Legacy Elementary School

2014-15 School Improvement Plan

Legacy Elementary School

8496 JUNIPER RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	54%

Alternative/ESE Center	Charter School	Minority
No	No	59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C			

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Page 6

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

Learning with Pride...Leaving a Legacy.

School Environment

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.

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 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.
Next month will be responsibility and 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.

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.

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 regularly 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.

Early Warning Systems

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

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

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 FCAT)

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	11	12	15	10	5	77
One or more suspensions	5	2	6	5	7	10	35
Course failure in ELA or Math	6	13	11	12	2	12	56
Level 1 on statewide assessment	0	0	0	40	21	34	95

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

Indicator	Grade Level				Total
	1	2	3	4	
Students exhibiting two or more indicators	1	1	2	1	5

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.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/53865.

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

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

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.

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

School Leadership Team

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

Name	Title
Prestipino, Dawn	Principal
Cino, Michelle	Assistant Principal
Krietemeyer, Carol	Instructional Coach
Page, Ashley	Guidance Counselor
Rembert, Bernard	Dean
Heron, Megan	Teacher, K-12
Dobbs, Sarah	Teacher, K-12

Duties

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.

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….

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dawn Prestipno	Principal
Michelle Cino	Principal
Jennifer Portero	Business/Community
Kristyne Bailey	Teacher
Bernard (Lamar Rembert)	Education Support Employee
Kelly Adair	Parent
Joseph Taddeo	Parent
Jessica Kirby	Parent
Jim Folk	Business/Community
Carol Ely	Business/Community
Wanda Britto	Parent
Herodes Britto	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC reviewed activities and goals determined by the SIP. Legacy Elementary opened in August 2013. We determined the plan was put in place effectively.

Development of this school improvement plan

The present school improvement plan is being 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.

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 advise on school programs and initiatives.

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

Legacy did not receive school improvement money last year. The money has now been allocated to the school and will be used for intervention programs, and to enhance technology for students.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Prestipino, Dawn	Principal
Krietemeyer, Carol	Instructional Coach
Cino, Michelle	Assistant Principal
Page, Ashley	Guidance Counselor
Rembert, Bernard	Dean
Heron, Megan	Teacher, K-12
Dobbs, Sarah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Continue implementation and support of FL Standards and Wonders instruction with fidelity, DBQ (Document Based Questions), and enrichment/interventions using district indicated programs. The 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 mission of having a "Banner Year".

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

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

Grade level collaborative planning is weekly w/ a leadership member present bi-monthly. Legacy has a PLC form that the teachers:
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.

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)

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.
Stacey Brookins 1st grade teacher - Mentor Megan Heron 1st grade teacher. These teachers are subject area specialists.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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 grade level 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.

Instructional Strategies

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

We use AIMSweb data and FCAT results along with classroom assessments to determine intervention/enrichment groups and programs.
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.

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: 2,400

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: 540

Reading Together - reading intervention program

Strategy Rationale

Fifth grade students are partnered with a third grade student for scripted research based reading activities. Struggling 5th grade and 3rd grade readers are chosen by their teachers to participate. Fifth grade students act as mentors while both 5th and 3rd grade students practice reading skills.

Strategy Purpose(s)
""

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, FCAs, Benchmark Assessments
Attendance

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 and 5th grade ESE students 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 Connect 5 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.

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 2015.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase.

Strategic Goals Detail

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

G1. If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase. 1a

G035983

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 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)

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of Core Curriculum resources and FL Standards

- Lack of Student Engagement

Plan to Monitor Progress Toward G1. 8

3-5 FSA Data shows 80% of students at proficiency.

Person Responsible
Michelle Cino

Schedule
On 5/8/2015

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

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 rigor in our instruction, the number of students achieving proficiency in grade level skills will increase. 1

🔑 G035983

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

🔑 B108766

G1.B1.S1 Technology Tuesdays 4

🔑 S120287

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 8/26/2014 to 5/19/2015

Evidence of Completion

Sign-in Sheets

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

Classroom Observations

Person Responsible

Dawn Prestipino

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Administrators will observe an increase in the use of core curriculum technology in classroom walk-throughs and on lesson plans.

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

Teacher usage of core technology

Person Responsible

Michelle Cino

Schedule

Daily, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student reports

G1.B1.S2 Literacy Coach 4

S121343

Strategy Rationale

Literacy Coach 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 7/1/2014 to 6/5/2015

Evidence of Completion

FLDOE Coach's Log

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

Leadership Team Meetings

Person Responsible

Michelle Cino

Schedule

Daily, from 8/12/2014 to 9/12/2014

Evidence of Completion

Fidelity Checklists and Data Notebooks

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

Progress Monitoring

Person Responsible

Michelle Cino

Schedule

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

Evidence of Completion

AIMSweb reports and Subject Assessment reports

G1.B1.S3 Wisdom Wednesday `4`

🔑 S121344

Strategy Rationale

Mini-PD's on district and school based initiatives, core curriculum, and support facilitators.

