

Marion County Public Schools

Legacy Elementary School



2016-17 Schoolwide Improvement Plan

Legacy Elementary School

8496 JUNIPER RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	58%

School Grades History

Year	2015-16	2014-15	2013-14
Grade	C	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Legacy Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Positive caring educators will provide a rigorous curriculum incorporating high expectations with emphasis on character education. Legacy Elementary students will be responsible and respectful members of the community who take pride in all they do.

b. Provide the school's vision statement.

Learning with Pride...Leaving a Legacy.

2. School Environment

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

The staff make-up reflects the different cultures at Legacy Elementary. We meet with parents and go through the students' cumulative records to make sure we are addressing their needs. Teachers send home a parent/child survey at the beginning of the year to accumulate parent input about each child. Evening activities for parents and volunteer opportunities also help us to get to know more about our families. Parents are encouraged to eat lunch with their children in the Cub Cafe and volunteer in classrooms.

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

Legacy Elementary uses the Positive Behavior System. Our motto is ROAR with 4. Respect, On task, Aim high, Responsibility. We address the ROAR with 4 and play our ROAR song every morning. We are also studying the meanings of these and other character words. Example - Respect, every month, the morning show addresses the meaning of this word and we show a 1-2 minute video with Respect as the topic.

Each month we will have a new character word and focus.

These and other character words are also pre-printed in student planners and the guidance department has a bulletin board bringing attention to our character words.

One of our goals has been and will continue to be: Building Rapport with students, parent, and community. This goal is advertised weekly in our staff calendars, etc.

Parents are welcome to walk their child to class and eat breakfast and or lunch with their child.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Legacy Elementary uses the Positive Behavior System. Our motto is ROAR with 4. Respect, On task, Aim high, Responsibility. We address the ROAR with 4 and play our ROAR song every morning. We are also studying the meanings of these and other character words. Example - Respect, every Wednesday morning this month, the morning show addresses the meaning of this word and we show a 1-2 minute video with Respect as the topic.

The teachers were trained to incorporate research-based Kagan strategies in each subject area to

increase student engagement during instructional time. Teachers have a flow-chart to refer to when deciding whether a behavior incident is classroom or dean/administrative managed.

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

The Leadership team, Behavior Specialist, School Psychologist, and Social Worker meet twice a month to discuss students and any special needs. Students may be recommended for counseling, interventions, enrichment, behavior groups/monitoring, etc.

Legacy Teachers are proactive and make immediate contact with the guidance counselor should a concern arise with a student. A variety of community services are available to parents. Small group counseling sessions will be provided through the guidance department and community resources to support student emotional needs.

3. Early Warning Systems

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

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

Legacy uses data located in Performance Matters to determine "early warning" for students. Data represented is:

Attendance (less than 90%)

Behavior (5 or more discipline referrals)

academics (fail 2 or more subjects or Level 1 on FSA)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	41	44	36	35	31	0	0	0	0	0	0	0	192
One or more suspensions	4	7	8	11	12	10	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	22	16	0	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	46	34	34	0	0	0	0	0	0	0	114

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	17	13	24	31	24	0	0	0	0	0	0	0	111

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The second and fourth Monday of every month we hold a "Student of Concern" meeting with Synergy Team members (principal, AP, dean, reading coach, social worker, guidance counselor, school psychologist, behavior specialist, and two teacher representatives). The team discusses students who are exhibiting 2 or more early warning indicators and determines a plan of action based on each students' needs. Identified students are monitored throughout the school year and interventions are

adjusted as needed.

Social Worker contact for attendance issues

Interventions - struggling students have Tier 2 or Tier 3 interventions plus iii daily.

Parent Contact through parent conferences and phone calls home.

Dean works with students with behavior issues and refers to behavior specialist if needed.

