Orange County Public Schools

Legacy Middle

2016-17 Schoolwide Improvement Plan

Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

https://legacyms.ocps.net/s.net/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	B

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Orange 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Legacy Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At the beginning of the school year, families can attend our Pre-Flight Check. This Meet the Teacher event not only allows students to receive their schedules and meet their teachers, they also have the opportunity to interact with many of the Partners in Education.
Throughout the school year, there are more opportunities to build relationships with events like Open House, Teach-In, and athletic events.
Legacy Middle School is a Restorative Justice model school. Restorative Justice practices are utilized to build relationships between teachers and students at the Tier 1 level. These practices also provide opportunities to learn about students' cultures and are utilized to repair relationships.
The Best Practices for Inclusive Education (BPIE) assessment with its 34 indicators has also been used to gain a better understanding of students' needs and fortify the multi-tiered system of supports (MTSS) process.

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

An environment of safety and respect is created by establishing clear rules, procedures and routines. Classrooms are expected to be neat and orderly to reduce accidents; adult supervision is provided throughout the school day, especially during transitions. Teachers not only require respect from their students but model it among themselves and with students.

Our guidance program promotes positive peer relations with a focus on developing the whole child. Counselors and administrative deans work with students on a referral basis from teachers, administrators and/or parents. Students may also request individual guidance and advisement or referrals for outside resources. Restorative Justice limits the number of suspensions on campus and changes the school wide-culture from punishing to solving and repairing relationships. We also provide bullying prevention and awareness to ensure the emotional and physical safety of our students.

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

Legacy Middle School has an Instructional Intervention system comprised of teachers, administrators, the school psychologist, school counselors and the reading coach.

Legacy Middle School has appropriate systems in place to ensure expected classroom behaviors are exhibited so that every student has the opportunity to achieve high academic success. Teachers and administration address student behavior. Teachers implement a behavior system within their classrooms that includes the use of contingency rewards and the acknowledgment of appropriate behavior. The Restorative Justice strategies are utilized to build relations that change the culture and climate at Legacy Middle School. The Restorative Justice process is incorporated in the school's disciplinary guidelines, as a means to diffuse or extinguish issues surrounding inappropriate behavior. School personnel utilize tools such as behavior contracts, positive praise and positive rewards for individuals and groups of students. Teachers also provide non-verbal redirection, verbal warnings and planned ignoring of negative behavior. Legacy Middle School has a Positive Behavioral Support system and Positive Alternative to School Suspension.

Students and parents are informed of behavior expectations, which align with the district's Code of Student Conduct, through presentations, as well as the school website and social media.

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

Legacy Middle School celebrates and values the diversity that all children and families bring to our school. Guidance and counseling are available through the guidance department. Referrals can also be made for outside resources by the guidance counselors and/or school psychologist. Select students will also be able to participate in ArtReach program. The program is twice a week and not only allows for self-expression and confidence building, but also allows students to belong to a safe and nurturing peer group.

Teachers provide meaningful and relevant instruction to meet the individual needs of students, but also incorporate conative skills in their activities.

BPIE-Best Practices for Inclusive Education - is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

3. 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).

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

Our Multi-Tiered Systems of Student Support (MTSS) identifies at-risk students through the analysis of readily available and highly predictive student academic and engagement data (e.g., absenteeism, course failure, GPA, credits and discipline) which are reviewed

on a regular basis. Teachers are encouraged to notify the MTSS team when they notice a student's attendance begins to drop, if student behavior is interfering with learning, or when grades indicate potential failure in a core content class. Teachers and the MTSS team are dedicated to providing specific interventions to ensure the academic success of all students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	17	42	37	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	32	77	78	0	0	0	0	187
Course failure in ELA or Math	0	0	0	0	0	0	4	3	7	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	78	123	130	0	0	0	0	331
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	24	59	65	0	0	0	0	148

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

Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies. The MTSS Leadership Team examines data in Tier I, Tier II, and Tier III to determine the appropriate intervention for students and their families. Intervention strategies include tutoring, the use of behavior plans, Restorative Justice practices, one on one and small group instruction, referrals for outside resources for the child and family, as well as positive reinforcement for meeting individual goals.

B. Family and Community Engagement
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).

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

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link

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

2. Description

Families are encouraged to participate in academic and extra-curricular events. PTSA and SAC are integral aspects of familial involvement and our goal is to increase participation for both associations. We keep families informed through written communication, our school webpage, social media and Connect Orange phone calls as well as content themed nights that occur on our campus throughout the year. Family members are encouraged to volunteer to chaperone field trips, be guest speakers, assist with fundraising efforts and simply show support of our students by being in attendance at all events.
Parents are kept informed of their child's progress via Parent Access to our school grading system (ProgressBook), through emails and phone calls from teachers and administrators and parent teacher conferences.

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

Community stakeholders are provided with student achievement data and other information in order to be productive partners. Partnership activities are directly aligned with student achievement goals. We encourage meaningful roles for stakeholders by offering opportunities for collaboration where genuine efforts can produce positive outcomes. This increased collaboration is done through our Partners in Education, SAC, Open House/Parent Nights and opportunities to volunteer as guest speakers for Teach-In and STEM day.

C. 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).

1. School Leadership Team

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

Name	Title
Battoe, Shannon	Principal
Tannehill, Tammy	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Instructional Coach
Tiwari, Melanie	Instructional Coach
Privitera, Julie	Other
Morris, Ernest	Dean
O'Callahan, Matthew	Dean

b. Duties

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

Principal
Dr. Shannon Battoe
• Responsible for promoting instructional leadership
• Responsible for school operations, budgeting and internal accounting
• Responsible for all school activities and functions
• Monitors Teacher Certification
• Hires and retains instructional and non-instructional staff
• Evaluation of Administrative Staff
• Evaluation of Instructional and Non-Instructional Staff
• Supports PLC groups
• Facilitates the development and implementation of the School Improvement Plan
• Oversees school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student sub-populations
• Program planning, assessment and evaluation
• Supervise curriculum and instruction
• Liaison with Parent-Teacher-Student Association (PTSA) and School Advisory Council (SAC)
• Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures
• Liaison between Community Resources and School (Media Related)
• Responsible for School and Community Public Relations
• Supervise school wide technology plan

Assistant Principal of Instruction
Mrs. Tamala Tannehill
• Lead administrator in Principal's absence
• Evaluate selected instructional and non-instructional personnel
• MTSS Coordinator
• Supports PLC groups
• Administrator for ESOL services
• Coordinates the development and implementation of the School Improvement Plan
• Oversees school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Oversees tutoring, mentoring and course recovery
• Oversees attendance procedures
• Supports student recognition awards as it occurs throughout the year
• Supports supervision of students
• Coordinates school-wide testing/assessment schedules
• Liaison between school, PTSA, and SAC
• SMS Champion, FTE, bell schedule, master schedule, certify, SRS, and accountability reports
• Liaison with guidance department: records management and progress report/report cards, DUKE talent search and Orange TIPs
• Liaison for PLC (parent leadership council)
• Duty Rosters for arrival, dismissal, transitions, and lunch
• Coordinates student orientation events, pre-flight check (meet the teacher) and open house
** Other duties as assigned