Action Step 1 `5`

Mini lessons/sharing

Person Responsible

Michelle Cino

Schedule

Biweekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

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

Observations

Person Responsible

Dawn Prestipino

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Observation information through Truenorthlogic.

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

Observations, PLCs

Person Responsible

Michelle Cino

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, observations

G1.B1.S4 PLCs `4`

`🔑 S121345`

Strategy Rationale

Time for teachers to sit with a leadership team representative to plan and unpack the florida standards. Problem solving for students with indicators in the Early Warning System.

Action Step 1 `5`

Provide time for PLCs

Person Responsible

Dawn Prestipino

Schedule

Weekly, from 8/18/2014 to 5/28/2015

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 8/18/2014 to 6/5/2015

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

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

Evidence of Completion

Student assessment data

G1.B1.S5 Collaborative Planning Day to unpack the standards. [4]

S137699

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 11/14/2014

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

On 5/29/2015

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

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

PLC forms

G1.B2 Lack of Student Engagement [2]

🔑 B108768

G1.B2.S1 Kagan Training [4]

🔑 S121358

Strategy Rationale

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

Action Step 1 [5]

One-Day professional development

Person Responsible

Dawn Prestipino

Schedule

On 8/11/2014

Evidence of Completion

Sign-In Sheet

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

Classroom Walk-Throughs

Person Responsible

Michelle Cino

Schedule

On 6/5/2015

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 10/1/2014 to 6/5/2015

Evidence of Completion

Tally marks indicating student engagement.

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

🔑 S121455

Strategy Rationale

To increase student engagement and interest in rigorous research activities

Action Step 1 `5`

Implement resources in each classroom

Person Responsible

Dawn Prestipino

Schedule

On 8/18/2014

Evidence of Completion

Classroom walk-throughs and observations.

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

% of students engagement in educational activities will increase

Person Responsible

Michelle Cino

Schedule

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

Evidence of Completion

TNL Observation form and Tally Mark %s collected by administrators.

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

PLCs

Person Responsible

Dawn Prestipino

Schedule

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

Evidence of Completion

Teachers will share assessment results

G1.B2.S3 Paraprofessional `4`

S121532

Strategy Rationale

Increase small group instruction and interventions

Action Step 1 `5`

5 Paraprofessionals

Person Responsible

Dawn Prestipino

Schedule

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

Evidence of Completion

Increase in intervnention delivery

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

Data

Person Responsible

Michelle Cino

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

Data Notebooks

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

Administrator and Coach Observation and Walk-Throughs

Person Responsible

Dawn Prestipino

Schedule

Daily, from 9/1/2014 to 5/27/2015

Evidence of Completion

Fidelity Checklists

G1.B2.S4 Before and After school tutoring 4

🔍 S121539

Strategy Rationale

Provide additional time and engagement in core subject areas.