All these students are tracked through our synergy team meetings.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Legacy Elementary partners with a local church. The church has provided breakfast for faculty and staff, bought a coffee maker, provided tutoring to Legacy students, offered a basketball camp at Legacy, and a summer program at the church. Legacy has supported the church by providing our campus for the basketball camp, PE supplies for both camps. Legacy has also partnered with a local restaurant which has supplied pizza to faculty and staff, parent nights, purchased a refrigerator for our faculty lounge. They have supplied pizza for student incentives. Interfaith Services provide food backpacks for students in need. Community members volunteer to run the PBS store where students use school-based economy they have earned to purchase rewards for following the ROAR with 4 expectations.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Prestipino, Dawn	Principal
Cino, Michelle	Assistant Principal
Krietemeyer, Carol	Instructional Coach
Page, Ashley	School Counselor
Dobbs, Sarah	Dean
Mauldin, Barbara	Teacher, K-12
Patton, Amanda	Teacher, K-12

b. Duties

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

Legacy Leadership Team establishes, communicates and builds consensus among the staff. This is done through weekly grade level meetings for collaborating, data sharing, student concerns, curriculum, procedures, and calendar events. Each member of the Leadership team is assigned a grade level so the communication and information is seamless.

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

Legacy Leadership team meets weekly to discuss data, observations of Tier 1 data/curriculum, and Tier 2 and Tier 3 students.

Title I Part A - Review Legacy Elementary's Title I budget.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer offered at selected school sites.

Law Enforcement- Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dawn Prestipno	Principal
Michelle Cino	Principal
Gleason, Debra	Education Support Employee
Duncan, DeLawn	Parent
Dobbs Sarah	Education Support Employee
Jessica Kirby	Parent
Jim Folk	Business/Community
Carol Ely	Business/Community
Rowley, Yen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed activities and goals determined by the SIP. Data was shared and it was determined the plan was put in place effectively.

b. Development of this school improvement plan

The present school improvement plan was written by the Leadership Team based on State and National assessment data as well as parent and faculty feedback/surveys. This plan will be shared with SAC, Faculty, and Staff and adjusted as needed.

c. Preparation of the school's annual budget and plan

The School Advisory Council serves as a resource for school administrators as the school budget is prepared. The council offers advice on school programs and initiatives.

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

Legacy purchased "Type to Learn" program. The amount budgeted was \$400 for 2015-2016 school year. The program was renewed for 2016-2017 for \$99.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Prestipino, Dawn	Principal
Krietemeyer, Carol	Instructional Coach
Cino, Michelle	Assistant Principal
Page, Ashley	School Counselor
Dobbs, Sarah	Dean
Curley, Leigh	Teacher, K-12
Mauldin, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Continue implementation and support of FL Standards and Wonders instruction with fidelity, DBQ (Document Based Questions), and enrichment/interventions using district indicated programs. The PDS/Reading Coach will meet with intervention instructors monthly to review data notebooks, pacing, and fidelity of delivery. School based educators incorporate the Accelerated Reader program using incentives and the mission of traveling across the USA (using AR points).

D. Public and Collaborative Teaching

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

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

Grade level PLC/collaborative planning is weekly w/ a leadership member present bi-weekly. Grades 3-5 have "Data Mining" meetings bi-weekly on Fridays.

Deconstruct/Unpack FL Standards indicating use of formative assessments.

ROAR - positive comments

Concerns/questions

Early Warning System - identify struggling students

Legacy also provides Technology Tuesday - technology training within Legacy Faculty (helping each other)

and Wisdom Wednesdays where mini trainings on district initiatives/collaboration and activities are provided.

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

1. District electronic application process allows candidates to apply for positions from across the nation. Human Resources - Employment Services
2. District training for new teachers Dianna Thompson (on going)
3. Teacher mentor program for teachers new to the profession and new to the school- School Administrators (on going)
4. Teacher mentor program for teachers in need of curriculum and classroom management support - School Administrators (on going)
5. Legacy participated in the county sponsored job fair in May of 2016.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are given mentors. Teachers are given support if they are new to teaching, or new to a grade level. Grade level meetings are held weekly to discuss data/curriculum/planning (helpful to Rookies). Mentee's provide extra support to teachers new to the grade level.