Assistant Principal
Gwendolyn Carter-Inge

• Evaluate selected instructional and non-instructional personnel
• Supports PLC groups
• Administrator for ESE services
• Oversees school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Assists in the development and implementation of School Improvement Plan process
• Liaison between school, PTSA, and SAC
• Field trip coordinator
• Administrator over discipline
• Coordinator for substitutes
• Responsible for School Site Strategic Plan (Safe Plan)
• Primary contact for Site Security and Sonitrol
• Primary facilities contact: manages facility use agreements, room assignments/keys, maintenance requests, and property management/inventory
• Coordinates safety drills, fire extinguisher reports, and safety/health procedures or inspections
• Title IX Contact
• Settlement Agreement
• Monitor Guest Teachers
• Primary contact for school clubs/organizations (including YMCA)
• Administrator for PIE/ADDitions/Five Star Coordinator
• Coordinate National Teacher Appreciation Week (May)
• Assist with coordination of Summer School activities/programs
• Coordinates faculty handbook/ student planners
** Other duties as assigned

Administrative Dean/Instructional Support
Mr. Ernest Morris
• Restorative Justice team member
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Supports PLC groups
• Assist with informal observations
• Assists with school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Liaison between school and PTSA and SAC
• Oversees Free / Reduced lunch program
• Progress monitor disciplinary and attendance statistics
• Primary contact for 7th & 8th Grade supervision and disciplinary issues
• Probation/community service liaison
• Coordinator of transition programs from alternative schools
• Assist with special events coordination
• Assists with clubs/organizations/YMCA
• Assists in communicating with Site Security and Sonitrol
• Assist with School Site Strategic Plan (Safe Plan)
• Assist in coordination and implementation of safety drills school-wide
• Co-coordinator for tutoring/summer programs
• Progress monitor alternative to suspension and positive behavior support services
• Assists in communicating with Site Security and Sonitrol
** Other duties as assigned

Administrative Dean/Instructional Support
Mr. Matthew Ocallahan

• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Restorative Justice team member
• Supports PLC groups
• Assists with school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Facebook/Twitter administrator
• Liaison between school and PTSA and SAC
• Oversees Free / Reduced lunch program
• Progress monitor disciplinary and attendance statistics
• Primary contact for 6th & 7th Grade supervision and disciplinary issues
• Probation liaison
• Coordinator of transition programs from alternative schools
• Assist in coordination and implementation of safety drills school-wide
• Assist with special events coordination
• Assists with clubs/organizations/YMCA
• Assists in communicating with Site Security and Sonitrol
• Assist with School Site Strategic Plan (Safe Plan)
• Coordinator for PIE/ADDitions/Five Star
** Other duties as assigned

Curriculum Resource/Instructional Coach
Ms. Melanie Tiwari
• Instructional Coach
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Develop and implement school-wide professional development plan
• Create and support individual or small teacher group professional development
• Assist with informal observations
• Assists with school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations Assist in the development and implementation of School Improvement Plan
• Assist with Academic Improvement Plan Process
• Provide interventions or enrichments for students
• Coordination of PLC groups
• Facilitate and monitor common lesson planning and common assessments
• Facilitate new teacher induction and facilitate mentor/mentee support
• Facilitate peer-to-peer teacher observations for the purpose of professional growth, reflection, and Deliberate Practice
• Support teachers with Deliberate Practice
• Testing coordinator (district and state assessments)
• Coordinates interns and college volunteers
• Monitor master school calendar on SharePoint
• Special events coordinator
• Teach-in
• Teacher certification
• Coordinates in-service points and submission
• Back up to media specialist
** Other duties as assigned

Media Specialist
Mrs. Melanie Mahaffey
• Coordinates Literacy Council Meetings and activities

• Provide instruction in research/reference skills
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Assists with school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Assist in the development and implementation of School Improvement Plan
• Assist with Academic Improvement Plan Process
• Provide interventions or enrichments for students
• Supports PLC groups
• Assist with supervision of students
• Maintains school website
• Maintains school SharePoint site
• Coordinates student and faculty IDs and lanyards
• Textbook and technology resource manager
• Coordinates school supply list and student agendas
• Coordinates school newsletter
** Other duties as assigned

Reading Coach
Gina Grant
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Assist with informal observations
• Assists with school-wide progress monitoring of student data
• Responsible for closing the achievement gaps for student subpopulations
• Assist in the development and implementation of School Improvement Plan
• Assist with Academic Improvement Plan process
• Provide interventions or enrichments for students
• Supports PLC groups
• Co-coordinator for PIE/ADDitions
• Liaison for community outreach
• Responsible for staff recognition
• Facilitates and monitors common lesson planning and common assessments for reading department
• Assist with school-wide progress monitoring of student data
• Assist in supporting professional development for teachers
• Responsible for closing the achievement gaps for student subpopulations
• Assists in coordinating district and state assessments
• Monitors school wide reading programs and interventions, to include data analysis and scheduling of students
• Monitors reading instruction and provides teacher support
• Assists in supporting professional development for teachers
** Other duties as assigned

Staffing Specialist
Ms. Julie Privitera
• Coordinates all ESE compliance activities
• Coordinates ESE, FTE and Federal Compliance Reports
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Assists with school-wide progress monitoring of student data
• Responsible for monitoring progress of ESE data to include interventions and enrichments

• Responsible for closing the achievement gaps for student subpopulations
• Assist in the development and implementation of School Improvement Plan
• Collaborate with guidance department to assist with the academic improvement plan process and course recovery
• Provide interventions or enrichments for students
• Supports PLC groups
• Assists in coordinating district and state testing
• Assist in supporting professional development for teachers
• Assist with student recognition programs
• Assist with supervision of students
• Maintain current knowledge of placement and program options for ESE
• Coordinates the development and review of IEPs, EPs, re-evaluations, initial placements, dismissals, and other ESE service meetings
• Assists and monitors ESE student scheduling
• Oversees scheduling of ESE para-professionals
• Facilitates the documentation of consultation services
• Provide ESE instruction/support as needed
• Assists with monitoring tutoring programs
** Other duties as assigned

Guidance Counselors
Mrs. Mabel Lopez
8th Grade/
Homeless Education coordinator/ ELL Contact/ Liaison for high school services

Mrs. Angira Kapadia-Draggon
7th Grade/
504 Contact/SAAFE/ArtReach Contact/TIPS Contact

