

Orange County Public Schools
Legacy Middle



**2020-21 Schoolwide Improvement
Plan**

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Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

<https://legacymms.ocps.net/s.net/>

Demographics

Principal: Hilary Buckridge

Start Date for this Principal: 12/7/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (52%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Buckridge, Hilary	Principal	<ul style="list-style-type: none"> • Evaluation of administrative staff • Evaluation of instructional and non-instructional staff • Facilitates the development and implementation of the School Improvement Plan (SIP) • Hires and retains instructional and non-instructional staff • Liaison between Community Resources and School (Media Related) • Responsible for School and Community Public Relations • Liaison with Parent-Teacher-Student Association (PTSA) and School Advisory Council (SAC) • Monitor teacher certification • Oversees school-wide progress monitoring of student data • Program planning, assessment, and evaluation • Responsible for all school activities and functions • Responsible for closing the achievement gaps for student sub-populations • Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures • Responsible for promoting instructional leadership • Responsible for school operations, budgeting and internal accounting • Supervise curriculum and instruction • Supervise school wide technology plan • Supports PLC groups
Tannehill, Tammy	Assistant Principal	<p>Assistant Principal General Duties</p> <ul style="list-style-type: none"> • Coordination of Summer School activities/programs • Duty rosters for arrival, dismissal, transitions, and lunch • Liaison between school, PTSA, and SAC • Oversees school-wide progress monitoring of student data • Responsible for closing the achievement gaps for student sub-populations • Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures • Responsible for promoting instructional leadership • Supports PLC groups • Supports student recognition awards as it occurs throughout the year • Supports supervision of students <p>Assistant Principal of Instruction-Tamala Tannehill</p> <ul style="list-style-type: none"> • Administrator for ESE services • Administrator for ESOL services • Coordinate school-wide testing/assessment schedules • Coordinate student orientation events, Pre-flight Check and Open House • Coordinate the development and implementation of the School Improvement Plan (SIP) • Lead administrator in Principal's absence

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Liaison for PLC (parent leadership council) • Master schedule, bell schedule, FTE (Certify & SRS), and accountability reports • MTSS Coordinator • Primary contact for tutoring, mentoring and course recovery • Primary contact for records management, progress report and report cards, DUKE talent search and Orange TIPS
Murnin, Miranda	Dean	<p>Administrative Dean General Duties</p> <ul style="list-style-type: none"> • Assist in coordination and implementation of safety drills • Assist with coordination and implementation of student supervision • Assist with Academic Improvement Plan Process • Assist with informal and coaching observations • Assist with School Site Strategic Plan (Safe Plan) • Assist with special events coordination • Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Transition programs from alternative schools and probation • Probation/community service liaison • Progress monitor positive alternative to school suspension services • Progress monitor academics, attendance, and discipline of students • Responsible for closing the achievement gaps for student sub-populations • Restorative Justice team member • Supports PLC groups • Coordinator for field trips, clubs, settlement agreement • Oversee Free/Reduced lunch program
Lloyd, Barbra	Instructional Coach	<p>Instructional Support General Duties</p> <ul style="list-style-type: none"> • Assist in the development and implementation of School Improvement Plan • Assist with Academic Improvement Plan process • Assist with informal and coaching observations • Assist with school-wide progress monitoring of student data • Assist with supervision of students • Attend meetings necessary for school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Create, facilitate and support teacher professional development and implement the school-wide professional development plan and deliberate practices • Facilitate and monitor common lesson planning and common assessments • Liaison for community outreach

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Member of the MTSS and Restorative Justice teams • Monitors school-wide programs and interventions, to include data analysis • Provide interventions or enrichment for students • Responsible for closing the achievement gaps for student sub-populations • Supports PLC groups • Assists in coordinating district and state assessments • Co-coordinator for PIE/ADDitions • Coordinate interns and college volunteers • Facilitate new teacher induction and facilitate mentor/mentee support • Monitors mathematics and science instruction • Teacher certification • Teach-in
Murray, Alyson	Instructional Media	<p>Instructional Support General Duties</p> <ul style="list-style-type: none"> • Assist in the development and implementation of School Improvement Plan • Assist with Academic Improvement Plan process • Assist with informal and coaching observations • Assist with school-wide progress monitoring of student data • Assist with supervision of students • Attend meetings necessary for school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Create, facilitate and support teacher professional development and implement the school-wide professional development plan and deliberate practices • Facilitate and monitor common lesson planning and common assessments • Liaison for community outreach • Member of the MTSS and Restorative Justice teams • Monitors school-wide programs and interventions, to include data analysis • Provide interventions or enrichments for students • Responsible for closing the achievement gaps for student sub-populations • Supports PLC groups • Assist with Academic Improvement Plan Process • Assist with supervision of students • Assists with school-wide progress monitoring of student data • Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Coordinator for PIE/ADDitions & Five Star School • Coordinates Literacy Council Meetings and activities • Coordinates school media accounts (Facebook, Twitter OCPS website)

