

Hillsborough County Public Schools

Corr Elementary School



2020-21 Schoolwide Improvement Plan

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Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[no web address on file]

Demographics

Principal: Kristi Lyn Ricketts

Start Date for this Principal: 6/19/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Corr Elementary School

13020 KINGS LAKE DR, Gibsonton, FL 33534

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">82%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">80%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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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. 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.

To provide an environment in which families, staff, and community actively work together with the students to help all of them realize and reach their full potential.

Provide the school's vision statement.

Positive Respectful Individuals Demonstrating Excellence

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Ricketts, Kristi-Lyn	Principal	To contribute data and suggestion to better improve our SIP.
Santesteban, Virginia	SAC Member	SAC Chair

Demographic Information

Principal start date

Monday 6/19/2017, Kristi Lyn Ricketts

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

70

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	102	125	107	118	108	0	0	0	0	0	0	0	640
Attendance below 90 percent	8	9	9	12	6	14	0	0	0	0	0	0	0	58
One or more suspensions	0	1	1	7	4	1	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	48	43	34	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide Math assessment	0	0	0	53	47	37	0	0	0	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	3	0	7	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 10/30/2020

Prior Year - 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	
Number of students enrolled	123	101	100	125	123	123	0	0	0	0	0	0	0	695
Attendance below 90 percent	19	23	16	24	20	14	0	0	0	0	0	0	0	116
One or more suspensions	0	1	0	2	2	3	0	0	0	0	0	0	0	8
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	49	43	34	0	0	0	0	0	0	0	126

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	12	12	0	0	0	0	0	0	0	28

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	2	3	0	12	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Prior Year - 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
Number of students enrolled	123	101	100	125	123	123	0	0	0	0	0	0	0	695
Attendance below 90 percent	19	23	16	24	20	14	0	0	0	0	0	0	0	116
One or more suspensions	0	1	0	2	2	3	0	0	0	0	0	0	0	8
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	49	43	34	0	0	0	0	0	0	0	126

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	3	12	12	0	0	0	0	0	0	0	28

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	2	3	0	12	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	52%	57%	45%	52%	55%
ELA Learning Gains	49%	55%	58%	53%	55%	57%
ELA Lowest 25th Percentile	46%	50%	53%	43%	51%	52%
Math Achievement	43%	54%	63%	39%	53%	61%
Math Learning Gains	52%	57%	62%	58%	54%	61%
Math Lowest 25th Percentile	38%	46%	51%	49%	46%	51%
Science Achievement	45%	50%	53%	43%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	36%	52%	-16%	58%	-22%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	40%	55%	-15%	58%	-18%
	2018	42%	55%	-13%	56%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
05	2019	43%	54%	-11%	56%	-13%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	54%	-17%	62%	-25%
	2018	38%	55%	-17%	62%	-24%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		2%				
05	2019	41%	54%	-13%	60%	-19%
	2018	49%	54%	-5%	61%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	51%	-8%	53%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	46%	52%	-6%	55%	-9%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	35	42	22	38	39	21				
ELL	27	43	40	29	51	52	22				
BLK	31	43	53	25	40	24	32				
HSP	38	50	42	37	49	48	36				
MUL	45	43		60	79						
WHT	59	58	55	65	62		71				
FRL	38	51	49	37	50	41	41				

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	25	44	38	29	50	48	44				
ELL	26	43	41	32	50	39	33				
BLK	39	42	21	29	52	36	38				
HSP	43	53	52	48	60	33	53				
MUL	56	50		61	40						
WHT	56	54		58	65	42	50				
FRL	41	49	39	40	54	38	45				

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	13	28	24	15	61	56	14				
ELL	21	43	42	18	60	67	15				
BLK	38	58	56	26	44	24	39				
HSP	35	44	39	34	64	66	32				
MUL	69			62							
WHT	70	68		60	57		82				
FRL	36	52	43	30	55	49	33				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 2019 Math BQ showed the lowest performance. There was a lack of foundational skills in order for students to be successful on the grade level assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In 2019, Math learning gains showed the greatest decline from the prior year. We feel there was a lack of foundational skills and not enough practice with the testing format (i.e gridded responses).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Overall Math Performance had a 20% gap compared to the state average. Large deficits with prerequisite math skills were a contributing factor.

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA BQ showed the largest improvement from 40-46%. We hired daytime ELA tutors and implemented more small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance is always an area of concern. If students are not here, we cannot teach them. Their absences contribute to the lack of foundational skills, which results in high numbers of Level 1 students on the FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Growth and Proficiency in Core Content Areas (Reading, Math, Writing, Science)
2. Attendance/Tardies
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: We will use common assessment data to plan for differentiated, guided group instruction in core subject areas in order to help close learning gaps. Our data reflected that students did not perform well with only whole group instruction that lacked differentiation based on common assessment data.