Dr. Martina Study
6th Grade/
Lead Counselor/Homeless Education coordinator/Course Recovery/Post-secondary Events Log

Duties for all counselors:
• Members of the MTSS and Restorative Justice teams
• Works with administration to identify students in need of academic and/or behavioral interventions
• Assists with positive behavior intervention plans
• Attend meetings necessary school operation, curriculum development and progress monitoring
• Assists with school recognition programs to include honor roll
• Coordinates end of year awards (Evening of Excellence)
• Responsible for all guidance services for students including ESE/ELL support
• Crisis intervention services
• Coordinates all ELL compliance activities
• Coordinates ELL, FTE and State/Federal Compliance Reports
• Attend meetings necessary school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
• Responsible for monitoring progress of ELL data to include interventions and enrichments

• ACCESS (CELLA) coordinator and assists in coordination of other district and state assessments
• Assist in supporting professional development for teachers
• Assist with supervision of students
• Maintain current knowledge of placement and program options for ELL
• Coordinates the development and review of LEP plans and other ELL service meetings
• Oversees ELL para-professional scheduling
• Provides ELL instruction/support as needed
• Monitors historical data in student management system
• Assists with school-wide progress monitoring of student data
• Responsible for progress monitoring of attendance, advanced placement, failed courses, and facilitates and monitors the course recovery process
• Responsible for closing the achievement gaps for student subpopulations
• Assist in the development and implementation of School Improvement Plan
• Facilitates the Academic Improvement Plan Process
• Provide interventions or enrichments for students
• Supports PLC groups
• Assist with supervision of students
• Facilitate the enrollment of new students to include course requests and scheduling students
• Provides assistance during transition to new LMS students
• Provides academic advisement and career counseling
• Responsible for 504 meetings, monitoring of services, and documentation
• Attends meetings for ESE/ELL/Alternative School Candidates
• Collaborate with staffing specialist to assist with the academic improvement plan process and course recovery
• Facilitates parent/teacher conference as appropriate
• Coordinates the distribution of progress reports and report cards
• Coordinates virtual school and home school enrollment
• Coordinates outside resources and services for students
• Coordinates new student orientation and 5th to 6th grade articulation
• Coordinates high school orientation and articulation
** Other duties as assigned

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

The continuous improvement model is the tool used for monitoring student achievement. Student progress monitoring is ongoing by using common formative assessments, mini measures of learning, Reading Inventory, Think Through Math diagnostics, FSA performance data, EOC exam data and formative assessments. Departments progress monitor on a continuous basis and develop plans for targeted skill interventions and/or enrichment. Teachers meet and plan once a week during their common planning time. During the common planning time teachers discuss learning targets, create common assessments, determine appropriate instructional strategies and review performance data. Teachers participate in monthly professional development opportunities to increase their knowledge of instructional strategies and processes.
*Title X Homeless: The guidance counselors serve as the coordinators for students who

qualify under the McKinney-Vento Act.
*Nutrition Programs: All students are served nutritious meals and the physical education department acts as our wellness and healthy school team.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gina Grant	Teacher
Kerry Purmensky	Parent
Melanie Williams	Parent
Shannon Battoe	Principal
Bonnie Waldrop	Parent
Eric Oestreich	Teacher
Zoila Palacio	Teacher
Stephanie Gamm	Teacher
Jade Santiago	Student
	Parent
Misty Rojo	Parent
Valerie Olivier	Teacher
Anna Gonzalez	Parent
Ellen Seiple	Education Support Employee
Kenny Soto	Parent
Nicole Milligan	Parent
Ruby Lopez	Parent
Ingrid Scharf	Student
Laci Cole	Parent
France A Lopez	Education Support Employee
Gwendolyn Carter-Inge	Business/Community
Jessica Rock	Parent
Elizabeth Williams	Education Support Employee
Ana Viera	Education Support Employee
Lilliam Candelaria	

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC meets monthly during the school year to review progress towards SIP goals, the budget and professional development activities. SAC is also provided with details on state assessment performance.

b. Development of this school improvement plan

The SAC provides community/parent insight and perspective in the development of action plans connected to school improvement. They will continue to meet monthly to review progress towards this year's goals and assist with revision if necessary.

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

The SAC makes suggestions for allocation of certain budget items. They are informed of how the annual budget is being spent.

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

SAC approves school improvement funds to enhance the technology at Legacy.

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

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

Parents, students, school faculty and staff along with community stakeholders are being invited to participate in the SAC to ensure there is a racial, ethnic and economic balance of representation.

3. Literacy Leadership Team (LLT)

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

Name	Title
Battoe, Shannon	Principal
Tannehill, Tammy	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Instructional Coach
Mahaffey, Melanie	Instructional Media
Tiwari, Melanie	Instructional Coach

b. Duties

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

The team's focus is to promote reading and writing school-wide and in the community. The literacy team determines the school's needs through a variety of data collected at the school level by the media specialist, instructional coach and reading coach. The Literacy Council utilizes the data to address areas of needs and provides enrichment activities to promote literacy. In an effort to increase literacy learning in the classrooms, the LLT supports a variety of activities to engage students in reading and improving their literacy skills. Some of the activities include utilizing proceeds from Scholastic Book Fairs to purchase fiction and nonfiction books to build the library collection and classroom libraries. Teachers also apply for grant funding to build classroom libraries annually. Other activities support literacy by providing reading incentives and celebrations through

the Accelerated Reader program, and during Literary Character Day, Celebrate Literacy Week and Read Across America Day, which are national events held annually. We have multiple guest authors each year, sharing writing and characterization presentations to students. The school has four book clubs for students to join, and participates in the state's Sunshine State Young Readers Award program as well as the district Battle of the Books Competition. An additional LLT strategy at Legacy Middle School is that the Media Center is open to students for check out during the summer, as well.

The LLT facilitates events that engage students and families in the promotion of literacy outside of the school day and are planned throughout the school year. Movie Nights with novel tie-ins and Read-ins/read-a-thons are held in the evenings which are supported by our PTSA. Other parental involvement events such as Family Literacy Night is an effort to help parents learn how to support literacy in their homes. The Literacy Leadership Team meets regularly to monitor progress, plan literacy activities and review data as well as align Instructional Focus Calendars to curriculum and provide time for meetings and collaboration.

D. 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).

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

Teachers participate in professional learning communities to research effective strategies and provide support for deliberate practice goals. Teachers are assigned classrooms according to their content and nearly all PLCs have common planning. This planning is purposeful and is used to encourage collaboration and sharing. PLC and department time is also built into the monthly Wednesday schedule. Once a month faculty meetings provide opportunities for sharing/collaborating with the wider group as well as monthly departmental time. Ongoing monthly professional development is offered based on data and aligned to the school's focus.

Teachers also participate in professional learning communities to research effective strategies and provide support for deliberate practice goals.