One new teacher this year in ESE PreK. Her mentor is the teacher that taught ESE PreK the last three years at Legacy.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Legacy teachers use the district developed curriculum guides/maps that are aligned to the FL Standards.

Teachers are also using CPALMS/MFAS as a resource to lesson plan and find formative assessments.

Weekly PLC/Collaborative meetings are focused on deconstructing the FL Standards. Leadership team members will join grade level meetings twice a month to support differentiated instruction and the implementation of the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We use AIMSweb data to determine intervention/enrichment groups and programs and progress monitoring. FSA/FCAT results along with classroom assessments (Learning Checks) help determine students in need.

Example: 3rd grade retainees will receive iii instruction based on current individual reading and math deficiencies, as well as vocabulary instruction from a research based program.

Tier I students will receive additional enrichment activities, including writing across the curriculum using multiple resources. Core subjects are differentiated based on formative classroom assessments.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

We do not have an extended school day.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

N/A

Strategy: Before School Program

Minutes added to school year: 2,700

Computer Lab Successmaker sessions for Tier 2 students in 3-5

Strategy Rationale

Goal is 80% of students proficient on grade level skills. Morning computer lab will reinforce grade level skills to provide growth and skill mastery in the core subject areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Prestipino, Dawn, dawn.prestipino@marion.k12.fl.us

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

Successmaker reports and graphs will be reviewed to determine growth, mastery, and areas of difficulty.

Strategy: After School Program

Minutes added to school year: 2,700

Reading/Math tutoring - small group - Grades 3-5

Strategy Rationale

Goal is 80% of students working on or above grade level in Core Grade level subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Krietemeyer, Carol, carol.krietemeyer@marion.k12.fl.us

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

Observations

Formal Assessments - AIMSweb, LCs Benchmark Assessments

Attendance

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Marion County Public Schools offer an Exceptional Education Pre-K program at Legacy for children 3-5 years of age. All students are fully integrated into our school thus helping them transition into Kindergarten. Kindergarten Safari is offered to incoming kindergarten students.

Middle school orientations are offered to 5th graders at Legacy to support the transition to middle school.

Articulation meetings are held for Pre-K ESE entering Kindergarten and 5th grade ESE and regular ed students entering middle school to provide a smooth transition and appropriate services.

FLKRS and ECHOS is administered to Kindergarten within the first 30 days to evaluate the effectiveness of these and other Pre-K programs.

Kindergarten registration kicked off in April and 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 Safari is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a "Skylert" phone message. 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. FLKRS and AIMS web is utilized in the first month of school for baseline data.

Legacy will offer a special orientation to all Kindergarten parents to give them information regarding school policies and procedures to help orient them to the school August 9, 2016.

b. College and Career Readiness

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

Marion County Public School implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (k-12) and subject so they will be prepared to succeed in college, careers and life.

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

N/A

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

A curriculum driven by problem solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.

Independent and collaborative research projects embedded in the curricula.

Collaboration, communication, and critical thinking skills threaded throughout the curricula.

Real-world, problem-based applications.

Content rich instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase teacher understanding of the standards, provide rigorous student engaged activities, the number of students scoring 3 or higher on FSA will increase to 80%.

Strategic Goals Detail

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

G1. If we increase teacher understanding of the standards, provide rigorous student engaged activities, the number of students scoring 3 or higher on FSA will increase to 80%. 1a

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Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of Core Curriculum resources and FL Standards
- Lack of rigorous and student engaged activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wonders Connect Ed. Go Math Think Central Collaboration Time Fastt Math Successmaker Early Intervention in Reading (EIR) Reading Mastery (K-2) Corrective Reading A, B1, B2 Voyager Passport Learning Together Read Naturally Accelerated Reader Social Studies Weekly Additional Personnel Additional Technology (eLearn Clickers, Ipads)

Plan to Monitor Progress Toward G1. 8

3-5 FSA Data shows 80% of students at Level 3 or higher.

Person Responsible

Michelle Cino

Schedule

On 5/19/2017

Evidence of Completion

Eighty percent of students mastering core curriculum skills in reading and math as shown by a Level 3 or higher on FSA.

