2013-2014 SCHOOL IMPROVEMENT PLAN

Legacy Elementary School

8496 JUNIPER RD
Ocala, FL 34480
352-671-0800

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	54%

Alternative/ESE Center	Charter School	Minority Rate
No	No	59%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C				

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Legacy Elementary School

Principal
Dawn Prestipino

School Advisory Council chair
Jennifer Portero

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Regina Dickey	Assistant Principal
Lamar Rembert	Dean
Carol Krietemeyer	Reading Coach
Barbara Mauldin	Media Specialist
Ashley Page	Guidance Counselor
Belinda White	Secretary
Dawn Prestipino	Principal

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Legacy is a new school and the SAC is just being formed. It will consist of the faculty, staff, parents, school board personnel, and community members.
Prestipino Dawn - Principal
Dickey Regina - Assistant Principal
Lorenz Marie - Teacher
WesolowskiHeidi - Teacher
Hastad Krystine - Teacher (Secretary)
Bermudez Lissette - Parent
Adair Kelli - Parent (Co-Chair.)
Portero Jennifer - Parent (Chair.)

Collinge Sandra - Parent
Kirby Jessica - Parent
Stade Shona - Parent
Hope Yolanda - Parent
Brogdale Sabrina - Parent
Grimes Markevia - Teacher/Parent
Rembert Lamar - Teacher
Pagan Lizbeth - Parent
Martinez Liznelle - Parent
Brito Herodes - Parent
Folk Jim - Ocmmunity Member/Business Partner
Gleasen Debbie - Non-Instructional personnel

Involvement of the SAC in the development of the SIP

The present school improvement plan is being written by the Leaadership Team based on data from recieving schools. This plan will be shared with SAC, Faculty, and Staff and adjusted as needed.

Activities of the SAC for the upcoming school year

SAC will meet quarterly to discuss goals, data, budget, procedures (new school), SIP.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used for additional help (tutoring) for students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Not sure yet.

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dawn Prestipino		
Principal	Years as Administrator: 14	Years at Current School: 0

Credentials	B.S. Elementary Education Masters - School Leadership
Performance Record	2012-2013 School Grade C - Sparr Elementary 2011-2012 School Grade B (high student gains) - Sparr Elementary 2010-2011 School Grade B - Sparr Elementary 2009-2010 School Grade A - Eighth St. Elementary 2003-2009 School Grade A every year except one..B because lowest quartile didn't make enough gains. South Ocala Elementary

Regina Dickey		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Ed. S. Degree, National Louis University, Tampa, Florida Major: Educational Leadership, 2005 M.A. Degree, University of Central Florida, Orlando, Florida Major: Educational Technology, 1998 B.A. Degree, Saint Leo College, Saint Leo, Florida Major: Elementary Education, 1992
Performance Record	2012-2013 School Grade C - Dunnellon Elementary 2011-2012 School Grade B - Dunnellon Elementary 2010-2011 School Grade A - Dunnellon Elementary 2009-2010 School Grade B- Dunnellon Elementary

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Carol Krietemeyer		
Part-time / District-based	Years as Coach: 7	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Arts Master of Literacy/Mild Disabilities Specialist Educational Leadership ESO and READING Endorsed
Performance Record	Sunrise Elementary - D Ward Highlands - A South Ocala - A

Classroom Teachers

# of classroom teachers

32

 # receiving effective rating or higher

31, 97%

 # Highly Qualified Teachers

97%

 # certified in-field

31, 97%

 # ESOL endorsed

25, 78%

 # reading endorsed

3, 9%

 # with advanced degrees

11, 34%

 # National Board Certified

1, 3%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

8, 25%

 # with 6-14 years of experience

12, 38%

 # with 15 or more years of experience

11, 34%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. District electronic application process allows candidates to apply for positions from across the nation.
Humar Resources - Employment Services- Deb Mueller
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 Admininstrators (on going)

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.
Continuing Certifide Sub - Amy Pietrzak (Mentors Heidi Wesolowski and Dawn Denson)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Legacy Leadershiip 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will report grade level data, students concerns, etc. at the weekly leadership meetings where an indiviudal student plan or teacher plan will be developed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FLKRS
AIMSweb
District Benchmark Assessments
Focus Calendar Assessments
Intervention/Enrichment data results
Performance Matters will be used to house all data on students so it is readily available for analyzing the effectiveness of the curriculum, intervention, and or enrichment activity being used.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS and the progress of students will be discussed weekly at the grade level meetings by their respective Leadership team member.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

Students will be offered after school tutoring in reading and math if they scored a level 2 or below on last year's FCAT plus other students as recommended by the teacher.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

AIMSWeb Assessment
FCAT scores will be compared to prior year
Performance Matters will "house" the data.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, teachers, and paraprofessionals hired to run the program.