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

1. Varied and continuous professional development opportunities
2. Mentoring program
3. Weekly planning and collaboration time
4. Instructional coach and administrative support

We offer a monthly professional development schedule as well as bi-weekly professional development for new teachers. Administration provides weekly planning and collaboration time for departments and teams in order to support instructional practices.

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

Teachers new to Legacy participate in a new teacher induction program that includes assigning a mentor to each new teacher and reviewing policies, procedures, technology, classroom management, curriculum and support services. The mentor and mentee

communicate on a bi-weekly basis to address certification and OCPS induction needs, procedural questions and/or needs of the mentee. Below is a list of our mentor and mentee relationships:

*Mrs. Arbelaez is mentoring Ms. Johnson.
*Ms. Barnes is mentoring Ms. Monroe.
*Ms. O'Callahan is mentoring Mr. Binaco.
*Ms. Christiansen is mentoring Ms. Yalcin.
*Ms. Petrin is mentoring Mr. Nettina.
*Ms. Krzeminski is mentoring Ms. Zapata and Mr. Vick
*Ms. Privitera is mentoring Ms. Gamm.
*Mrs. Stafford is mentoring Ms. Mills.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. The Measurement Topic Plans (MTPs) and Scope and Sequence provided by the district are a guideline for instruction and provide additional resources relevant to the lesson. The curriculum and resources provided by the district and utilized at Legacy are SpringBoard, Read 180, Algebra Nation, Think Through Math and Khan Academy.

b. Instructional Strategies

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

Classroom teachers and guidance counselors monitor multiple data sets including but not limited to: student grades, attendance and discipline data. This data is used to determine the types or levels of interventions to be implemented to meet individual student needs. Academic coaches and the support facilitator assist teachers with the differentiation of instruction within their classrooms. Parent conferences are part of the process towards developing support structures. If additional intervention is needed, the school-based support team will meet to more formally address the needs, develop plans for support systems and monitor progress. The school-based leadership team members function as a guiding system for support structures and interventions for students requiring more than the core instruction in a classroom setting.

Classroom teachers monitor classroom data on a regular basis, individually and with their professional peers. When data show negative or questionable growth for a student or a group of students, the problem solving approach is implemented: (What is the problem? Why is it
occurring? What are we going to do about it? Is it working?). If the problem cannot be solved by the

classroom teachers implementing interventions within the class or (interventions show questionable or
negative response), another tier of support is then developed by the support team.

The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions in which indicator 20 focuses on multi-tiered system of student supports (MTSS).

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

Strategy: Extended School Day

Minutes added to school year: 10,000

The YMCA after school program provides quality programs at no cost to students. The programs include instruction that enriches core academic subjects, enrichment activities that are of interest to the students, as well as clubs and after-school tutoring. All students are encouraged to attend.

Strategy Rationale

Additional support and time results in growth for struggling students and provides enrichment and support to students on or above grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Carter Inge, Gwendolyn, gwendolyn.carter-inge@ocps.net

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

Effectiveness of the programs are measured by the attendance rate of the program activity and performance on benchmark or formative/summative assessments within the content area of the program activity.

2. Student Transition and Readiness

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

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

Each year the guidance counselors meet with teachers, individual students and whole classes. They review students' current performance and course offerings to ensure that students understand the course progressions and choose meaningful classes. Several visits are made to elementary feeder schools to help students and parents make informed choices.

b. College and Career Readiness

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

In the spring, our guidance counselors review the course offerings with each of our rising students for the following year. Visits by guidance to our elementary feeder schools are conducted to explain student course offerings and middle school expectations. A parent meeting for rising sixth graders is held to provide information about program offerings and middle school life. Guidance counselors introduce academic and career planning with all students. Then students are guided to select a path of study and build a plan for the future through FLChoices.org.

During the school year, various meetings/presentations are offered to inform students on the available program paths in high school which include: Magnet, Advanced Placement, International Baccalaureate and Dual Enrollment. A partnership with Lockheed Martin has opened the doors to having engineers on campus working with our builders club as well as allowing opportunities for field trips to Lockheed Martin where students are exposed to real life uses of the skills they acquire in class.

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

Our Career and Technical Education (CTE) courses (Project Lead the Way/Engineering and Business Technology), prepare our students for the rigorous demands of high school, college and careers by providing students with hands-on opportunities that extend their learning through designing, problem solving and critical thinking. Students are challenged to utilize their background knowledge from other advanced course work to effectively create and communicate. Students gain industry and career experience through cross curricular integration work which apply to the Florida State Standards.

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

Strategies to support students in career and technical education at Legacy Middle School include:
* Integrating writing skills across content areas
* Providing students with opportunities to write for a variety of purposes and utilize evidence to support inferences, opinions, and varied points of view
* Offering guidance to students through conversations with the Guidance counselors
* Assisting students with high school readiness skills and post-secondary awareness through field trips and guest speakers
* Earning Digital Certificates in grades 6 and 7 through Language Arts classes in the areas of word processing, spreadsheets, and digital presentations
* Receiving industry certification through our Business Technology class
* Exposing students to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future opportunities through our Engineering Program

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

Seventh grade students are provided an opportunity to participate in the Duke and Orange TIPs program. High school credit courses are offered in Technology, Algebra, Geometry, Physical Science, Earth/Space science and Spanish. These courses offer students access to a more rigorous curriculum. Students and parents are informed about these course offerings through the Guidance Department and school curriculum guide. The principal is a member of a consortium of schools designed to ensure vertical articulation between feeder elementary, middle and high schools with the goal of all students graduating high school ready for college and careers.

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.   Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness)

G2.   Increase Civics proficiency in all subgroups (Division Priority: Accelerate student performance)

G3.   Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness)

G4.   Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority: Accelerate student performance)

G5.   Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps)

Strategic Goals Detail

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

G1. Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness) `1a`

🔑 G084648

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	95.0
High School Readiness	90.0

Targeted Barriers to Achieving the Goal `3`

- An effective monitoring system to track student progress in accelerated courses

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School based instructional coaches

- Administrative team

- Guidance Counselors

- Deans

- Staffing Specialist

- ELL/ESE strategies

- MTPs

Plan to Monitor Progress Toward G1. `8`

Formative assessment data and placement data will be monitored

Person Responsible
Tammy Tannehill

Schedule
Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion
Data sheet for student enrollment and teacher's formative assessment data sheets

G2. Increase Civics proficiency in all subgroups (Division Priority: Accelerate student performance) 1a

🔑 G084649

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Purposeful planning by the PLC

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Academic notebooks
- Common planning
- MTPs and test item specifications

Plan to Monitor Progress Toward G2. 8

Formative assessment data will be monitored

Person Responsible
Gwendolyn Carter Inge

Schedule
Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion
Teacher's formative assessment data sheet

G3. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness) `1a`

🔑 G084650

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal `3`

- Targeted differentiation based on data

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coaches
- Administrators
- MTPs and test item specifications
- Medial Specialist
- Deconstructed standards

Plan to Monitor Progress Toward G3. `8`

Progress monitoring charts on common assessment data

Person Responsible
Shannon Battoe

Schedule
Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion
Student growth will be evident in the progress monitoring charts particularly in the advanced and honors classes when progress on this goal is being made.