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinates student and faculty IDs and lanyards • Provide instruction in research/reference skills • Provide interventions or enrichments for students • Responsible for closing the achievement gaps for student sub-populations • Supports PLC groups • Textbook and technology resource manager
Study, Martina	Guidance Counselor	<p>Guidance and Student Services General Duties</p> <ul style="list-style-type: none"> • Assist in the development and implementation of School Improvement Plan • Assist with positive behavior intervention plans • Assist with school-wide progress monitoring of student data • Assist with supervision of students • Attend meetings for Alternative School candidates • Attend meetings necessary; school operation, curriculum development and progress monitoring • Collaborate with staffing specialist • Coordinate ACCESS (CELLA) and assist in coordination of other district and state assessments • Coordinate all ELL plans, activities, FTE and Compliance Reports • Coordinate outside resources and services including crisis intervention • Coordinate student orientation, course scheduling and transition support • Coordinate student recognition programs • Coordinate the distribution of progress reports and report cards • Coordinate virtual school and home school enrollment • Facilitate 504 meetings, monitoring of services, and documentation • Facilitate parent/teacher conferences • Facilitate the Academic Improvement Plan process • Member of the MTSS and Restorative Justice teams • Responsible for academic advisement and career counseling • Responsible for closing the achievement gaps for student sub-populations • Responsible for monitoring progress of ELL data to include interventions and enrichments • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process • Liaison for high school services
Draggon, Angira	Guidance Counselor	<p>Guidance and Student Services General Duties</p> <ul style="list-style-type: none"> • Assist in the development and implementation of School Improvement Plan

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist with positive behavior intervention plans • Assist with school-wide progress monitoring of student data • Assist with supervision of students • Attend meetings for Alternative School candidates • Attend meetings necessary; school operation, curriculum development and progress monitoring • Collaborate with staffing specialist • Coordinate ACCESS (WiDA) and assist in coordination of other district and state assessments • Coordinate all ELL plans, activities, FTE and Compliance Reports • Coordinate outside resources and services including crisis intervention • Coordinate student orientation, course scheduling and transition support • Coordinate student recognition programs • Coordinate the distribution of progress reports and report cards • Coordinate virtual school and home school enrollment • Facilitate 504 meetings, monitoring of services, and documentation • Facilitate parent/teacher conferences • Facilitate the Academic Improvement Plan process • Member of the MTSS and Restorative Justice teams • Responsible for academic advisement and career counseling • Responsible for closing the achievement gaps for student sub-populations • Responsible for monitoring progress of ELL data to include interventions and enrichment • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process • Liaison for elementary transition services • School SAFE coordinator
Rodriguez, Evelyn	Teacher, K-12	<p>Guidance and Student Services General Duties</p> <ul style="list-style-type: none"> • Assist in the development and implementation of School Improvement Plan • Assist with positive behavior intervention plans • Assist with school-wide progress monitoring of student data • Assist with supervision of students • Attend meetings for Alternative School candidates • Attend meetings necessary; school operation, curriculum development and progress monitoring • Collaborate with staffing specialist • Coordinate ACCESS (WiDA) and assist in coordination of other district and state assessments • Coordinate all ELL plans, activities, FTE and Compliance

