

Reddick Collier Elementary School



2014-15 School Improvement Plan

Reddick Collier Elementary School

4595 W HIGHWAY 316, Reddick, FL 32686

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

72%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

C

C

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Preparing students for graduation and beyond.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Reddick-Collier Elementary we believe in the importance of building strong relationships with students and families. Before the first day of school we have an orientation where families are encourage to meet the teacher and begin building that home/school relationship. Teachers are encouraged to continue this relationship through positive communication as needed, weekly or monthly newsletters, and in person conferences. The school fosters positive relationships through activities such as our weekly home call message (Sunday Mustang Minutes), monthly newsletters, and quarterly parent learning nights.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Reddick-Collier Elementary implemented a school uniform policy this school year. Our uniform policy has helped our students develop a sense of respect and community. Reddick-Collier is also a PBS school. We use our PBS system to teach and model desired behaviors. This system has helped create a feeling of unity among our students and reduce campus disruptions while creating a safe environment.

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.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counseling services are available through our guidance counselor. In addition, Reddick-Collier has a district assigned behavior specialist, psychologist, and social worker, to assist in meeting the social/emotional needs of our student population. Our social worker is able to assist families in seeking services that may be available within the community.

Our psychologist, behavior specialist, guidance counselor, principal, assistant principal, and dean compose our synergy team. Our synergy team meets monthly to discuss both the academic and

social emotional needs of our students. The synergy team also problem solves to meet the needs of our students.

Early Warning Systems

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

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

At Reddick-Collier Elementary, we use an early warning system through the BBCard link in Performance Matters. We can define categories using the following indicators: attendance rate, behavior, mobility, retained, GPA, course failures, and multiple warnings, looking for students who meet three, four, or five EW indicators.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	1	2	0	2	0	6
One or more suspensions	1	2	2	2	4	2	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	16	13	54

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	1	2	4	
Students exhibiting two or more indicators	1	1	2	2	6

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 reading. We are an extended learning school all of our students attend two 45 minute reading intervention/enrichment blocks. Research based interventions such as Corrective Reading, Early Intervention in Reading, and Wonderworks are used with these groups. Each student who is non-proficient is screened by our reading coach to determine placement in the correct intervention group.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55807>.

Description

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

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 is partners in education with Michael Whittaker and Associates. As partners in education we work together to ensure students and teachers have the necessary supplies, incentives, and support to be successful. The IUPAT/PATCH Foundation also adopted our school and provided all students with a backpack filled with school supplies on the first day of school. Fairfield Presbyterian Church donated funds to help families in need purchase uniform shirts.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Dickey, Regina	Principal
Suranni, Joseph	Assistant Principal
Smith, Grace	Dean
Haworth, Angelique	Instructional Coach
Lindsey, Mary	Guidance Counselor
Meffert, Jordan	Instructional Coach
Ruggieri-Berardi, Donna	Instructional Coach

Duties

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

Regina Dickey, Principal

Facilitates collaborative planning and PLC with leadership team, teachers, and paraprofessionals.

Monitors School and Individual Student Data including (but not limited to) students in the MTSS process

Monitors Classroom Instruction

Synergy Team Member

Maintains Positive Communication between School and Home

PTO and SCA Member

Joseph Suranni, 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

Grace Smith, Dean

Monitors student data for students who are listed for behavior in our EWS.

Facilitates PBS and Safety Committee Collaboration

Maintains Positive Communication between School and Home

Mary Lindsey, Guidance Councilor

Monitors individual student data for students who are in Tier III of MTSS

Monitors ESE student data

Facilitates collaborative planning with ESE team

Jordan Meffert, Cambridge Coordinator – Instructional Coach

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

Maintains Positive Communication between School and Home

Angel Haworth, Reading Coach – Instructional Coach

Monitors student data for all students

Coach Teachers in the ELA Process

Donna Ruggieri-Berardi – Academy Coach – Instructional Coach

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Reddick-Collier Elementary uses district provided reading and math curriculum as the basis of our tier 1 instruction. Teachers receive professional development that aids in the delivery of this curriculum. Title 1 funds are used to purchase supplemental curriculum items to support tier 1 instruction as well as tier 2 and tier 3 research based interventions to be used in the MTSS process.