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 increase teacher understanding of the standards, provide rigorous student engaged activities, the number of students scoring 3 or higher on FSA will increase to 80%. **1**

 G087370

G1.B1 Lack of knowledge of Core Curriculum resources and FL Standards **2**

 B232185

G1.B1.S1 Technology Tuesdays **4**

 S245041

Strategy Rationale

Engage teachers in a weekly training to increase relevant use of technology in core curriculum programs.

Action Step 1 **5**

PD in technical implementation

Person Responsible

Michelle Cino

Schedule

Weekly, from 8/23/2016 to 5/16/2017

Evidence of Completion

Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Observations of student and teacher use of technology.

Person Responsible

Dawn Prestipino

Schedule

Daily, from 9/5/2016 to 5/19/2017

Evidence of Completion

Administrators will observe an increase in the use of core curriculum technology (Wond4ers and Think Central, Soar to Success), FastMath, Research in classroom walk-throughs and on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher and student usage of core technology

Person Responsible

Michelle Cino

Schedule

Daily, from 8/29/2016 to 5/19/2017

Evidence of Completion

Student reports

G1.B1.S2 Professional Development Specialist 4

 S245042

Strategy Rationale

PDS will provide ongoing PD, lesson planning support, and modeling in classrooms to increase knowledge of the core reading program and interventions.

Action Step 1 5

PD

Person Responsible

Carol Krietemeyer

Schedule

Daily, from 8/24/2016 to 5/10/2017

Evidence of Completion

FLDOE Coach's Log

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Sign in Sheets, Truenorthlogic Registration

Person Responsible

Michelle Cino

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Sing in Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress Monitoring, Teacher Surveys

Person Responsible

Michelle Cino


Schedule

Weekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

AIMSweb reports, Subject Assessment reports, Positive Survey Results

G1.B1.S3 Wisdom Wednesday 4

 S245043

Strategy Rationale

Mini-PD's on district and school based initiatives, core curriculum, and cooperative learning using Kagan and emphasizing high rigor/engagement

Action Step 1 5

Mini lessons/sharing

Person Responsible

Carol Krietemeyer

Schedule

Biweekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Observations, Truenorthlogic Registration, Sign in sheets

Person Responsible

Dawn Prestipino

Schedule

Monthly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Observation information through Truenorthlogic, Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Observations, Staff surveys

Person Responsible

Michelle Cino

Schedule

Weekly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Sign in sheets, observations

G1.B1.S4 PLCs 4

 S245044

Strategy Rationale

Time for teachers to plan and unpack the florida standards. Problem solving for students with indicators in the Early Warning System and data.

Action Step 1 5

Provide time for PLCs

Person Responsible

Dawn Prestipino

Schedule

Weekly, from 8/8/2016 to 5/19/2017

Evidence of Completion

Legacy PLC recording form and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Implementation of Standards and Instruction

Person Responsible

Dawn Prestipino

Schedule

Daily, from 9/19/2016 to 4/28/2017

Evidence of Completion

Classroom Observations and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student Proficiency

Person Responsible

Michelle Cino

Schedule

Biweekly, from 9/2/2016 to 4/28/2017

Evidence of Completion

Student assessment data

G1.B1.S5 Collaborative Planning Day to unpack the standards and plan using data 4

 S245045

Strategy Rationale

So teachers really understand what students are expected to know.

Action Step 1 5

Provide substitute teachers for a day of unpacking the standards.

Person Responsible

Dawn Prestipino

Schedule

On 11/3/2016

Evidence of Completion

New Standards and teachers need to understand what they need to teach. PLC notes

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Lesson Plans and Observations will be monitoring tools

Person Responsible

Dawn Prestipino

Schedule

Quarterly, from 11/7/2016 to 4/17/2017

Evidence of Completion

Lesson Plans, PLC forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Walkthroughs, PLCs

Person Responsible

Michelle Cino

Schedule

Quarterly, from 9/26/2016 to 4/24/2017

Evidence of Completion

PLC forms

G1.B1.S6 Data Mining bi-weekly for teachers in Grades 3-5 with administration. with a heavier concentration on the bottom quartile. 4

S245046

Strategy Rationale

Teachers will have a better understanding of students' skill mastery, especially the bottom quartile.