Plan to Monitor Progress Toward G3. `8`

PLC meeting minutes

Person Responsible
Melanie Tiwari

Schedule
Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion
PLC minutes with evidence of differentiation for targeted enrichment activities

Plan to Monitor Progress Toward G3. `8`

Lesson plans

Person Responsible
Tammy Tannehill

Schedule
Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion
Lesson plans with evidence of differentiation and enrichment

G4. Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority: Accelerate student performance) `1a`

🔍 G084651

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	90.0
FSA ELA Achievement	90.0
FCAT 2.0 Science Proficiency	90.0

Targeted Barriers to Achieving the Goal `3`

- Teachers lack of a complete understanding of the standard

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coaches
- MTPs and test item specifications
- CPalms

Plan to Monitor Progress Toward G4. `8`

Formative assessment data will be monitored.

> **Person Responsible**
> Tammy Tannehill
>
> **Schedule**
> Monthly, from 9/6/2016 to 5/31/2017
>
> ***Evidence of Completion***
> Formative assessment data sheets will indicate student growth on the standards.

Plan to Monitor Progress Toward G4. `8`

Progress monitoring charts on common assessment data

> **Person Responsible**
> Shannon Battoe
>
> **Schedule**
> Quarterly, from 9/6/2016 to 5/31/2017
>
> ***Evidence of Completion***
> Student growth will be evident in the progress monitoring charts for all subgroups.

G5. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps) `1a`

🔍 G084652

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	90.0
ELA/Reading Lowest 25% Gains	90.0

Targeted Barriers to Achieving the Goal `3`

- The ability to provide interventions for students while maintaining the pace of the focus calendar

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional coaches
- Administrative team
- PLC
- MTPs and test item specifications
- CPALMS
- Intensive reading and math classes
- MTSS Team
- Read 180
- Think Through Math

Plan to Monitor Progress Toward G5. `8`

Regularly evaluate lesson plans

Person Responsible
Shannon Battoe

Schedule
Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion
Administrative team will check lesson plans to ensure intervention activities and Kagan strategies are included.

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. Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness) 1

🔑 G084648

G1.B1 An effective monitoring system to track student progress in accelerated courses 2

🔑 B225010

G1.B1.S1 As more students are taking accelerated courses for the first time, it is essential that they are closely monitored. Progress monitoring charts are used to track student progress. 4

🔑 S237381

Strategy Rationale

Teachers and administration will always have data on student needs.

Action Step 1 5

Guidance counselors will schedule students into accelerated courses.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Guidance counselors will maintain a spreadsheet

Action Step 2 5

PLC meetings will be held weekly.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes

Action Step 3 `5`

Weekly observations will be conducted by adminstartaion to ensure standards based instruction.

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Observation data

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

Monthly guidance meetings

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Meeting minutes

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

Administrators will monitor PLC meetings

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC agendas and minutes

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

Weekly observations

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Observation data from effective eduactors

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

Monitor the growth of students on the progress monitoring charts.

Person Responsible

Tammy Tannehill

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring chart data showing growth in the accelerated courses.

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

PLC meetings involve planning for enrichment

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC agenda and minutes indicating specific students that they are planning for.

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

Observations will show that there are more enrichment activities

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Evidence of DQ3 and DQ4 opportunities in observations

G1.B1.S2 Utilization of academic notebooks in core subject areas `4`
🔑 S237382

Strategy Rationale

The academic notebooks will hold all of the information that students are recieving standard based instruction.

Action Step 1 `5`

Teachers of accelerated courses will implement academic notebooks.

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Review student samples of the academic notebooks.

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

Teachers will be given feedback on the academic notebooks.

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Academic notebooks will improve with specific feedback.

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

Formative assessment data will be monitored for the effectiveness of the academic notebooks.

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Growth in student achievement should be evident for acceleration course standards.

G2. Increase Civics proficiency in all subgroups (Division Priority: Accelerate student performance) 1

🔑 G084649

G2.B1 Purposeful planning by the PLC 2

🔑 B225013

G2.B1.S1 Utilization of progress monitoring charts to track common assessment data 4

🔑 S237384

Strategy Rationale

Teachers and administration will always have data on student needs.

Action Step 1 5

Teachers will monitor student progress.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Teachers will maintain a progress monitoring data sheet.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly department meetings

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Meeting minutes will be monitored for evidence of discussions about progress monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitor the growth of students on the progress monitoring charts

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data showing growth or proficiency on Civic's standards.

G2.B1.S2 PLC that focuses on the instructional core and allow teachers to collaborate `4`
🔧 S237385

Strategy Rationale

Discussions about activities, questions, and assessments

Action Step 1 `5`

PLC meetings will occur weekly.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administrators will monitor PLC meetings

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC agendas and miutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

PLC meetings involve planning for standards based activities, questioning and assessments.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC minutes indicating standards align to the standard, questions promote rigor, and assessments that align to test item specifications.

G2.B1.S3 Utilization of academic notebooks in Civics 4

🔑 S237386

Strategy Rationale

The academic notebooks will hold all of the information that students are receiving standard based instruction.

Action Step 1 5

Civics teachers will implement academic notebooks.

Person Responsible

Gwendolyn Carter Inge

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Review student samples of the academic notebooks.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will be given feedback on the academic notebooks.

Person Responsible

Gwendolyn Carter Inge

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Academic notebooks will improve with specific feedback.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Formative assessment data will be monitored for the effectiveness of the academic notebooks.

Person Responsible

Gwendolyn Carter Inge

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Growth in student achievement should be evident for Civics standards.

G3. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Ensure career and college readiness) `1`
🔑 G084650

G3.B1 Targeted differentiation based on data `2`
🔑 B225016

G3.B1.S1 Progress monitoring charts that document common assessment data `4`
🔑 S237387

Strategy Rationale

Closely monitoring student achievement data provides feedback on student achievement and guides instructional decisions.

Action Step 1 `5`

Progress monitoring charts documenting common assessment data review

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets with evidence of student achievement for the top 25%.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Progress monitoring charts will be submitted and reviewed for completion.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring charts will disaggregate the data and demonstrate student proficiency.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor the growth of students on the progress monitoring charts.

Person Responsible

Shannon Battoe

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring chart data showing growth for students in the top 25%.