Name	Title	Job Duties and Responsibilities
		<p>Reports</p> <ul style="list-style-type: none"> • Coordinate outside resources and services including crisis intervention • Coordinate student orientation, course scheduling and transition support • Coordinate student recognition programs • Coordinate the distribution of progress reports and report cards • Coordinate virtual school and home school enrollment • Facilitate 504 meetings, monitoring of services, and documentation • Facilitate parent/teacher conferences • Facilitate the Academic Improvement Plan process • Member of the MTSS and Restorative Justice teams • Responsible for academic advisement and career counseling • Responsible for closing the achievement gaps for student sub-populations • Responsible for monitoring progress of ELL data to include interventions and enrichment • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process

Administrative Dean General Duties

<p>Davila, Maria</p>	<p>Dean</p>	<ul style="list-style-type: none"> • Assist in coordination and implementation of safety drills • Assist with coordination and implementation of student supervision • Assist with Academic Improvement Plan Process • Assist with informal and coaching observations • Assist with School Site Strategic Plan (Safe Plan) • Assist with special events coordination • Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Transition programs from alternative schools and probation • Probation/community service liaison • Progress monitor positive alternative to school suspension services • Progress monitor academics, attendance, and discipline of students • Responsible for closing the achievement gaps for student sub-populations • Restorative Justice team member • Supports PLC groups
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Academic Dean: Maria Davila

- Coordinator for Health and Wellness

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Liaison between school and PTSA and SAC **Other duties as assigned
Burley, Chris	Assistant Principal	<p>Assistant Principal General Duties</p> <ul style="list-style-type: none"> • Coordination of Summer School activities/programs • Duty rosters for arrival, dismissal, transitions, and lunch • Liaison between school, PTSA, and SAC • Oversees school-wide progress monitoring of student data • Responsible for closing the achievement gaps for student sub-populations • Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures • Responsible for promoting instructional leadership • Supports PLC groups • Supports student recognition awards as it occurs throughout the year • Supports supervision of students <p>Assistant Principal of Operations Christopher Burley</p> <ul style="list-style-type: none"> • Administrator for PIE/ADDitions/Five Star Coordinator • Administrator for discipline and attendance • Assists in the development and implementation of the School Improvement Plan(SIP) • Coordinate and monitor Guest Teachers (substitutes) • Coordinate National Teacher Appreciation Week (May) • Coordinate safety drills, fire extinguisher reports, and safety/health procedures or inspections • Coordinator for the School Site Strategic Plan (Safe Plan) • Evaluate selected instructional and non-instructional personnel • Field trip coordinator • Primary contact for school clubs/organizations (including YMCA) • Primary contact facilities: site security, sonitrol, facility use agreements, keys, maintenance requests, and property management/inventory • Settlement Agreement • Title IX Contact ** Other duties as assigned

Demographic Information

Principal start date
Wednesday 12/7/2016, Hilary Buckridge

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

0

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

9

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (52%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	263	273	278	0	0	0	0	814
Attendance below 90 percent	0	0	0	0	0	0	36	33	24	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	3	33	23	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	10	48	55	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	19	18	35	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	51	48	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	42	40	67	0	0	0	0	149

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	43	63	78	0	0	0	0	184

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/14/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	290	301	325	0	0	0	0	916
Attendance below 90 percent	0	0	0	0	0	0	33	29	49	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	31	48	51	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	48	34	65	0	0	0	0	147
Level 1 on statewide assessment	0	0	0	0	0	0	95	124	107	0	0	0	0	326

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	48	69	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	290	301	325	0	0	0	0	916
Attendance below 90 percent	0	0	0	0	0	0	33	29	49	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	31	48	51	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	48	34	65	0	0	0	0	147
Level 1 on statewide assessment	0	0	0	0	0	0	95	124	107	0	0	0	0	326