Action Step 1 5

Data Mining Meetings

Person Responsible

Michelle Cino

Schedule

Biweekly, from 9/2/2016 to 4/21/2017

Evidence of Completion

PLC Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Data Notebooks, Assessment Results

Person Responsible

Michelle Cino

Schedule

Biweekly, from 9/2/2016 to 4/28/2017

Evidence of Completion

Eighty percent of students will score Level 3 or higher on FSA, show mastery on Learning Checks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Data Notebooks

Person Responsible

Schedule

Biweekly, from 9/2/2016 to 4/28/2017

Evidence of Completion

Student master of grade level skills on Learning Checks and students at Level 3 or higher on FSA.

G1.B2 Lack of rigorous and student engaged activities. 2

 B232186

G1.B2.S1 Kagan Training 4

 S245047

Strategy Rationale

Kagan is a research based program that incorporates cooperative learning strategies.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Classroom Walk-Throughs

Person Responsible

Michelle Cino

Schedule

On 6/5/2017

Evidence of Completion

TNL Observation Form

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

% of student engagement increases

Person Responsible

Dawn Prestipino

Schedule

Daily, from 10/1/2016 to 6/5/2017

Evidence of Completion

Tally marks indicating student engagement.

G1.B2.S2 Educational Student Resources - Brain Pop, Social Studies Weekly, Clickers, Ipads for Teachers 4

 S245048

Strategy Rationale

To increase student engagement and interest in rigorous research activities

Action Step 1 5

Purchase and Implement Resources to reinforce student engagement

Person Responsible

Dawn Prestipino

Schedule

On 10/28/2016

Evidence of Completion

Data reports, Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

observations

Person Responsible

Michelle Cino

Schedule

Quarterly, from 7/1/2016 to 4/28/2017

Evidence of Completion

TNL Observation form and Tally Mark %s collected by administrators, growth in data points.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Resources Printed Reports

Person Responsible

Dawn Prestipino

Schedule

Weekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Teachers will share assessment results, Reports, student awards on morning show

G1.B2.S3 Paraprofessional 4

 S245049

Strategy Rationale

Increase small group instruction and interventions

Action Step 1 5

6 Paraprofessionals

Person Responsible

Dawn Prestipino

Schedule

Daily, from 8/9/2016 to 4/28/2017

Evidence of Completion

Increase in intervention delivery

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Data, Lesson Plans

Person Responsible

Michelle Cino

Schedule

Monthly, from 9/1/2016 to 5/27/2017

Evidence of Completion

Data Notebooks, Plans, iii Intervention data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administrator and Coach Observation and Walk-Throughs

Person Responsible

Dawn Prestipino


Schedule

Monthly, from 9/1/2016 to 5/27/2017

Evidence of Completion

Fidelity Checklists

G1.B2.S4 Before and After school tutoring 4

 S245050

Strategy Rationale

Provide additional time and engagement in core subject areas.

Action Step 1 5

Morning tutoring - Elements of Vocabulary

Person Responsible

Dawn Prestipino

Schedule

Daily, from 1/9/2017 to 3/3/2017

Evidence of Completion

AIMSweb Data Progress

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Data, Attendance Sheets

Person Responsible

Dawn Prestipino

Schedule

Daily, from 1/4/2016 to 3/3/2017

Evidence of Completion

Student work

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Increased Engagement

Person Responsible

Dawn Prestipino


Schedule

Biweekly, from 12/5/2016 to 3/3/2017

Evidence of Completion

Classroom teacher observation, data

G1.B2.S5 Involve Parents in school functions and instruction 4

 S245051

Strategy Rationale

Involved parents support student and school

Action Step 1 5

Provide Various Parent Activities and communication

Person Responsible

Dawn Prestipino

Schedule

Monthly, from 7/1/2016 to 5/26/2017

Evidence of Completion

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Documentation of communication sent and parent attendance