G3.B1.S2 PLCs utilized for teacher collaboration 4

🔑 S237388

Strategy Rationale

Through collaboration and data review, PLCs can determine activities that provide differentiation.

Action Step 1 5

PLC meetings will be held weekly

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators will monitor PLC meetings

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC meetings and agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

PLC meetings involve planning for differentiation and enrichment

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC agenda and minutes indicating specific students that they are planning enrichment activities for.

G3.B1.S3 Lesson plan review for targeted differentiation `4`

S237389

Strategy Rationale

Reviewing lesson plans for evidence of targeted differentiation ensures students are being challenged.

Action Step 1 `5`

Administrators will review lesson plans

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administrators will conduct classroom observations

Person Responsible

Shannon Battoe

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Observation data from Effective Educators

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Observations will show that there is evidence of enrichment activities, particularly for the top 25%.

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Evidence of DQ3 and DQ4 opportunities in observations

G4. Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority: Accelerate student performance) 1

🔑 G084651

G4.B2 Teachers lack of a complete understanding of the standard 2

🔑 B225019

G4.B2.S1 Professional development on deconstructing standards 4

🔑 S237392

Strategy Rationale

Familiarize teachers with how to determine the rigor of the standard and select strategies that meet the rigor.

Action Step 1 5

Teachers will attend professional development on deconstructing standards

Person Responsible

Melanie Tiwari

Schedule

Monthly, from 8/16/2016 to 9/14/2016

Evidence of Completion

Sign-in sheet will be confirm attendance.

Action Step 2 5

PLC meetings will be held weekly.

Person Responsible

Tammy Tannehill

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes

Action Step 3 5

Weekly observations will be conducted by administration to ensure standards are being taught to the expected rigor.

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Observation data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Exit slips from professional development sessions

Person Responsible

Melanie Tiwari

Schedule

Monthly, from 8/16/2016 to 9/13/2016

Evidence of Completion

Exit slips will provide evidence as to whether teachers understand how to deconstruct standards or if additional professional development is required.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrators will monitor PLC meetings.

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Weekly observations

> **Person Responsible**
>
> Shannon Battoe
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Observation data from Effective Educators

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

PLC meetings involve discussions about deconstructed standards and learning targets.

> **Person Responsible**
>
> Tammy Tannehill
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> PLC agenda and minutes indicate the use and understanding of deconstructed standards.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Observations will show that the teachers are teaching to the depth of the standard.

> **Person Responsible**
>
> Shannon Battoe
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Evidence that the selected strategies match the rigor of the standard.

G4.B2.S2 Progress monitoring charts that document common assessment data 4

S237393

Strategy Rationale

Targeting instruction based on student needs allows all students to become proficient.

Action Step 1 5

Review of progress monitoring charts documenting common assessment data

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets with evidence of student achievement for all subgroups

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Progress monitoring charts will be submitted and reviewed for completion.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring charts will disaggregate the data and demonstrate student proficiency.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Monitor the growth of students on the progress monitoring charts.

Person Responsible

Shannon Battoe

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Progress monitoring chart data showing growth for students in all subgroups.

G5. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps) 1

🔍 G084652

G5.B1 The ability to provide interventions for students while maintaining the pace of the focus calendar 2

🔍 B225020

G5.B1.S1 Professional development on Kagan Strategies 4

🔍 S237394

Strategy Rationale

Intensive teachers need additional strategies to make them more effective with the students that are in the lowest 25%.

Action Step 1 5

Teachers that teach intensive classes will attend professional development on Kagan strategies.

Person Responsible

Melanie Tiwari

Schedule

Semiannually, from 10/1/2016 to 1/28/2017

Evidence of Completion

Sign-in sheets will provide evidence of attendance.

Action Step 2 5

Administrators will review lesson plans.

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plan feedback

Action Step 3 `5`

Regular MTSS meetings

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 8/25/2016 to 5/31/2017

Evidence of Completion

Agendas and minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Weekly classroom observations

Person Responsible

Shannon Battoe

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Evidence of the utilization of Kagan strategies should be evident during classroom observations.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Lesson plan review

Person Responsible

Shannon Battoe

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Feedback will be provided pertaining to interventions planned for students the lowest 25%.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitoring of MTSS documents

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

MTSS forms, documents and graphs indicating the progress of interventions

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Observations will show that there is evidence of Kagan strategies.

Person Responsible

Shannon Battoe

Schedule

On 5/31/2017

Evidence of Completion

Students in the intensive classes engaged in Kagan strategies to increase engagement during enrichment.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson plans indicate planning for interventions

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans list student names that will be targeted for interventions.

G5.B1.S2 Development of a strong MTSS team 4

 S237395

Strategy Rationale

An effective MTSS team will assist teachers with making decisions on effective interventions.

Action Step 1 5

The MTSS team will meet monthly.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

MTSS meeting minutes and agenda

Action Step 2 5

The MTSS team will meet monthly.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

MTSS meeting minutes and agenda

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Review of MTSS meeting minutes

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Minutes will indicate specific interventions that teachers can utilize to help students be academically successful.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Monitor the growth of students that are indicated in the minutes.