Strategy: Before or After School Program

Minutes added to school year: 540

After School Clubs such as:
Chorus
Recycling
Art Club
Spanish Club

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Observations
Formal Assessments - AIMSweb, FCAs, Benchmark Assessments
Attendance

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dawn Prestipino	Principal

Name	Title
Regina Dickey	Assistant Principal
Carol Krietemeyer	Reading Coach
Lamar Rembert	Dean
Barbara Mauldin	Media Specialist
Ahsley Page	Counselor

How the school-based LLT functions

The LLT meets as part of the Leadership team weekly. We ensure the new Wonders Program "Tier 1-core curriculum" is implemented with fiderlity, reading data, iii Interventions/Enrichment, Accelerated Reading program, Media programs.

Major initiatives of the LLT

Continue implementation of Common Core, DBQ (Document Based Questions), Core Curriculum "Wonders", and iii interventions/enrichment.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Marion County Public Schools offer an Exceptional Education Pre-K program at Legacy for 3-5 year olds. All students are fully integrated into our school thus helping them transition into Kindergarten.

FLKRS and ECHOS 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 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. 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.

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 prior to school starting in August 2014.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	25%	55%
Students scoring at or above Achievement Level 4	34	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		60%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	49%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	30%	35%
Students scoring at or above Achievement Level 4	37	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		3
Participation in STEM-related experiences provided for students	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	33	33%	25%
Students who receive two or more behavior referrals	38	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Sixty percent of the parent population will attend school trainings and events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reading Involvement	N/A	NA%	60%

Area 10: Additional Targets

Additional targets for the school

Build rapport with parents and community

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide parent opportunities	0	0%	75%

Goals Summary

G1. Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.

G2. Build Rapport with Parents and the Community.

G3. Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.

Goals Detail

G1. Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - Elementary School

- STEM - All Levels

Resources Available to Support the Goal

- Wonders Go Math Moodles (training from district) Follow up activities Collaboration Time Cameras for Common Core projects and Enrishment

Targeted Barriers to Achieving the Goal

- Time Constraints Money

Plan to Monitor Progress Toward the Goal

Data should show improvement in percentage of student mastering core curriculum skills

Person or Persons Responsible
Students/Teachers

Target Dates or Schedule:
Weekly/Monthly

Evidence of Completion:
Eighty percent of students mastering core curriculum skills in reading and math.

G2. Build Rapport with Parents and the Community.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Student Planners for communication Monthly Newsletters from school and classrooms Parent, Student, Teacher Compact Good News Postcards Events such as: Open House, Title 1 Meeting, Reading Night, Math/Science Night

Targeted Barriers to Achieving the Goal
- Money

Plan to Monitor Progress Toward the Goal

Build rapport with parents and the community. Seventy-five percent of parents will attend/participate in night-time parent events, PTO, SAC, etc.

Person or Persons Responsible
Faculty, Staff, Parents

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Sign in sheets from the different events.

G3. Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.

Targets Supported

Resources Available to Support the Goal
- Plannng and training days District Training Modules (Moodles) School Based Leadship Team Reading Coach Common Core Lead Teachers (ELA) and Math Leads Paraprofessionals (4 Title 1) Technology - Brain Pop, Success Maker, FCAT Explorer, Accelerated Reader Wonders Reading Series and leveled books Go Math and Manipulatives Triple I Resources (Voyager, Rewards, Corrective Reading, Sidewalks)Enrichment: Educational Legos, FRAMES, PIXI Social Studies Weekly Enrichment Activities High Yield Strategies Math Talks

Targeted Barriers to Achieving the Goal
- Lack of fidelity during core instruction.

- Time contraints

- Personnel to provide interventions/enrichment with fidelity

- Student Motivation

Plan to Monitor Progress Toward the Goal

FCA DBMA AIMSWeb

Person or Persons Responsible
Leadership Team Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase in students scoring at 3 or above.

Action Plan for Improvement

Problem Solving Key

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

G1. Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.

G1.B1 Time Constraints Money

G1.B1.S1 Collaboration Meeting every Thursday afternoon with member of Leadership present. Data Collection TrueNorthlogic -PD

Action Step 1

Provide Collaboration time weekly. Provide day long grade level collaboration days. Provide equipment (cameras) for CC projects/enrichment projects

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Thursday 2013-1024 school year. Collaborative Days: October 2013 and February 2014.

