing students for graduation and beyond.

School Leadership Team

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

Name	Title
Vining, Joelene	Principal
Byard, James	Assistant Principal
Roberts, Tina	Instructional Coach
Allen, Clayton	Dean

Duties

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

The principal, Joelene Vining, will act as the instructional leader of the school. The principal will ensure student learning is the top priority. She will engage in data analysis for instructional planning and improvement. The principal will ensure formative and interim assessments are aligned with the standards and the data is used to drive instruction. The principal will communicate the relationship among academic standards, effective instruction, and student performance to develop the faculty. James Byard, the assistant principal, will support the vision of the principal through actively engaging in data analysis, communication with teachers, and reflecting on instructional practices.

The dean, Clayton Allen, will support teachers with behavior management which often impedes on instruction in the classroom. The dean will support teachers as they build classroom procedures to allow for smooth transitions and maximum instructional time.

The math content area specialist, Tina Roberts, will facilitate collaborative planning. She will ensure instruction is based on the Florida Standards. She will support teachers as they align resources and assessments to the Florida Standards. The math content area specialist will model lessons and provide non-evaluative feedback to teachers working to improve instructional practices.

Early Warning Systems

Year 2017-18

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	0	8	7	7	12	8	0	0	0	0	0	0	0	42
One or more suspensions	1	7	14	10	15	24	0	0	0	0	0	0	0	71
Course failure in ELA or Math	0	7	3	11	4	3	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	31	30	26	0	0	0	0	0	0	0	87

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	10	14	15	18	20	0	0	0	0	0	0	0	79

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	3	0	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	2	3	4	0	0	0	0	0	0	0	9

Date this data was collected

Sunday 8/12/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reddick-Collier Elementary FSA results indicate low performance in English Language Arts, Mathematics, and Science. The percentage of students scoring a three or higher was 33%, 32% and 31% respectively. Students in the bottom quartile scored significantly below the district and state for growth in ELA and Math. 16% of bottom quartile students showed growth in ELA and 19% showed growth in math.

Which data component showed the greatest decline from prior year?

Reddick-Collier's greatest decline from last year was the learning gains for ELA. In the 2016-17 school year, 51% of students showed learning gains and 52% of the bottom quartile students showed a learning gain. During the 2017-18 school year, 25% of students showed learning gains and 15% of the bottom quartile showed a learning gain.
When the data is broken by grade level achievement scores, the percentage of students scoring proficiently on the 3rd grade Math dropped from 46% to 28%.

Which data component had the biggest gap when compared to the state average?

Reddick-Collier's biggest gap when comparing grade level achievement data with the state is third grade math scores. The school scored 34 percentage points below the state average. 28% of Reddick-Collier third grade students scored a 3 or higher, while the state average was 62% scoring a 3 or higher.
The other largest gap for Reddick-Collier was the students showing gains in the area of English Language Arts. The bottom quartile students scored significantly below the state average as well. 16% of bottom quartile students showed gains at Reddick-Collier while 48% of the state average of bottom quartile students showed gains in ELA. 19% of Reddick-Collier bottom quartile students showed gains, while 47% of the state average of bottom quartile students showed gains.

Which data component showed the most improvement? Is this a trend?

Reddick-Collier scores increased in 5th grade math. The data shows the last three years students have increased scores from 22% scoring a 3 or higher in 2016 to 38% scoring a 3 or higher in 2018.

Describe the actions or changes that led to the improvement in this area.