Person Responsible

Dawn Prestipino

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Copies of correspondence archived, parent sign in sheets, parent surveys

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Parent surveys

Person Responsible

Dawn Prestipino

Schedule

On 5/26/2017
















Evidence of Completion

Parent surveys, parent sign in sheets, copies of correspondence

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A317256	[no content entered]		No Start Date		No End Date one-time
G1.B2.S5.A2 A317261	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.A1 A317257	Purchase and Implement Resources to reinforce student engagement	Prestipino, Dawn	7/1/2016	Data reports, Observations	10/28/2016 one-time
G1.B1.S5.A1 A317254	Provide substitute teachers for a day of unpacking the standards.	Prestipino, Dawn	11/3/2016	New Standards and teachers need to understand what they need to teach. PLC notes	11/3/2016 one-time
G1.B2.S4.MA1 M329989	Increased Engagement	Prestipino, Dawn	12/5/2016	Classroom teacher observation, data	3/3/2017 biweekly
G1.B2.S4.MA1 M329990	Data, Attendance Sheets	Prestipino, Dawn	1/4/2016	Student work	3/3/2017 daily
G1.B2.S4.A1 A317259	Morning tutoring - Elements of Vocabulary	Prestipino, Dawn	1/9/2017	AIMSweb Data Progress	3/3/2017 daily
G1.B1.S5.MA1 M329980	Lesson Plans and Observations will be monitoring tools	Prestipino, Dawn	11/7/2016	Lesson Plans, PLC forms	4/17/2017 quarterly
G1.B1.S6.A1 A317255	Data Mining Meetings	Cino, Michelle	9/2/2016	PLC Notes	4/21/2017 biweekly
G1.B1.S5.MA1 M329979	Walkthroughs, PLCs	Cino, Michelle	9/26/2016	PLC forms	4/24/2017 quarterly
G1.B2.S2.MA1 M329985	Resources Printed Reports	Prestipino, Dawn	8/29/2016	Teachers will share assessment results, Reports, student awards on morning show	4/28/2017 weekly
G1.B2.S2.MA1 M329986	observations	Cino, Michelle	7/1/2016	TNL Observation form and Tally Mark %s collected by administrators, growth in data points.	4/28/2017 quarterly
G1.B1.S3.MA1 M329975	Observations, Staff surveys	Cino, Michelle	10/3/2016	Sign in sheets, observations	4/28/2017 weekly
G1.B2.S3.A1 A317258	6 Paraprofessionals	Prestipino, Dawn	8/9/2016	Increase in intervention delivery	4/28/2017 daily
G1.B1.S4.MA1 M329977	Student Proficiency	Cino, Michelle	9/2/2016	Student assessment data	4/28/2017 biweekly
G1.B1.S4.MA1 M329978	Implementation of Standards and Instruction	Prestipino, Dawn	9/19/2016	Classroom Observations and Lesson Plans	4/28/2017 daily
G1.B1.S6.MA1 M329981	Data Notebooks		9/2/2016	Student master of grade level skills on Learning Checks and students at Level 3 or higher on FSA.	4/28/2017 biweekly
G1.B1.S6.MA1 M329982	Data Notebooks, Assessment Results	Cino, Michelle	9/2/2016	Eighty percent of students will score Level 3 or higher on FSA, show mastery on Learning Checks.	4/28/2017 biweekly
G1.B1.S2.A1 A317251	PD	Krietemeyer, Carol	8/24/2016	FLDOE Coach's Log	5/10/2017 daily
G1.B1.S3.MA1 M329976	Observations, Truenorthlogic Registration, Sign in sheets	Prestipino, Dawn	8/17/2016	Observation information through Truenorthlogic, Sign in sheets	5/10/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1  A317252	Mini lessons/sharing	Krietemeyer, Carol	8/17/2016		5/10/2017 biweekly
G1.B1.S1.A1  A317250	PD in technical implementation	Cino, Michelle	8/23/2016	Sign-in Sheets	5/16/2017 weekly
G1.B1.S2.MA1  M329973	Progress Monitoring, Teacher Surveys	Cino, Michelle	8/24/2016	AIMSweb reports, Subject Assessment reports, Positive Survey Results	5/17/2017 weekly
G1.MA1  M329993	3-5 FSA Data shows 80% of students at Level 3 or higher.	Cino, Michelle	3/1/2017	Eighty percent of students mastering core curriculum skills in reading and math as shown by a Level 3 or higher on FSA.	5/19/2017 one-time
G1.B1.S1.MA1  M329971	Teacher and student usage of core technology	Cino, Michelle	8/29/2016	Student reports	5/19/2017 daily
G1.B1.S1.MA1  M329972	Classroom Observations of student and teacher use of technology.	Prestipino, Dawn	9/5/2016	Administrators will observe an increase in the use of core curriculum technology (Wond4ers and Think Central, Soar to Success), FastMath, Research in classroom walk-throughs and on lesson plans.	5/19/2017 daily
G1.B1.S2.MA1  M329974	Sign in Sheets, Truenorthlogic Registration	Cino, Michelle	8/22/2016	Sing in Sheets	5/19/2017 biweekly
G1.B1.S4.A1  A317253	Provide time for PLCs	Prestipino, Dawn	8/8/2016	Legacy PLC recording form and lesson plans.	5/19/2017 weekly
G1.B2.S5.MA1  M329991	Parent surveys	Prestipino, Dawn	8/10/2016	Parent surveys, parent sign in sheets, copies of correspondence	5/26/2017 one-time
G1.B2.S5.MA1  M329992	Documentation of communication sent and parent attendance	Prestipino, Dawn	8/10/2016	Copies of correspondence archived, parent sign in sheets, parent surveys	5/26/2017 daily
G1.B2.S5.A1  A317260	Provide Various Parent Activities and communication	Prestipino, Dawn	7/1/2016		5/26/2017 monthly
G1.B2.S3.MA1  M329987	Administrator and Coach Observation and Walk-Throughs	Prestipino, Dawn	9/1/2016	Fidelity Checklists	5/27/2017 monthly
G1.B2.S3.MA1  M329988	Data, Lesson Plans	Cino, Michelle	9/1/2016	Data Notebooks, Plans, iii Intervention data	5/27/2017 monthly
G1.B2.S1.MA1  M329983	% of student engagement increases	Prestipino, Dawn	10/1/2016	Tally marks indicating student engagement.	6/5/2017 daily
G1.B2.S1.MA1  M329984	Classroom Walk-Throughs	Cino, Michelle	8/12/2016	TNL Observation Form	6/5/2017 one-time