Action Step 1 5

Learning Together

Person Responsible

Dawn Prestipino

Schedule

Biweekly, from 10/7/2014 to 3/26/2015

Evidence of Completion

AIMSweb Data Progress

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

Observations

Person Responsible

Dawn Prestipino

Schedule

Biweekly, from 10/1/2014 to 3/26/2015

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 10/1/2014 to 3/26/2015

Evidence of Completion

Classroom teacher observation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PD in technical implementation	Cino, Michelle	8/26/2014	Sign-in Sheets	5/19/2015 weekly
G1.B1.S2.A1	PD	Krietemeyer, Carol	7/1/2014	FLDOE Coach's Log	6/5/2015 daily
G1.B1.S4.A1	Provide time for PLCs	Prestipino, Dawn	8/18/2014	Legacy PLC recording form and lesson plans.	5/28/2015 weekly
G1.B2.S1.A1	One-Day professional development	Prestipino, Dawn	8/11/2014	Sign-In Sheet	8/11/2014 one-time
G1.B2.S2.A1	Implement resources in each classroom	Prestipino, Dawn	8/18/2014	Classroom walk-throughs and observations.	8/18/2014 one-time
G1.B2.S3.A1	5 Paraprofessionals	Prestipino, Dawn	8/18/2014	Increase in intervnention delivery	6/5/2015 daily
G1.B2.S4.A1	Learning Together	Prestipino, Dawn	10/7/2014	AIMSweb Data Progress	3/26/2015 biweekly
G1.B1.S5.A1	Provide substitute teachers for a day of unpacking the standards.	Prestipino, Dawn	11/3/2014	New Standards and teachers need to understand what they need to teach. PLC notes	11/14/2014 one-time
G1.B1.S3.A1	Mini lessons/sharing	Cino, Michelle	9/3/2014		5/29/2015 biweekly
G1.MA1	3-5 FSA Data shows 80% of students at proficiency.	Cino, Michelle	5/8/2015	Eighty percent of students mastering core curriculum skills in reading and math.	5/8/2015 one-time
G1.B1.S1.MA1	Teacher usage of core technology	Cino, Michelle	10/1/2014	Student reports	6/5/2015 daily
G1.B1.S1.MA1	Classroom Observations	Prestipino, Dawn	10/1/2014	Administrators will observe an increase in the use of core curriculum technology in classroom walk-throughs and on lesson plans.	6/5/2015 daily
G1.B2.S1.MA1	% of student engagement increases	Prestipino, Dawn	10/1/2014	Tally marks indicating student engagement.	6/5/2015 daily
G1.B2.S1.MA1	Classroom Walk-Throughs	Cino, Michelle	8/12/2014	TNL Observation Form	6/5/2015 one-time
G1.B1.S2.MA1	Progress Monitoring	Cino, Michelle	8/18/2014	AIMSweb reports and Subject Assessment reports	6/5/2015 weekly
G1.B1.S2.MA1	Leadership Team Meetings	Cino, Michelle	8/12/2014	Fidelity Checklists and Data Notebooks	9/12/2014 daily
G1.B2.S2.MA1	PLCs	Prestipino, Dawn	8/18/2014	Teachers will share assessment results	6/5/2015 biweekly
G1.B2.S2.MA1	% of students engagement in educational activities will increase	Cino, Michelle	8/18/2014	TNL Observation form and Tally Mark %s collected by administrators.	6/5/2015 daily
G1.B1.S3.MA1	Observations, PLCs	Cino, Michelle	9/8/2014	Sign in sheets, observations	5/29/2015 weekly
G1.B1.S3.MA1	Observations	Prestipino, Dawn	9/8/2014	Observation information through Truenorthlogic.	5/29/2015 monthly
G1.B2.S3.MA1	Administrator and Coach Observation and Walk-Throughs	Prestipino, Dawn	9/1/2014	Fidelity Checklists	5/27/2015 daily
G1.B2.S3.MA1	Data	Cino, Michelle	9/1/2014	Data Notebooks	5/27/2015 monthly
G1.B1.S4.MA1	Student Proficiency	Cino, Michelle	8/18/2014	Student assessment data	6/5/2015 weekly
G1.B1.S4.MA1	Implementation of Standards and Instruction	Prestipino, Dawn	8/18/2014	Classroom Observations and Lesson Plans	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S4.MA1	Increased Engagement	Prestipino, Dawn	10/1/2014	Classroom teacher observation	3/26/2015 biweekly
G1.B2.S4.MA1	Observations	Prestipino, Dawn	10/1/2014	Student work	3/26/2015 biweekly
G1.B1.S5.MA1	Walkthroughs, PLCs	Cino, Michelle	9/4/2014	PLC forms	5/29/2015 weekly
G1.B1.S5.MA1	Lesson Plans and Observations will be monitoring tools	Prestipino, Dawn	11/17/2014	Lesson Plans, PLC forms	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase.

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 8/26/2014 to 5/19/2015

G1.B1.S2 Literacy Coach

PD Opportunity 1

PD

Facilitator

Carol Krietemeyer

Participants

Faculty and Paraprofessionals

Schedule

Daily, from 7/1/2014 to 6/5/2015

G1.B1.S3 Wisdom Wednesday

PD Opportunity 1

Mini lessons/sharing

Facilitator

cino, Michelle

Participants

Teachers

Schedule

Biweekly, from 9/3/2014 to 5/29/2015

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 8/18/2014 to 5/28/2015

G1.B2 Lack of Student Engagement

G1.B2.S1 Kagan Training

PD Opportunity 1

One-Day professional development

Facilitator

Jennie Moore - Kagan

Participants

Legacy Faculty

Schedule

On 8/11/2014

G1.B2.S2 Educational Student Resources - Brain Pop, Social Studies Weekly, Clickers

PD Opportunity 1

Implement resources in each classroom

Facilitator

Michelle Cino

Participants

Legacy Faculty

Schedule

On 8/18/2014

Technical Assistance Items

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

G1. If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase.

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

G1.B1.S5 Collaborative Planning Day to unpack the standards.

PD Opportunity 1

Provide substitute teachers for a day of unpacking the standards.

Facilitator

Cino, Michelle

Participants

All teachers

Schedule

On 11/14/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase.	130,077
Grand Total	**130,077**

Goal 1: If we increase rigor in our instruction, the number of students achieving proficiency in grade level skills will increase.		
Description	**Source**	**Total**
B1.S1.A1 - No funding needed. This is during planning time.		0
B1.S2.A1 - No additional funding needed as the reading coach will model and meet during school day.		0
B1.S3.A1 - Takes place instead of or during faculty meeting. No additional funding is necessary.		0
B1.S4.A1 - 6400	Title I Part A	982
B1.S5.A1 - Substitutes for teachers to unpack the FL Standards.	Title I Part A	900
B2.S1.A1 - 6400	Title I Part A	4,000
B2.S2.A1 - 5100	Title I Part A	4,243
B2.S3.A1 - 5100	Title I Part A	116,075
B2.S4.A1 - 5900	Title I Part A	2,765
B2.S4.A1 - 5100	Title I Part A	1,112
Total Goal 1		**130,077**