In addition, our ESSA subgroup data showed the following subgroups did not meet the 41% threshold: Students with Disabilities (33%), ELL (39%), and Black/African American students (35%). All of the Action Steps as documented below, will positively impact students within these ESSA Categories.

Measurable Outcome: We would like to see all areas in proficiency and growth in Math, ELA, and Science grow by at least 10% points on the 2021 state assessment.

Person responsible for monitoring outcome: Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Evidence-based Strategy: We will use our academic coaches to assist our teachers with planning and implementing more common assessments in order to help analyze data and differentiate instruction based on student needs.

Rationale for Evidence-based Strategy: According to "Doing What Works-Using Data to Differentiate Instruction", "differentiating instruction based on assessment data is essential for all students, not just those needing interventions" and that "progress monitoring assessments provide important data for guiding differentiated instruction". According to the article Coaching PA: Overview of Coaching as Providing Effective Professional Development, "Coaching is one model of professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus enhancing student achievement." According to the article, "The Power of Small Group Instruction" by Theresa London Cooper, "Small group instruction is an effective way to differentiate instruction and meet the needs of our students. It requires thorough planning and responds to informal and formal data collected from various sources, which help teachers construct a comprehensive profile on students' interests, abilities and challenges." Coaches can also help teachers plan effective small group instruction.

Action Steps to Implement

Hire Academic Coaches

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Plan Book Study/PD on Differentiation and Common Assessments: Simplifying Common Assessments- A Guide for Professional Learning Communities

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Provide common planning time (Tuesday afternoons, or with the use of substitutes) to allow teachers and coaches time to collaborate, discuss data, create common assessments, and plan for differentiation.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Meet with our ILT on a monthly basis in order to review and discuss common data across grade levels and seek input on the effectiveness on our plan.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Using the data collected from the common assessments we will form targeted, small groups, including students identified in our ESSA Subgroups, and use funds to hire a certified, daytime ELP tutor. The tutor will focus on skills as identified in the common assessment data chats.

Person Responsible Kristi-Lyn Ricketts (kristi-lyn.ricketts@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

With our school worker and leadership team, we will work on identifying, targeting, and supporting students with high number of absences and tardies. This may include attendance incentives, home visits, and parent phone calls.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Administration uses district survey data such as the ASQi and SCIP (teachers, staff, students, and parents) to reflect, revise, and revisit our policies and procedures. We have several stakeholder committees such as SAC, PTA, NEHS, behavior, ILT, and steering that meet regularly to discuss climate and culture and ways to improve. We have a business partnership with a local church that provides food weekly to our neediest families. This coming school year, we will be partnering with a local foundation to strengthen our PreK to school program. Throughout the school year, surveys are also used to immediately assess the climate and culture of the staff and students. This allows us to implement or change policies, as needed.

Some stakeholder involvement activities we do are:

Parent Family Nights-Math Night, Reading Night, ELL information, Title I, FSA, Kindergarten Night
 PTA Events- Dances, Spring Flings, BINGO night
 Chorus Performances
 Award Assembly
 Kindergarten Countdown
 Terrific Kid
 Quarterly student recognition for behavior and academics
 School wide PEP rallies

Veteran's Day program
 Great American Teach in
 Volunteer Opportunities
 Friday Family Breakfasts
 Conference Nights

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$266,925.59
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$80,357.58	
		<i>Notes: Math Resource Teacher The Math resource teacher will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math. The math resource teacher will also support student learning, as needed.</i>				
5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	1.0	\$80,000.00	
		<i>Notes: Reading Coach The Reading coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities, and supporting students, as needed.</i>				
6400	510-Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$1,575.00	
		<i>Notes: Purchase books for a Faculty Book Study titled, " Simplifying Common Assessments- A Guide for Professional Learning Communities" for about 70 staff members.</i>				
5100	369-Technology-Related Rentals	0054 - Corr Elementary School	Title, I Part A	0.0	\$3,230.00	
		<i>Notes: iReady Tool Box Purchase iReady Reading toolbox will be purchased to facilitate small group differentiated instruction and tutorial sessions.</i>				
5100	140-Substitute Teachers	0054 - Corr Elementary School	Title, I Part A	0.0	\$8,000.00	
		<i>Notes: Subs for Data Chats and learning walks Subs will be utilized to support teachers in quarterly data chats with administration and academic coaches. Estimated at \$100 a day per sub for each grade level 3 times a year. Subs will also be used to provide teachers on the job learning by conducting learning walks with academic coaches and administration.</i>				
5100	369-Technology-Related Rentals	0054 - Corr Elementary School	Title, I Part A	0.0	\$1,710.00	
		<i>Notes: Purchase Really Great Reading Online subscription We will continue utilizing Really Great Reading in grades K and 1 and want to implement Grade 2. The cost for the subscription is \$95 per teacher.</i>				
5100	520-Textbooks	0054 - Corr Elementary School	Title, I Part A	0.0	\$10,695.00	
		<i>Notes: Purchase Really Great Reading workbooks and teacher Lesson Plan Guide Sets and Student Manipulative sets We will continue utilizing Really Great Reading in grades K and 1</i>				