V. Professional Development Opportunities

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

G1. If we increase teacher understanding of the standards, provide rigorous student engaged activities, the number of students scoring 3 or higher on FSA will increase to 80%.

G1.B1 Lack of knowledge of Core Curriculum resources and FL Standards

G1.B1.S1 Technology Tuesdays

PD Opportunity 1

PD in technical implementation

Facilitator

Michelle Cino

Participants

Faculty and Staff

Schedule

Weekly, from 8/23/2016 to 5/16/2017

G1.B1.S2 Professional Development Specialist

PD Opportunity 1

PD

Facilitator

Carol Krietemeyer

Participants

Faculty and Paraprofessionals

Schedule

Daily, from 8/24/2016 to 5/10/2017

G1.B1.S3 Wisdom Wednesday

PD Opportunity 1

Mini lessons/sharing

Facilitator

Krietemeyer, Carol/ Cino, Michelle

Participants

Teachers

Schedule

Biweekly, from 8/17/2016 to 5/10/2017

G1.B1.S4 PLCs

PD Opportunity 1

Provide time for PLCs

Facilitator

Grade-Level Chair

Participants

Grade Level Teachers and Inclusion Teachers

Schedule

Weekly, from 8/8/2016 to 5/19/2017

VI. Technical Assistance Items

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

G1. If we increase teacher understanding of the standards, provide rigorous student engaged activities, the number of students scoring 3 or higher on FSA will increase to 80%.