The MTSS process is followed at Reddick-Collier Elementary. Students are assessed three times per school year using AIMSweb. AIMSweb data is reviewed following each monitoring session to establish the need for intervention and/or support. The MTSS team meets to discuss and develop interventions on an individualized student basis. Students not proficient in math and/or reading receive targeted interventions that are monitored and graphed for progress monitoring. Fidelity checks are in place to ensure students receive their interventions with regularity. Our synergy team meets monthly to assess tier 2 and tier 3 concerns and develop 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. One remediation paraprofessional is paid for through Title 1 funds who helps students in tier 2 and tier 3 of the MTSS process. Title 1 funds are also used to fund staff development initiatives such as Kagan that are used school wide to increase engagement and achievement of our students. Title 1 funds are used to pay presenters who come to our school to provide professional development. Our parent compact is paid for using Title 1 funds. Travel expenditures associated with conference attendance for professional development are paid for with Title 1 funds. Classroom supplies for students and books for parent involvement are also purchased with Title 1 funds. Technology items to enhance learning and engage students are also purchased using Title 1 funding.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Regina Dickey	Principal
Wanda Bowers	Parent
Roderick Bowers	Parent
Merri Krehl	Parent
Dianna Mccullough	Parent
Nitza Nunez	Parent
Ana Figuereo	Teacher
Diane Sistrunk	Parent
Kauleen Simmons	Teacher
Dewayne Evans	Teacher
Michael Whitaker	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

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.

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

During the 2013-2014 school year, we had \$1,200.00 allocated to us in school improvement funds. These funds were used to purchase furniture for our school to replace furniture that was aging and in unusable condition. These funds were also used for school beautification projects, including the implementation of a 1/4 mile running track on our Physical Education field. These funds were used to make our campus more inviting and welcoming to parents, families, and community members.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

SAC membership has not been established at this time.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dickey, Regina	Principal
Haworth, Angelique	Instructional Coach
Suranni, Joseph	Assistant Principal
Meffert, Jordan	Instructional Coach
Smith, Grace	Dean
Lindsey, Mary	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will focus on initiatives that will strengthen and support our core reading instruction such as incentives for the Accelerated Reader program, family literacy nights, and Pastries with Parents.

Public and Collaborative Teaching

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

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 Team Talk Tuesday 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. We also provide time in the master schedule for our ESE teachers to collaboratively plan with the teacher of the students that they serve.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school retains highly qualified teachers by providing meaningful professional development for our staff. Our school provides teachers with technology and resources they need to be successful and provide instruction within the framework of the Florida Standards. Our school provides mentoring to new teachers and coaching for both new teachers and experienced teachers. Our school recruits highly qualified teachers through the interview and selection process as positions become available. The principal is responsible for selecting and recruiting highly qualified teachers.

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 collaborative plan as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 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..

Instructional Strategies***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 (FCAT) are used to determine proficiency in ELA and math for our 4th and 5th grades. In 5th grade, FCAT science is used to determine proficiency in science. In 4th grade, FCAT writing is used determine proficiency in writing. AIMSweb data, district comprehensive assessment scores, FCA and learning check data are used with grades kindergarten through third. This data is used to determine students for both tier 2 and tier 3, and to determine those students needing supplemental instruction. Students in tiers 2 and 3 receive research based interventions according to the district MTSS protocol. In addition to receiving interventions, students participate in the core curriculum delivery in an effort to narrow the gap. Proficient students participate in project-based learning to extend lessons, while tier 2 and tier 3 students are receiving their interventions.