Evidence of Completion

Data from FCAs will show that percent of students at mastery level.

Facilitator:

Administration Truemorthlogic Videos

Participants:

Teachers

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

Attendance Collaboration Meetings

Person or Persons Responsible

Faculty and Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Agendas Minutes of meeting

Plan to Monitor Effectiveness of G1.B1.S1

Observations Data

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Throught the school year (weekly data)

Evidence of Completion

Eighty percent of students core curriculum skills.

G2. Build Rapport with Parents and the Community.

G2.B1 Money

G2.B1.S1 Utilize title 1 money to buy communication materials, food for parent nights

Action Step 1

Student Planners

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Each second through Fifth grade student will recieve a planner

Action Step 2

Communication materials: paper, stamps, ink/toner, printing needs, food for various parent events, report card covers

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Materials at the school

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor communication and events

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Samples of communication on file in the Title 1 audit box. Attendance/sign in sheets from parent events.

Plan to Monitor Effectiveness of G2.B1.S1

Effective communication with parents and community

Person or Persons Responsible

Faculty

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Samples of the communication in Title 1 audit box.

G3. Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.

G3.B1 Lack of fidelity during core instruction.

G3.B1.S1 Professional development for instrucitonal staff in delivery of core instruction.

Action Step 1

Provide core curriculum support through weekly grade level collaborating meetings and planning days. Moodles and follow up to support core curriculum.

Person or Persons Responsible

Reading Coach Common Core Lead Teachers ELS and Math Leadership Team

Target Dates or Schedule

Early Release Days September through December 2013. District training days October 2013 and February 2014.

Evidence of Completion

Teacher Sign-in sheets, data collection through Performance Matters and AIMSweb. Proessional development through TrueNorthlogic.

Facilitator:

Common Core Lead Teachers Reading Coach

Participants:

Teachers and Paras

Action Step 2

Observe and provide feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 through May 2014

Evidence of Completion

TrueNorthlogic data

Facilitator:

Administration

Participants:

Teachers and paras.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Discussions Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of G3.B1.S1

Student Data

Person or Persons Responsible

Administration Reading Coach Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

80% Student Mastery of Core Curriculum

G3.B2 Time contraints

G3.B2.S1 Provide before/after school tutoring.

Action Step 1

Provide small group instruction before/after school. Additional computer time on Success Maker and or FCAT Explorer, Think Central, FastMath

Person or Persons Responsible

Students scoring level 1, 2, and lower 3 on FCAT reading and or math 2013.

Target Dates or Schedule

Before/after school Nov. 2013-March 2014.

Evidence of Completion

AIMSweb District Benchmark Assessments Focus Calendar Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Observations, data review

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Increase the percent of skill mastery.

Plan to Monitor Effectiveness of G3.B2.S1

Monitor tutoring sessions and data

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Increase in student skill mastery

G3.B3 Personnel to provide interventions/enrichment with fidelity

G3.B3.S1 Hire 4 paraprofessionals to support interventions, enrichment, and additional tutoring.

Action Step 1

Additional personnel to provide small group or one on one assistance.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data collection Schedules

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor intervention lessons and data collected

Person or Persons Responsible

administration Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Data from AIMSweb, District Benchmark, Focus Calendar Assessments, and growth data from intervention programs.

Plan to Monitor Effectiveness of G3.B3.S1

Growth data from Intervention programs as recorded in Performance Matters

Person or Persons Responsible

administraiton Reading Coach

Target Dates or Schedule

weekly August 2013 - June 2014

Evidence of Completion

growth as shown in Performance Matters

G3.B4 Student Motivation

G3.B4.S1 Supplemental instructional materials to promote interest and integration into reading and math. PIXI FRAMES Educatinal Lego

Action Step 1

Brain Pop, Social Studies Weekly, Word of Studies Handwriting, PIXI, FRAMES, Educational Legos, and Write Score

Person or Persons Responsible

Administration purchse through Title 1

Target Dates or Schedule

August 2013

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Lesson Plans Observations

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

School Year 2013-2014

Evidence of Completion

Improved scores on assessments.

Plan to Monitor Effectiveness of G3.B4.S1

Monitor Lesson Plans Observe integration into reading and math

Person or Persons Responsible

Administration

Target Dates or Schedule

throughout the school year 2013-2014

Evidence of Completion

Improvement in skill acquisition

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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….

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.