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	48	69	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	52%	54%	52%	52%	52%
ELA Learning Gains	50%	52%	54%	49%	53%	54%
ELA Lowest 25th Percentile	39%	45%	47%	39%	42%	44%
Math Achievement	51%	55%	58%	47%	53%	56%
Math Learning Gains	48%	55%	57%	53%	55%	57%
Math Lowest 25th Percentile	49%	50%	51%	49%	48%	50%
Science Achievement	48%	51%	51%	41%	49%	50%
Social Studies Achievement	67%	67%	72%	70%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	52%	52%	0%	54%	-2%
	2018	48%	48%	0%	52%	-4%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	47%	48%	-1%	52%	-5%
	2018	49%	48%	1%	51%	-2%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
08	2019	57%	54%	3%	56%	1%
	2018	54%	55%	-1%	58%	-4%
Same Grade Comparison		3%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	9%	43%	-34%	55%	-46%
	2018	13%	35%	-22%	52%	-39%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	48%	49%	-1%	54%	-6%
	2018	44%	51%	-7%	54%	-10%
Same Grade Comparison		4%				
Cohort Comparison		35%				
08	2019	33%	36%	-3%	46%	-13%
	2018	23%	32%	-9%	45%	-22%
Same Grade Comparison		10%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	46%	49%	-3%	48%	-2%
	2018	41%	49%	-8%	50%	-9%
Same Grade Comparison		5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	66%	-1%	71%	-6%
2018	71%	66%	5%	71%	0%
Compare		-6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	63%	11%	61%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	61%	9%	62%	8%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	53%	30%	57%	26%
2018	84%	65%	19%	56%	28%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	30	30	22	38	43	25	38	30		
ELL	30	43	40	29	42	46	24	48	57		
ASN	76	68		83	70		78	90	84		
BLK	45	44	30	34	32	28	34	65	61		
HSP	47	47	38	42	46	52	38	61	58		
MUL	65	58		65	42		90		71		
WHT	71	55	35	71	54	61	63	77	73		
FRL	47	46	37	43	45	46	40	59	58		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	36	30	20	35	31	10	31	41		
ELL	21	36	36	20	33	34	24	52	77		
ASN	78	64		74	59		93	96	93		
BLK	45	47	42	32	37	47	30	68	58		
HSP	49	49	40	44	43	47	40	73	68		
MUL	52	35		67	60			91	70		
WHT	63	60	38	62	58	57	56	75	76		
FRL	47	48	39	43	44	47	41	70	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	40	39	17	42	47	7	43			
ELL	19	40	35	22	45	44	9	38			
ASN	71	63		75	57		55	100	88		
BLK	39	48	32	37	56	59	32	67	71		
HSP	45	44	36	40	47	46	33	65	61		
MUL	71	60		62	68						
WHT	72	59	55	62	62	42	69	76	83		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	44	45	35	37	46	48	31	63	61		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The lowest data component for Legacy Middle School's school grade was the English Language Arts learning gains for the lowest 25%. Last year there was a decrease from

41% to 39% on the Florida Standards Assessment (FSA). This has consistently been the lowest performing category, since the 2015-16 school year when this category was added to the school grade calculation. The major contributing factors to last year's low performance was a lack of an effective monitoring system of the lowest 25% and 4 out of the 10 ELA teachers on staff were first year teachers. The ELA department for the 2020-21 school year has retained a majority of the teachers from the 2019-20. There was a slight increase in 2019-20 iReady diagnostic proficiency from BOY and MOY (47%-49%). Continued analysis training and support was beneficial to new teachers and new to Legacy teachers.

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

Civics was the data component that showed the greatest decline, 75% to 67% on the Florida Standards Assessment (FSA). The factor that contributed the most was a lack of time to expand targeted concepts and provide re-teaching opportunities. In addition, 1 of the 3 Civics teachers was a first year teacher. During the 2019-20 school year Civics proficiency on PMA1 was 59% and PMA 2 was 58% which indicates students were not on track to be proficient on the Civics End of Course Exam.

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

The Every Student Succeeds Act (ESSA) category that is below the 41% target for Legacy Middle School is the Students with Disabilities (SWD) subgroup at 30%. In addition, there are two subgroups that were very close to falling below the 41% threshold, the black subgroup at 41% and the English Language Learners (ELL) subgroup at 42%. The SWD is becoming a trend because it was also indicated as a category last year for the baseline year. Many of our SWD students are also part of the lowest 25% so the contributing factors are very similar like an effective monitoring system and standards-based instruction that meets the rigor of the standard. In addition, much of the year there was a vacancy for a support facilitator position leaving SWD with less support.

Another data component with a large gap when compared to the state average is math learning gains. Legacy had 48% of students making a learning gain on the Math Florida Standards Assessment (FSA) which is 5 points shy of the state's 57% average. A contributing factor to this trend is accelerating students too quickly. The 2019-20 progress monitoring data populating from iReady Math diagnostic exams only showed minimal growth from Beginning of the Year diagnostic (BOY) 28% proficiency to 29% proficiency on the Middle of the Year diagnostic (MOY). However, sixth grade and eighth grades did show an increase, 4% and 10% respectively.