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: 10,800

Our students and staff have an extra hour of instruction added to the school day. This hour is used to provide a second block of intensive intervention instruction. For those students who are proficient, lessons are extended and enrichment is offered at this time.

Strategy Rationale

Providing students with intensive intervention instruction or enrichment twice daily will narrow the proficiency gap. At the same time, students can participate in the core curriculum and obtain grade level skills necessary for success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dickey, Regina, regina.dickey@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student scores on learning checks, local end of course exams, AIMSweb testing, district comprehensive assessment scores and Florida Standards Assessment data will be disaggregated to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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. FLKRS and FAIR 2 administered to kindergarteners within the first 30 days to evaluate the effectiveness of our Pre-K programs.

Our School coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, 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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase. 1a

G036077

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	30.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	51.0
FSA - Mathematics - Proficiency Rate	51.0
Math Gains	51.0
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	40.0
Highly Effective Teachers (Performance Rating)	25.0

Resources Available to Support the Goal 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 Reading Coach
- Teachers trained in curriculum and Kagan Strategies
- Strong community partnerships
- Cambridge Program
- Veteran Teachers who are invested in the success of our school
- Many intervention option available
- 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
- Title I Paraprofessionals
- ESE Paraprofessionals

Targeted Barriers to Achieving the Goal 3

- Ineffective interventions resulting in time loss and waste of resources
- Limited time for collaborative planning/structured planning

- Limited parent communications
- Non-proficient students

Plan to Monitor Progress Toward G1. 8

We will look at data from AIMSweb, learning checks, DBMA, and FSA to determine impact on student growth.

Person Responsible

Regina Dickey

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Data from AIMSweb, learning checks, DBMA, FSA and parent involvement will determine impact on student growth.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase. **1**

 G036077

G1.B6 Ineffective interventions resulting in time loss and waste of resources **2**

 B111387

G1.B6.S1 Create master schedule that includes specific iii time with researched based interventions. **4**

 S123901

Strategy Rationale

Schedule time and resourced to ensure intensive intervention instruction.

Action Step 1 **5**

Create Master Schedule and Paraprofessional Schedule

Person Responsible

Regina Dickey

Schedule

On 6/5/2015

Evidence of Completion

The master scheudle is posted on the school's SharePoint.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Schedules are created.

Person Responsible

Regina Dickey

Schedule

On 6/5/2015

Evidence of Completion

Schedules are posted on the school's SharePoint.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Classroom walk-throughs to ensure teachers are on schedule.

Person Responsible

Joseph Suranni


Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Tally teachers who are on schedule during walk-throughs. Share percentage during Tuesday Team Talk time.

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

 B111394

G1.B12.S1 Schedule collaborative planning time. 4

 S127237

Strategy Rationale

Teachers need time to unwrap the standards and plan rigorous, purposeful, standards-based instruction and student learning activities.

Action Step 1 5

We will have collaborative planning time each Thursday after school and once a nine week period all day for each grade level.

Person Responsible

Regina Dickey

Schedule

On 6/5/2015

Evidence of Completion

Calendar of planning days.

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

There will be collaborative planning time scheduled for each Thursday allowing follow up to the full day collaborative planning sessions.

Person Responsible

Regina Dickey

Schedule

Weekly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Weekly collaborative planning notes provided by grade chairs.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Mrs. Dickey and Mr. Suranni will review and respond to the weekly collaborative planning notes as needed.

Person Responsible

Regina Dickey


Schedule

Weekly, from 9/11/2014 to 6/5/2015


Evidence of Completion

Weekly collaborative planning notes.

G1.B19 Limited parent communications 2

 B111402

G1.B19.S1 Conduct Pastries for Parents Events 4

 S127275

Strategy Rationale

Inviting parents in for morning activities will offer a variety of times parents can be engaged in their child's education.

Action Step 1 5

We will plan and implement two pastries with parents events.

Person Responsible

Grace Smith

Schedule

Semiannually, from 10/1/2014 to 4/1/2015

Evidence of Completion

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

We will have sign in sheets to document how many parents participate.