G1.B1 Time Constraints Money

G1.B1.S1 Collaboration Meeting every Thursday afternoon with member of Leadership present. Data Collection TrueNorthlogic -PD

PD Opportunity 1

Provide Collaboration time weekly. Provide day long grade level collaboration days. Provide equipment (cameras) for CC projects/enrichment projects

Facilitator

Administration Truemorthlogic Videos

Participants

Teachers

Target Dates or Schedule

Every Thursday 2013-1024 school year. Collaborative Days: October 2013 and February 2014.

Evidence of Completion

Data from FCAs will show that percent of students at mastery level.

G3. Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.

G3.B1 Lack of fidelity during core instruction.

G3.B1.S1 Professional development for instrucitonal staff in delivery of core instruction.

PD Opportunity 1

Provide core curriculum support through weekly grade level collaborating meetings and planning days. Moodles and follow up to support core curriculum.

Facilitator

Common Core Lead Teachers Reading Coach

Participants

Teachers and Paras

Target Dates or Schedule

Early Release Days September through December 2013. District training days October 2013 and February 2014.

Evidence of Completion

Teacher Sign-in sheets, data collection through Performance Matters and AIMSweb. Proessional development through TrueNorthlogic.

PD Opportunity 2

Observe and provide feedback

Facilitator

Administration

Participants

Teachers and paras.

Target Dates or Schedule

September 2013 through May 2014

Evidence of Completion

TrueNorthlogic data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.	$4,747
G2.	Build Rapport with Parents and the Community.	$4,451
G3.	Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.	$114,788
	Total	$123,986

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Total
N/A	$0	$0	$0	$0
Title 1	$12,600	$106,935	$4,451	$123,986
Total	$12,600	$106,935	$4,451	$123,986

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Eighty percent of students will show skill mastery of core curriculum. Reading and Math programs will be delivered with fidelity following Common Core Curriculum and integrate science and social studies.

G1.B1 Time Constraints Money

G1.B1.S1 Collaboration Meeting every Thursday afternoon with member of Leadership present. Data Collection TrueNorthlogic -PD

Action Step 1

Provide Collaboration time weekly. Provide day long grade level collaboration days. Provide equipment (cameras) for CC projects/enrichment projects

Resource Type

Personnel

Resource

substitutes for teachers - time to collaborate

Funding Source

Title 1

Amount Needed

$4,747

G2. Build Rapport with Parents and the Community.

G2.B1 Money

G2.B1.S1 Utilize title 1 money to buy communication materials, food for parent nights

Action Step 1

Student Planners

Resource Type

Other

Resource

Planners for Communication between parent and student.

Funding Source

Title 1

Amount Needed

$1,600

Action Step 2

Communication materials: paper, stamps, ink/toner, printing needs, food for various parent events, report card covers

Resource Type

Other

Resource

paper, printing, stamps, food, ink/toner

Funding Source

Title 1

Amount Needed

$2,851

G3. Students scoring level 3 and above will increase by 35% to 80% in reading and math of FCAT 2014.

G3.B1 Lack of fidelity during core instruction.

G3.B1.S1 Professional development for instrucitonal staff in delivery of core instruction.

Action Step 1

Provide core curriculum support through weekly grade level collaborating meetings and planning days. Moodles and follow up to support core curriculum.

Resource Type

Evidence-Based Program

Resource

Truenorthlogic - Professional Development

Funding Source

N/A

Amount Needed

$0

G3.B2 Time contraints

G3.B2.S1 Provide before/after school tutoring.

Action Step 1

Provide small group instruction before/after school. Additional computer time on Success Maker and or FCAT Explorer, Think Central, FastMath

Resource Type

Personnel

Resource

Personnel to provide tutoring

Funding Source

Title 1

Amount Needed

$8,070

G3.B3 Personnel to provide interventions/enrichment with fidelity

G3.B3.S1 Hire 4 paraprofessionals to support interventions, enrichment, and additional tutoring.

Action Step 1

Additional personnel to provide small group or one on one assistance.

Resource Type

Personnel

Resource

4 paraprofessionals

Funding Source

Title 1

Amount Needed

$94,118

G3.B4 Student Motivation

G3.B4.S1 Supplemental instructional materials to promote interest and integration into reading and math. PIXI FRAMES Educatinal Lego

Action Step 1

Brain Pop, Social Studies Weekly, Word of Studies Handwriting, PIXI, FRAMES, Educational Legos, and Write Score

Resource Type

Evidence-Based Program

Resource

Supplemental instruction programs and equipment such has headphones for computers, Cameras/equipment

Funding Source

Title 1

Amount Needed

$12,600