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

Legacy Middle School had 3% improvement in science proficiency, 45% to 48% on the Science 2019 FCAT. In the 2019-20 school year, 48% of students were proficient on PMA1 and on PMA2 36% were proficient. This decline was due to pacing and the science department was working closely with administration to revise their focus calendars.

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

When reflecting on the EWS data, the component which has the most number of students, over the last two years, are students with a Level 1 on statewide assessment. Something interesting to note is that the 2019-20 cohort of students decreased their

course failures from 74 to 34 but increased the number of Level 1s from 108 to 124. This could be an area of concern because perhaps the course grades are not closely aligned to the tested state standards. We are working with our teacher and staff in developing a mentoring program to monitor the our Level 1 students in an effort to work with the students to show gains throughout their assessments.

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

1. ELA learning gains for the lowest 25% (including SWD)
2. Math learning gains for SWD subgroup
3. Acceleration gains
4. Civics gains

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: For the 2018-19 school year, there was a decrease in learning gains in English Language Arts for our students who fall under the lowest 25%. The 2 point decrease went from from 41% to 39%. The math learning gains component was the component falling farthest behind the district and state. Legacy had 48% learning gains in math, the district and state had 55% and 57% respectively. Many of the lowest 25% of our students are also SWD which is also the lowest performing subgroup at 30% proficiency in the Every Student Succeeds Act (ESSA) where the target is 41% and higher. Our ESE staff is dedicated to working with our SWD by adjusting the amount of processing time and adding progress monitoring components to the lessons. Data from the 2019-20 iReady Reading diagnostics showed overall proficiency at 47% on the Beginning of the Year diagnostic (BOY) and 49% proficiency on the Middle of the Year diagnostic (MOY). The 2019-20 progress monitoring data populating from iReady Math diagnostic exams only showed minimal growth from Beginning of the Year diagnostic (BOY) 28% proficiency to 29% proficiency on the Middle of the Year diagnostic (MOY). However, sixth grade and eighth grades did show an increase, 4% and 10% respectively. Similar to math, the sixth and eighth grade students showed the largest growth in reading proficiency, 6% and 4% respectively.

Measurable Outcome: Increase learning gains in English Language Arts for the lowest 25% from 39% to 44% on the Florida Standards Assessment (FSA). Increase learning gains in Math from 48% to 53% on the Florida Standards Assessment (FSA). Increase SWD subgroup proficiency from 30% to 41% to meet the ESSA targets.

Person responsible for monitoring outcome: Tammy Tannehill (tamala.tannehill@ocps.net)

Evidence-based Strategy: Legacy will continue to analyze data and instructional practices, and make necessary adjustments that improve student outcomes. After general education and special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special education teachers will engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders. Teachers will continue to collaborate within their professional learning communities and work collaboratively with the special education team to monitor student learning gains.

Rationale for Evidence- Legacy will continue to utilize the progress monitoring system established for the 2019-20 school year. We will continue the mentoring program for each SWD, previously paired with a teacher mentor. This mentor program includes close monitoring of progress monitoring data by the mentor and check-ins with the mentors and mentees.

Evidence- The mentor program includes a display of students' ID pictures in the teacher training rooms along with name of their mentor teacher. This mentor teacher may not necessarily be a SWD teacher, but will act as a third party contact

based Strategy: for SWD to increase student and teacher motivation and student proficiency. The mentor program will increase instructional staff responsibility for student learning school wide.

Action Steps to Implement

We will continue to analyze the data from assessments and the instructional practices of our teachers.

Person Responsible Chris Burley (christopher.burley@ocps.net)

Upon analysis of the collected data, we will evaluate the progress of the plan and make adjustments throughout the school year, when necessary.

Person Responsible Tammy Tannehill (tamala.tannehill@ocps.net)

We will work with our teachers through PLCs to ensure collaborative sessions and lesson planning occurs in order to plan targeted approaches to our students' needs. This includes both general education and special education teachers to be included in these sessions.