Person Responsible

Jordan Meffert

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

We will have events planned on the calendar, advertised with parent, and sign-in sheets to document parent participation.

Plan to Monitor Effectiveness of Implementation of G1.B19.S1 7

We will collect data on how many parents participate.

Person Responsible

Jordan Meffert


Schedule

Semiannually, from 10/1/2014 to 4/1/2015

Evidence of Completion

Sign in sheets will be the evidence that parents participate.

G1.B19.S2 Conduct parent learning nights. 4

 S127276

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

We will plan and implement three parent involvement nights.

Person Responsible

Jordan Meffert

Schedule

Every 6 Weeks, from 12/9/2014 to 5/21/2015

Evidence of Completion

Parent sign-in sheets will be collected.

Plan to Monitor Fidelity of Implementation of G1.B19.S2 6

We will work together to develop and conduct parent learning nights.

Person Responsible

Jordan Meffert

Schedule

Every 6 Weeks, from 9/17/2014 to 5/21/2015

Evidence of Completion

Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.

Plan to Monitor Effectiveness of Implementation of G1.B19.S2 7

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

Person Responsible

Jordan Meffert

Schedule

Every 2 Months, from 9/17/2014 to 5/21/2015

Evidence of Completion

Calendar invites, parent flyers, and parent sign-in sheets will be used as evidence the event was planned and carried out.

G1.B19.S3 We will increase communication with parents. 4

 S127344

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, and flyers advertising events.

Person Responsible

Jordan Meffert

Schedule

Monthly, from 7/7/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B19.S3 6

Needed parent communication will be discussed at leadership meetings.

Person Responsible

Jordan Meffert

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Different parent communication items such as newsletters, flyers, etc.

Plan to Monitor Effectiveness of Implementation of G1.B19.S3 7

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

Person Responsible

Jordan Meffert


Schedule

Monthly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Leadership minutes and communication documentation such as newsletters and flyers.

G1.B20 Non-proficient students **2**

 B111403

G1.B20.S1 Purchase research based materials and hire paraprofessionals to work with students in order to increase academic achievement. **4**

 S127346

Strategy Rationale

If we use research based materials and additional instructional support personnel, student achievement will increase.

Action Step 1 **5**

Purchase research-based materials to use in the classroom to supplement core curriculum.

Person Responsible

Angelique Haworth

Schedule

On 11/28/2014

Evidence of Completion

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

Action Step 2 **5**

Purchase materials and implement a research based after school tutoring program.

Person Responsible

Jordan Meffert

Schedule

Weekly, from 11/3/2014 to 3/6/2015

Evidence of Completion

Tutoring attendance sheets.

Action Step 3 5

Hire a paraprofessional to work with non-proficient students in reading and math.

Person Responsible

Regina Dickey

Schedule

On 6/5/2015

Evidence of Completion

Signed PSN

Action Step 4 5

Hire paraprofessional to work with lowest quartile students in 3rd thru 5th grade.

Person Responsible

Regina Dickey

Schedule

On 6/5/2015

Evidence of Completion

Signed PSN

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

We will collect attendance sheet and monitor achievement data for both intensive intervention instruction and the after school tutoring program.

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

We will collect attendance sheets and monitor achievement data.

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

We will collect attendance sheets and monitor achievement data for both intensive intervention instruction and the after school tutoring program.

Person Responsible

Regina Dickey


Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

We will collect attendance sheets and monitor achievement data

G1.B20.S2 Professional development for increasing student engagement. 4

 S141240

Strategy Rationale

If students are engaged, student achievement will increase.

Action Step 1 5

Kagan Cooperative Learning Professional Development Training

Person Responsible

Jordan Meffert

Schedule

Daily, from 7/1/2014 to 7/21/2014

Evidence of Completion

Teachers will receive a certificate of completion for each training session attended.