G1.B1 Lack of knowledge of Core Curriculum resources and FL Standards

G1.B1.S5 Collaborative Planning Day to unpack the standards and plan using data

TA Opportunity 1

Provide substitute teachers for a day of unpacking the standards.

Facilitator

Cino, Michelle

Participants

All teachers

Schedule

On 11/3/2016

VII. Budget

1	G1.B1.S1.A1	PD in technical implementation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			<i>Notes: No funding needed. This is during planning time.</i>			
2	G1.B1.S2.A1	PD				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			<i>Notes: No additional funding needed as the reading coach will model and meet during school day.</i>			
3	G1.B1.S3.A1	Mini lessons/sharing				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
			<i>Notes: Takes place instead of or during faculty meeting. No additional funding is necessary.</i>			
4	G1.B1.S4.A1	Provide time for PLCs				\$0.00

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Legacy Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Legacy Elementary School	Title I, Part A		\$0.00
5	G1.B1.S5.A1	Provide substitute teachers for a day of unpacking the standards.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0741 - Legacy Elementary School	Title I, Part A		\$2,200.00
			<i>Notes: Substitutes for teachers to unpack the FL Standards.</i>			
6	G1.B1.S6.A1	Data Mining Meetings				\$0.00
7	G1.B2.S1.A1					\$0.00
8	G1.B2.S2.A1	Purchase and Implement Resources to reinforce student engagement				\$7,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0741 - Legacy Elementary School	Title I, Part A		\$5,600.00
			<i>Notes: Brain Pop Ticket to Read</i>			
	5100	510-Supplies	0741 - Legacy Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Science Weekly</i>			
			0741 - Legacy Elementary School	Title I, Part A		\$0.00
			0741 - Legacy Elementary School	Title I, Part A		\$0.00
9	G1.B2.S3.A1	6 Paraprofessionals				\$154,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0741 - Legacy Elementary School	Title I, Part A		\$102,000.00
			<i>Notes: 6 para salaries</i>			
	5100	210-Retirement	0741 - Legacy Elementary School	Title I, Part A		\$9,000.00
			<i>Notes: 6 paras</i>			
	5100	220-Social Security	0741 - Legacy Elementary School	Title I, Part A		\$6,200.00
			<i>Notes: 6 paras</i>			
	5100	240-Workers Compensation	0741 - Legacy Elementary School	Title I, Part A		\$1,700.00
			<i>Notes: 6 paras</i>			
	5100	231-Health and Hospitalization	0741 - Legacy Elementary School	Title I, Part A		\$35,000.00

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			Notes: 6 paras			
	5100	232-Life Insurance	0741 - Legacy Elementary School	Title I, Part A		\$750.00
			Notes: 6 paras			
10	G1.B2.S4.A1	Morning tutoring - Elements of Vocabulary				\$1,104.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	100-Salaries	0741 - Legacy Elementary School	Title I, Part A		\$627.00
			Notes: Before/After school Tutoring			
	5900	210-Retirement	0741 - Legacy Elementary School	Title I, Part A		\$57.00
			Notes: Tutoring			
	5900	240-Workers Compensation	0741 - Legacy Elementary School	Title I, Part A		\$11.00
			Notes: Tutoring			
	5900	220-Social Security	0741 - Legacy Elementary School	Title I, Part A		\$39.00
			Notes: Notes			
	5900	239-Other	0741 - Legacy Elementary School	Title I, Part A		\$20.00
			Notes: Notes			
	5100	510-Supplies	0741 - Legacy Elementary School	Title I, Part A		\$350.00
			Notes: Elements of Vocabulary			
11	G1.B2.S5.A1	Provide Various Parent Activities and communication				\$4,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0741 - Legacy Elementary School	Title I, Part A		\$1,550.00
			Notes: food paper - communication ink - communication Good News Postcards			
	6150	390-Other Purchased Services	0741 - Legacy Elementary School	Title I, Part A		\$2,700.00
			Notes: Student Planners Parent Compacts			
12	G1.B2.S5.A2					\$0.00
Total:						\$169,804.00