Person Responsible Chris Burley (christopher.burley@ocps.net)

Administration will continue to monitor the processes to ensure quality standards-based instruction is taking place throughout the courses and we will continue to utilize multiple progress monitoring system in an effort to maintain a purposeful focus on our students needs.

Person Responsible Tammy Tannehill (tamala.tannehill@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Legacy seeks to build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, while connecting to more meaningful subject matter, we will address the following school needs:

English Language Arts will focus on reaching and catering to our lowest 25% population. By helping these student reach higher achievements, students will be empowered and more likely to excel in other courses. The ELA department for the 2020-21 school year has retained a majority of the teachers from the 2019-20 helping Legacy maintain a positive culture designed to meet our students needs. We will also continue in analysis training and support to our teachers so our staff as the know how to address needs in a targeted manner for higher success and personal connections with struggling students.

Measurable Outcome: The number of students with a course failure in ELA or Mathmatetics will decrease by 10%.

Person responsible for monitoring outcome: Tammy Tannehill (tamala.tannehill@ocps.net)

Evidence-based Strategy: Legacy will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Legacy will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1. Provide instructional staff with training on how to recognize the SEL needs of students and the value of adding SEL practices into the classroom.

Person Responsible Chris Burley (christopher.burley@ocps.net)

2. Conduct classroom walk-throughs and provide teachers with actionable feedback regarding SEL components.

Person Responsible Chris Burley (christopher.burley@ocps.net)

3. Provide instructional staff with training on how to read data charts and use a progress monitoring system to meet the needs of our students. During this training clear expectations for instructional staff members are set on how to properly use the progress monitoring system and how often data collections need to occur while being cognitive to maintain a positive school climate.

Person Responsible Chris Burley (christopher.burley@ocps.net)

4. Develop opportunities within tutoring and after school programs to address SEL needs while still maintaining a focus on academic growth.

Person Responsible Tammy Tannehill (tamala.tannehill@ocps.net)

5. Collect and monitor tutoring data and progress monitoring data for students selected for tutoring to ensure these SEL needs are met.

Person Responsible Chris Burley (christopher.burley@ocps.net)

6. Assign mentors for selected students who show the need for additional SEL strategies and academic needs.

Person Responsible Chris Burley (christopher.burley@ocps.net)

Additional Schoolwide Improvement Priorities

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

Diligent monitoring tools and an acute awareness to servitude leadership will be utilized in addressing the remaining academic priorities throughout the plan. Classroom walks provide an opportunity to engage our teachers and provide support when necessary. Building on data from assessments and other monitoring tools, the admin and support team will provide direct, applicable, guidance in reaching our staffs' needs and supporting their efforts in the classroom. This data will also be used to target students who are falling behind or need additional support in their courses.

Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, Legacy will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, Legacy uses social and emotional learning to strengthen our team dynamics and collaboration in order to build academic expertise in our students and staff. Legacy will also use the CASEL Core Competencies as a common language to support a positive school culture of social and emotional learning, as well as connect cognitive and conative strategies to support student success. A core team of teachers and administrators from Legacy, including our school mental health designee, are attending district-wide professional learning opportunities throughout the school year. This school-based core team works with a broader school team and is charged with personalizing and implementing professional learning opportunities for our school stakeholders. Legacy leadership teams also collaborate with our stakeholders, through our School Advisory Council and reflect on implementation and development of our next steps as we proceed throughout the school year. Legacy also enhances our positive school culture and environment through district programs such as the Parent Academy, while utilizing staff members as Parent Engagement Liaisons to bridge the community to our school culture. Finally, Legacy maintains a healthy and safe environment through maintaining CDC guidelines in interactions and disinfecting common areas.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0242 - Legacy Middle	Title II		\$0.00
			<i>Notes: Planning days for teachers to analyze collected data from iReady and other selected assessments.</i>			
			0242 - Legacy Middle	General Fund		\$4,000.00
			<i>Notes: Tutoring available for targeted ELA student and SWD students.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$4,000.00

Orange - 0242 - Legacy Middle - 2020-21 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0242 - Legacy Middle	General Fund		\$0.00
			<i>Notes: Tutoring fund for targeted ELA students</i>			
			0242 - Legacy Middle	Title II		\$4,000.00
			<i>Notes: Planning days for teachers to analyze collected data from iReady and other selected assessments.</i>			
					Total:	\$8,000.00