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

Kagan instructional coaching

Person Responsible

Jordan Meffert

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Kagan coaching forms

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

Progress monitoring student data

Person Responsible

Jordan Meffert

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.A1	Create Master Schedule and Paraprofessional Schedule	Dickey, Regina	8/12/2014	The master scheudle is posted on the school's SharePoint.	6/5/2015 one-time
G1.B12.S1.A1	We will have collaborative planning time each Thursday after school and once a nine week period all day for each grade level.	Dickey, Regina	9/11/2014	Calendar of planning days.	6/5/2015 one-time
G1.B19.S1.A1	We will plan and implement two pastries with parents events.	Smith, Grace	10/1/2014		4/1/2015 semiannually
G1.B19.S2.A1	We will plan and implement three parent involvement nights.	Meffert, Jordan	12/9/2014	Parent sign-in sheets will be collected.	5/21/2015 every-6-weeks
G1.B19.S3.A1	We will increase home/school communication through newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.	Meffert, Jordan	7/7/2014	We will collect examples of different communications used between home and school.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B20.S1.A1	Purchase research-based materials to use in the classroom to supplement core curriculum.	Haworth, Angelique	7/1/2014	Will discuss needed materials during our leadership meetings. Orders forms will be saved and used as evidence that materials are being ordered.	11/28/2014 one-time
G1.B20.S2.A1	Kagan Cooperative Learning Professional Development Training	Meffert, Jordan	7/1/2014	Teachers will receive a certificate of completion for each training session attended.	7/21/2014 daily
G1.B20.S1.A2	Purchase materials and implement a research based after school tutoring program.	Meffert, Jordan	11/3/2014	Tutoring attendance sheets.	3/6/2015 weekly
G1.B20.S1.A3	Hire a paraprofessional to work with non-proficient students in reading and math.	Dickey, Regina	8/1/2014	Signed PSN	6/5/2015 one-time
G1.B20.S1.A4	Hire paraprofessional to work with lowest quartile students in 3rd thru 5th grade.	Dickey, Regina	10/13/2014	Signed PSN	6/5/2015 one-time
G1.MA1	We will look at data from AIMSweb, learning checks, DBMA, and FSA to determine impact on student growth.	Dickey, Regina	10/6/2014	Data from AIMSweb, learning checks, DBMA, FSA and parent involvement will determine impact on student growth.	6/5/2015 monthly
G1.B6.S1.MA1	Classroom walk-throughs to ensure teachers are on schedule.	Suranni, Joseph	9/2/2014	Tally teachers who are on schedule during walk-throughs. Share percentage during Tuesday Team Talk time.	6/5/2015 daily
G1.B6.S1.MA1	Schedules are created.	Dickey, Regina	8/12/2014	Schedules are posted on the school's SharePoint.	6/5/2015 one-time
G1.B12.S1.MA1	Mrs. Dickey and Mr. Suranni will review and respond to the weekly collaborative planning notes as needed.	Dickey, Regina	9/11/2014	Weekly collaborative planning notes.	6/5/2015 weekly
G1.B12.S1.MA1	There will be collaborative planning time scheduled for each Thursday allowing follow up to the full day collaborative planning sessions.	Dickey, Regina	9/11/2014	Weekly collaborative planning notes provided by grade chairs.	6/5/2015 weekly
G1.B19.S1.MA1	We will collect data on how many parents participate.	Meffert, Jordan	10/1/2014	Sign in sheets will be the evidence that parents participate.	4/1/2015 semiannually
G1.B19.S1.MA1	We will have sign in sheets to document how many parents participate.	Meffert, Jordan	10/1/2014	We will have events planned on the calendar, advertised with parent, and sign-in sheets to document parent participation.	5/1/2015 semiannually
G1.B20.S1.MA1	We will collect attendance sheets and monitor achievement data for both intensive intervention instruction and the after school tutoring program.	Dickey, Regina	9/2/2014	We will collect attendance sheets and monitor achievement data	6/5/2015 monthly
G1.B20.S1.MA1	We will collect attendance sheet and monitor achievement data for both intensive intervention instruction and the after school tutoring program.	Dickey, Regina	9/2/2014	We will collect attendance sheets and monitor achievement data.	6/5/2015 monthly
G1.B19.S2.MA1	The leadership team will work together to ensure the events are planned, communicated, and take place.	Meffert, Jordan	9/17/2014	Calendar invites, parent flyers, and parent sign-in sheets will be used as evidence the event was planned and carried out.	5/21/2015 every-2-months
G1.B19.S2.MA1	We will work together to develop and conduct parent learning nights.	Meffert, Jordan	9/17/2014	Events will be scheduled on the calendar, communicated with teachers and parents, and implemented.	5/21/2015 every-6-weeks
G1.B20.S2.MA1	Progress monitoring student data	Meffert, Jordan	8/18/2014	Progress monitoring student data	6/5/2015 monthly
G1.B20.S2.MA1	Kagan instructional coaching	Meffert, Jordan	8/18/2014	Kagan coaching forms	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B19.S3.MA1	The leadership team will work together to ensure parents are notified about events and student needs.	Meffert, Jordan	8/18/2014	Leadership minutes and communication documentation such as newsletters and flyers.	6/1/2015 monthly
G1.B19.S3.MA1	Needed parent communication will be discussed at leadership meetings.	Meffert, Jordan	9/8/2014	Different parent communication items such as newsletters, flyers, etc.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.