			<i>and want to implement Grade 2. The cost for the workbooks to go along with the software is in Kindergarten \$10 per student and in grades 1 and 2, \$19 per student. For 2nd grade, the lesson plan guide sets cost \$299 (4 sets) and the student manipulative sets cost \$65 each (purchasing 36). Plus shipping cost of \$918.88.</i>			
	5100	120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	0.0	\$9,000.00
			<i>Notes: Hire an ELP Daytime Tutor A daytime tutor will provide additional support and instruction to students not able to stay after school for help. The focus will be 2nd and 3rd grade students</i>			
	6400	510-Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$186.00
			<i>Notes: Purchase Books to use during grade level math planning 7 copies of the title, "Which One Doesn't Belong" by Christopher Danielson will be purchased to use during grade level math planning. This supports an area which has been considered low on FSA testing.</i>			
	5100	510-Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$3,500.00
			<i>Notes: Purchase paper, planners and stamps Planners will assist with communicating information about what the students are learning and when assessments will be given. It is a communication tool to use with our families. Stamps will be purchased to utilize during Welcome Back Mailouts, along with other letters to communicate with families (attendance, social work, IEP meeting notifications, etc.) The copy paper will be used for printing first day packets, surveys, compacts, and other information needed to go home to families.</i>			
	5100	369-Technology-Related Rentals	0054 - Corr Elementary School	Title, I Part A	0.0	\$6,000.00
			<i>Notes: Copier Maintenance This will be purchased to allow for teachers to copy classwork and assessments.</i>			
	5100	520-Textbooks	0054 - Corr Elementary School	Title, I Part A	0.0	\$8,000.00
			<i>Notes: Purchase General consumable supplies, such as pencils, pens, dry erase markers, chart paper, copy paper, and composition notebooks, to support whole, small group, and intervention instruction. The materials will be used to support learning in the classroom by ensuring teachers and students are provided the materials they need to be successful.</i>			
	5100	644-Computer Hardware Non-Capitalized	0054 - Corr Elementary School	Title, I Part A	0.0	\$23,030.56
			<i>Notes: Purchase Laptops We will purchase 2 carts of 25 computers with the Microsoft Operating System for student and classroom use for iReady and other interventios.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0054 - Corr Elementary School	Title, I Part A	0.0	\$7,560.00
			<i>Notes: Purchase Projectors We will purchase 20 new projectors to upgrade outdated ones for classroom use. This will allow for teachers to ensure students have access to seeing materials classwide.</i>			
	5100	519-Technology-Related Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$806.75
			<i>Notes: Purchase pocket Charts for Data Chats Pocket charts will be used to collect and display classroom data for students in grades K-5.</i>			
		120-Classroom Teachers	0054 - Corr Elementary School	Title, I Part A	0.0	\$2,727.20
			<i>Notes: T-Payroll for additional duties assigned Teachers will be assigned additional duties such as, but not limited to, data collection from their team, PLC facilitator, and ILT member</i>			
	5100	510-Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$1,440.00

			<i>Notes: Purchase General consumable supplies, such as markers, chart paper, copy paper, and composition notebooks, to support faculty professional development. The materials will be used as supplies for our staff during professional development during our faculty meetings, PLCs, and data chats by admin and coaches.</i>			
5100	520-Textbooks	0054 - Corr Elementary School	Title, I Part A	0.0	\$14,800.00	
			<i>Notes: Purchase Literacy Footprints Guided Reading System (Jan Richardson) K-6 Collection for the teacher book room These books will be utilized during differentiated, small group instruction during the reading block.</i>			
5100	519-Technology-Related Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$1,070.50	
			<i>Notes: Purchase mice and headphones for the new laptops and carts These will be utilized with the carts</i>			
5100	519-Technology-Related Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$3,000.00	
			<i>Notes: Purchase printer toner We will purchase toner for printers that teachers have in their classroom to print out emails, worksheets, or data.</i>			
6400	510-Supplies	0054 - Corr Elementary School	Title, I Part A	0.0	\$237.00	
			<i>Notes: Materials for Trainers for PD The materials will be bought to provide trainers with the materials they need to present professional development to the staff. Materials may include, but not limited to, copy paper, file folders, chart paper, markers, and pens.</i>			
Total:					\$266,925.59	