The increase in math scores is attributed to the increased focus on standards based instruction in all grade levels.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	33%	46%	56%	34%	47%	52%
ELA Learning Gains	25%	44%	55%	47%	49%	52%
ELA Lowest 25th Percentile	16%	37%	48%	50%	47%	46%
Math Achievement	32%	49%	62%	33%	48%	58%
Math Learning Gains	38%	46%	59%	45%	47%	58%
Math Lowest 25th Percentile	19%	35%	47%	61%	40%	46%
Science Achievement	31%	51%	55%	33%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	8 (0)	7 (1)	7 (0)	12 (0)	8 (1)	42 (4)
One or more suspensions	1 (0)	7 (0)	14 (1)	10 (0)	15 (0)	24 (0)	71 (1)
Course failure in ELA or Math	0 (0)	7 (0)	3 (0)	11 (0)	4 (0)	3 (0)	28 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (0)	30 (15)	26 (15)	87 (30)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	46%	-13%	57%	-24%
	2017	41%	50%	-9%	58%	-17%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	34%	43%	-9%	56%	-22%
	2017	36%	52%	-16%	56%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
05	2018	28%	46%	-18%	55%	-27%
	2017	37%	47%	-10%	53%	-16%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-9%				
Cohort Comparison		-8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	28%	48%	-20%	62%	-34%
	2017	46%	48%	-2%	62%	-16%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2018	31%	47%	-16%	62%	-31%
	2017	33%	55%	-22%	64%	-31%
Same Grade Comparison		-2%				
Cohort Comparison		-15%				
05	2018	38%	50%	-12%	61%	-23%
	2017	33%	45%	-12%	57%	-24%
Same Grade Comparison		5%				
Cohort Comparison		5%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	29%	49%	-20%	55%	-26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	3	8	6	6	19	13	14				
ELL	16	8		11	23						
BLK	22	22	18	21	35	19	11				
HSP	29	19		26	31		33				
WHT	51	34		50	46		57				
FRL	28	25	17	29	36	18	27				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	14	25	30	17	35						
ELL	21			21							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	28	51	50	24	37		22				
HSP	31	38		35	46						
WHT	58	60		62	50		73				
FRL	36	51	55	36	42	35	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instruction
Rationale	Reddick-Collier FSA results show low performance data in ELA, Math, and Science. Test results indicate a need for a focus on data driven, purposeful, rigorous standards based instruction for all students. 25% of the students showed learning gains on state assessments in the area of ELA and 38% showed gains in the area of math. Learning gains for the bottom quartile of students showed a significant drop from the previous year with 16% of the bottom quartile showing a gain in ELA and 19% showing a gain in math. The 2016-2017 data showed 52% with a gain in ELA and 35% with a gain in math. Early warning indicators identify 47 students out of the 87 or 54% of students scoring a level 1 have early warning indicators including one or more suspensions.
Intended Outcome	If teachers utilize data to drive instruction and create purposeful, rigorous standards based lessons for students, then student achievement and learning gains will increase for all students. The target for the 2018-2019 school year is to increase learning gains from 25% to 40% of students in ELA showing a learning gain and increase from 38% to 45% of students showing a learning gain in Math.
Point Person	Joelene Vining (joelene.vining2@marion.k12.fl.us)
Action Step	
Description	Teachers will be provided with additional resources and training to provide differentiated instruction and support to all students. Administrator/teacher data chats and teacher/student data chats will build understanding of student mastery and needs. Weekly data chats will include bottom quartile progress, Early Warning Indicators specifically focused on attendance, failing grades, and discipline referrals. During weekly data chats the team will reflect on the data, create a plan for improving the areas of weakness, and follow up with progress each week. The team will collaborate to design incentives for regular attendance, arriving on time, and positive behavior choices. Weekly collaborative planning will include a focus on the standards, questioning, resources, and rigorous assessments aligned to the standards. Teachers will have opportunities for learning walks and reflection with the leadership team. Teachers will participate in professional development opportunities to ensure lessons and assessments are rigorous and aligned to standards.
Person Responsible	Joelene Vining (joelene.vining2@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Collaborative planning notes will be shared with administrators and kept for lesson plans. Standards Focused Boards aligned to the standards will be monitored and checked during classroom visits. A calendar with data chats and notes from meetings will be kept. All teachers will work in collaborative teams to plan instruction, prepare materials, and align assessments. Teachers will participate in weekly data chats with the administrator to monitor student progress on iReady, standards mastery assessments, attendance rates, discipline referral percentages, and quarterly standards assessments.
Person Responsible	Joelene Vining (joelene.vining2@marion.k12.fl.us)

Activity #2	
Title	Parent Engagement
Rationale	Family and parent engagement opportunities will provide meaningful opportunities for parents to understand the standards and expectations for their child. As parents gain a better understanding of expectations for the year, they will be able to support learning at home. Parent comments indicate they would like opportunities to learn about the expectations of students for grade level assessments.
Intended Outcome	If parents gain a better understanding of the standards and expectations for students, student learning gains will increase from 25% to 40% in ELA and from 38% to 45% in math.
Point Person	Tina Roberts (tina.roberts@marion.k12.fl.us)
Action Step	
Description	Faculty and staff will provide family engagement opportunities throughout the school year. Family engagement opportunities will focus on reading, math, and science. ELA and Math hands on activities and materials will be provided for families to support learning at home. Teachers will teach parents how to use materials at home with students to practice skills. Family engagement events will include opportunities for parents to ask questions and provide feedback.
Person Responsible	Tina Roberts (tina.roberts@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student home learning data will monitor MyOn reading minutes comparing monthly totals. iReady progress monitoring data will be monitored monthly. Science night presentations of science boards will be compared to 2017-18 data to see if there is an increase in participation.
Person Responsible	Tina Roberts (tina.roberts@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Reddick-Collier quarterly SAC meetings will provide an opportunity for all stakeholders to provide input. Faculty and staff will provide opportunities for parents, families. and community members to attend events sponsored by the school. Events will provide information on the school, expectations of students, and offer hands on experiences for families to participate in. Faculty members will communicate with parents and families regarding their child's progress.

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

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.

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

Reddick-Collier is a host site for a VPK program. 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

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.

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. Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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.

Part V: Budget

Total:	$368,846.00