G1.B12 Limited time for collaborative planning/structured planning

G1.B12.S1 Schedule collaborative planning time.

PD Opportunity 1

We will have collaborative planning time each Thursday after school and once a nine week period all day for each grade level.

Facilitator

Regina Dickey

Participants

All homeroom and ESE teachers in grade kindergarten thru five.

Schedule

On 6/5/2015

G1.B20 Non-proficient students

G1.B20.S2 Professional development for increasing student engagement.

PD Opportunity 1

Kagan Cooperative Learning Professional Development Training

Facilitator

Kagan

Participants

Teachers

Schedule

Daily, from 7/1/2014 to 7/21/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.	109,422
Grand Total	109,422

Goal 1: If we improve student achievement through rigorous, purposeful, standards-based instruction while engaging families, then student proficiency and learning gains will increase.		
Description	Source	Total
B12.S1.A1 - Purchase substitute teachers for collaborative planning days.	Title I Part A	5,180
B19.S1.A1 - Pastries for Parents	Title I Part A	485
B19.S2.A1 - Parent learning nights.	Title I Part A	1,000
B19.S2.A1 - Materials for learning nights.	Title I Part A	1,000
B19.S3.A1 - newsletters, student planners, student compacts, parent/student handbooks, and flyers advertising events.	Title I Part A	2,000
B20.S1.A1 - Warehouse Supplies/Classroom Materials; Headphones; Science Quik Piks; Wonderworks/SRA; Social Studies Weekly; Peoples Education; FROG; EIR Consumables; Versatiles - Reading and Math; Classroom Library Books; Ink Cartridges; Scholastic News; Florida Ready Math Materials; Classroom Performance Systems; Whiteboards; IPAD/IPOD Docking Stations; Brain POP	Title I Part A	34,368
B20.S1.A2 - Two teachers to provide after school tutoring program.	Title I Part A	12,603
B20.S1.A2 - Materials for the after school tutoring program - Learning Together.	Title I Part A	8,000
B20.S1.A3 - Paraprofessional Diane Sistrunk to provide remediation to non-proficient students in reading and math.	Title I Part A	23,386
B20.S1.A4 - Paraprofessional Ruby Cox to provide remediation to lowest quartile students in grades three thru five.	Title I Part A	16,400
B20.S2.A1 - Kagan travel reimbursement for teachers.	Title I Part A	5,000
Total Goal 1		109,422