Person Responsible

Tammy Tannehill

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

MTSS graphs will show growth in deficit standards if the interventions are effective.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.B2.S1.MA1 M313043	Exit slips from professional development sessions	Tiwari, Melanie	8/16/2016	Exit slips will provide evidence as to whether teachers understand how to deconstruct standards or if additional professional development is required.	9/13/2016 monthly
G4.B2.S1.A1 A306810	Teachers will attend professional development on deconstructing standards	Tiwari, Melanie	8/16/2016	Sign-in sheet will be confirm attendance.	9/14/2016 monthly
G5.B1.S1.A1 A306814	Teachers that teach intensive classes will attend professional development on Kagan strategies.	Tiwari, Melanie	10/1/2016	Sign-in sheets will provide evidence of attendance.	1/28/2017 semiannually
G1.MA1 M313020	Formative assessment data and placement data will be monitored	Tannehill, Tammy	8/31/2016	Data sheet for student enrollment and teacher's formative assessment data sheets	5/31/2017 monthly
G2.MA1 M313027	Formative assessment data will be monitored	Carter Inge, Gwendolyn	9/6/2016	Teacher's formative assessment data sheet	5/31/2017 monthly
G3.MA1 M313034	Progress monitoring charts on common assessment data	Battoe, Shannon	9/6/2016	Student growth will be evident in the progress monitoring charts particularly in the advanced and honors classes when progress on this goal is being made.	5/31/2017 monthly
G3.MA2 M313035	PLC meeting minutes	Tiwari, Melanie	9/6/2016	PLC minutes with evidence of differentiation for targeted enrichment activities	5/31/2017 weekly
G3.MA3 M313036	Lesson plans	Tannehill, Tammy	9/6/2016	Lesson plans with evidence of differentiation and enrichment	5/31/2017 monthly
G4.MA1 M313048	Formative assessment data will be monitored.	Tannehill, Tammy	9/6/2016	Formative assessment data sheets will indicate student growth on the standards.	5/31/2017 monthly
G4.MA2 M313049	Progress monitoring charts on common assessment data	Battoe, Shannon	9/6/2016	Student growth will be evident in the progress monitoring charts for all subgroups.	5/31/2017 quarterly
G5.MA1 M313059	Regularly evaluate lesson plans	Battoe, Shannon	9/6/2016	Administrative team will check lesson plans to ensure intervention activities and Kagan strategies are included.	5/31/2017 monthly
G1.B1.S1.MA1 M313012	Monitor the growth of students on the progress monitoring charts.	Tannehill, Tammy	9/6/2016	Progress monitoring chart data showing growth in the accelerated courses.	5/31/2017 quarterly
G1.B1.S1.MA5 M313013	PLC meetings involve planning for enrichment	Tannehill, Tammy	9/6/2016	PLC agenda and minutes indicating specific students that they are planning for.	5/31/2017 monthly
G1.B1.S1.MA6 M313014	Observations will show that there are more enrichment activities	Battoe, Shannon	9/6/2016	Evidence of DQ3 and DQ4 opportunities in observations	5/31/2017 weekly
G1.B1.S1.MA1 M313015	Monthly guidance meetings	Tannehill, Tammy	9/6/2016	Meeting minutes	5/31/2017 monthly
G1.B1.S1.MA2 M313016	Administrators will monitor PLC meetings	Battoe, Shannon	9/6/2016	PLC agendas and minutes	5/31/2017 weekly
G1.B1.S1.MA3 M313017	Weekly observations	Battoe, Shannon	9/6/2016	Observation data from effective eductors	5/31/2017 weekly

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 🔑 A306798	Guidance counselors will schedule students into accelerated courses.	Tannehill, Tammy	9/6/2016	Guidance counselors will maintain a spreadsheet	5/31/2017 monthly
G1.B1.S1.A2 🔑 A306799	PLC meetings will be held weekly.	Tannehill, Tammy	9/6/2016	PLC meeting minutes	5/31/2017 monthly
G1.B1.S1.A3 🔑 A306800	Weekly observations will be conducted by adminstartaion to ensure standards based instruction.	Battoe, Shannon	9/6/2016	Observation data	5/31/2017 weekly
G2.B1.S1.MA1 🔑 M313021	Monitor the growth of students on the progress monitoring charts	Tannehill, Tammy	9/6/2016	Progress monitoring data showing growth or proficiency on Civic's standards.	5/31/2017 monthly
G2.B1.S1.MA1 🔑 M313022	Monthly department meetings	Tannehill, Tammy	9/6/2016	Meeting minutes will be monitored for evidence of discussions about progress monitoring.	5/31/2017 monthly
G2.B1.S1.A1 🔑 A306802	Teachers will monitor student progress.	Tannehill, Tammy	9/6/2016	Teachers will maintain a progress monitoring data sheet.	5/31/2017 monthly
G3.B1.S1.MA1 🔑 M313028	Monitor the growth of students on the progress monitoring charts.	Battoe, Shannon	9/6/2016	Progress monitoring chart data showing growth for students in the top 25%.	5/31/2017 quarterly
G3.B1.S1.MA1 🔑 M313029	Progress monitoring charts will be submitted and reviewed for completion.	Tannehill, Tammy	9/6/2016	Progress monitoring charts will disaggregate the data and demonstrate student proficiency.	5/31/2017 monthly
G3.B1.S1.A1 🔑 A306805	Progress monitoring charts documenting common assessment data review	Battoe, Shannon	9/6/2016	Progress monitoring data sheets with evidence of student achievement for the top 25%.	5/31/2017 monthly
G4.B2.S1.MA1 🔑 M313041	PLC meetings involve discussions about deconstructed standards and learning targets.	Tannehill, Tammy	9/6/2016	PLC agenda and minutes indicate the use and understanding of deconstructed standards.	5/31/2017 weekly
G4.B2.S1.MA5 🔑 M313042	Observations will show that the teachers are teaching to the depth of the standard.	Battoe, Shannon	9/6/2016	Evidence that the selected strategies match the rigor of the standard.	5/31/2017 weekly
G4.B2.S1.MA3 🔑 M313044	Administrators will monitor PLC meetings.	Battoe, Shannon	9/6/2016	PLC agendas and minutes	5/31/2017 weekly
G4.B2.S1.MA4 🔑 M313045	Weekly observations	Battoe, Shannon	9/6/2016	Observation data from Effective Educators	5/31/2017 weekly
G4.B2.S1.A2 🔑 A306811	PLC meetings will be held weekly.	Tannehill, Tammy	9/6/2016	PLC meeting minutes	5/31/2017 weekly
G4.B2.S1.A3 🔑 A306812	Weekly observations will be conducted by administration to ensure standards are being taught to the...	Battoe, Shannon	9/6/2016	Observation data	5/31/2017 weekly
G5.B1.S1.MA1 🔑 M313050	Observations will show that there is evidence of Kagan strategies.	Battoe, Shannon	9/6/2016	Students in the intensive classes engaged in Kagan strategies to increase engagement during enrichment.	5/31/2017 one-time
G5.B1.S1.MA2 🔑 M313051	Lesson plans indicate planning for interventions	Tannehill, Tammy	9/6/2016	Lesson plans list student names that will be targeted for interventions.	5/31/2017 monthly
G5.B1.S1.MA1 🔑 M313052	Weekly classroom observations	Battoe, Shannon	9/6/2016	Evidence of the utilization of Kagan strategies should be evident during classroom observations.	5/31/2017 weekly
G5.B1.S1.MA2 🔑 M313053	Lesson plan review	Battoe, Shannon	9/6/2016	Feedback will be provided pertaining to interventions planned for students the lowest 25%.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA3 M313054	Monitoring of MTSS documents	Tannehill, Tammy	9/6/2016	MTSS forms, documents and graphs indicating the progress of interventions	5/31/2017 monthly
G5.B1.S1.A2 A306815	Administrators will review lesson plans.	Battoe, Shannon	9/6/2016	Lesson plan feedback	5/31/2017 monthly
G5.B1.S1.A3 A306816	Regular MTSS meetings	Tannehill, Tammy	8/25/2016	Agendas and minutes	5/31/2017 monthly
G1.B1.S2.MA1 M313018	Formative assessment data will be monitored for the effectiveness of the academic notebooks.	Battoe, Shannon	9/6/2016	Growth in student achievement should be evident for acceleration course standards.	5/31/2017 monthly
G1.B1.S2.MA1 M313019	Teachers will be given feedback on the academic notebooks.	Battoe, Shannon	9/6/2016	Academic notebooks will improve with specific feedback.	5/31/2017 monthly
G1.B1.S2.A1 A306801	Teachers of accelerated courses will implement academic notebooks.	Battoe, Shannon	9/6/2016	Review student samples of the academic notebooks.	5/31/2017 weekly
G2.B1.S2.MA1 M313023	PLC meetings involve planning for standards based activities, questioning and assessments.	Tannehill, Tammy	9/6/2016	PLC minutes indicating standards align to the standard, questions promote rigor, and assessments that align to test item specifications.	5/31/2017 monthly
G2.B1.S2.MA1 M313024	Administrators will monitor PLC meetings	Battoe, Shannon	9/6/2016	PLC agendas and miutes	5/31/2017 weekly
G2.B1.S2.A1 A306803	PLC meetings will occur weekly.	Tannehill, Tammy	9/6/2016	PLC meeting minutes	5/31/2017 monthly
G3.B1.S2.MA1 M313030	PLC meetings involve planning for differentiation and enrichment	Tannehill, Tammy	9/6/2016	PLC agenda and minutes indicating specific students that they are planning enrichment activities for.	5/31/2017 monthly
G3.B1.S2.MA1 M313031	Administrators will monitor PLC meetings	Battoe, Shannon	9/6/2016	PLC meetings and agendas	5/31/2017 weekly
G3.B1.S2.A1 A306806	PLC meetings will be held weekly	Tannehill, Tammy	9/6/2016	PLC meeting minutes	5/31/2017 monthly
G4.B2.S2.MA1 M313046	Monitor the growth of students on the progress monitoring charts.	Battoe, Shannon	9/6/2016	Progress monitoring chart data showing growth for students in all subgroups.	5/31/2017 quarterly
G4.B2.S2.MA1 M313047	Progress monitoring charts will be submitted and reviewed for completion.	Tannehill, Tammy	9/6/2016	Progress monitoring charts will disaggregate the data and demonstrate student proficiency.	5/31/2017 monthly
G4.B2.S2.A1 A306813	Review of progress monitoring charts documenting common assessment data	Battoe, Shannon	9/6/2016	Progress monitoring data sheets with evidence of student achievement for all subgroups	5/31/2017 monthly
G5.B1.S2.MA1 M313055	Monitor the growth of students that are indicated in the minutes.	Tannehill, Tammy	9/6/2016	MTSS graphs will show growth in deficit standards if the interventions are effective.	5/31/2017 quarterly
G5.B1.S2.MA1 M313056	Review of MTSS meeting minutes	Tannehill, Tammy	9/6/2016	Minutes will indicate specific interventions that teachers can utilize to help students be academically successful.	5/31/2017 monthly
G5.B1.S2.A1 A306817	The MTSS team will meet monthly.	Tannehill, Tammy	9/6/2016	MTSS meeting minutes and agenda	5/31/2017 monthly
G5.B1.S2.A2 A306818	The MTSS team will meet monthly.	Tannehill, Tammy	9/6/2016	MTSS meeting minutes and agenda	5/31/2017 monthly
G2.B1.S3.MA1 M313025	Formative assessment data will be monitored for the	Carter Inge, Gwendolyn	9/6/2016	Growth in student achievement should be evident for Civics standards.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	effectiveness of the academic notebooks.				
G2.B1.S3.MA1 🔑 M313026	Teachers will be given feedback on the academic notebooks.	Carter Inge, Gwendolyn	9/6/2016	Academic notebooks will improve with specific feedback.	5/31/2017 monthly
G2.B1.S3.A1 🔑 A306804	Civics teachers will implement academic notebooks.	Carter Inge, Gwendolyn	9/6/2016	Review student samples of the academic notebooks.	5/31/2017 weekly
G3.B1.S3.MA1 🔑 M313032	Observations will show that there is evidence of enrichment activities, particularly for the top...	Battoe, Shannon	9/6/2016	Evidence of DQ3 and DQ4 opportunities in observations	5/31/2017 weekly
G3.B1.S3.MA1 🔑 M313033	Administrators will conduct classroom observations	Battoe, Shannon	9/6/2016	Observation data from Effective Educators	5/31/2017 biweekly
G3.B1.S3.A1 🔑 A306807	Administrators will review lesson plans	Battoe, Shannon	9/6/2016	Lesson plan feedback	5/31/2017 monthly

V. Professional Development Opportunities

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

G4. Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority: Accelerate student performance)

G4.B2 Teachers lack of a complete understanding of the standard

G4.B2.S1 Professional development on deconstructing standards

PD Opportunity 1

Teachers will attend professional development on deconstructing standards

Facilitator

Melanie Tiwari, CRT

Participants

all teachers

Schedule

Monthly, from 8/16/2016 to 9/14/2016

G5. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps)

G5.B1 The ability to provide interventions for students while maintaining the pace of the focus calendar

G5.B1.S1 Professional development on Kagan Strategies

PD Opportunity 1

Teachers that teach intensive classes will attend professional development on Kagan strategies.

Facilitator

FDLRS

Participants

teachers

Schedule

Semiannually, from 10/1/2016 to 1/28/2017

VII. Budget

1	G1.B1.S1.A1	Guidance counselors will schedule students into accelerated courses.	$0.00
2	G1.B1.S1.A2	PLC meetings will be held weekly.	$37,224.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0242 - Legacy Middle	Other		$37,224.00

3	G1.B1.S1.A3	Weekly observations will be conducted by adminstartaion to ensure standards based instruction.	$0.00
4	G1.B1.S2.A1	Teachers of accelerated courses will implement academic notebooks.	$0.00
5	G2.B1.S1.A1	Teachers will monitor student progress.	$0.00
6	G2.B1.S2.A1	PLC meetings will occur weekly.	$0.00
7	G2.B1.S3.A1	Civics teachers will implement academic notebooks.	$0.00
8	G3.B1.S1.A1	Progress monitoring charts documenting common assessment data review	$0.00
9	G3.B1.S2.A1	PLC meetings will be held weekly	$0.00
10	G3.B1.S3.A1	Administrators will review lesson plans	$0.00
11	G4.B2.S1.A1	Teachers will attend professional development on deconstructing standards	$2,068.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0242 - Legacy Middle			$2,068.00

12	G4.B2.S1.A2	PLC meetings will be held weekly.	$0.00
13	G4.B2.S1.A3	Weekly observations will be conducted by administration to ensure standards are being taught to the expected rigor.	$0.00
14	G4.B2.S2.A1	Review of progress monitoring charts documenting common assessment data	$0.00
15	G5.B1.S1.A1	Teachers that teach intensive classes will attend professional development on Kagan strategies.	$1,540.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0242 - Legacy Middle			$1,540.00

16	G5.B1.S1.A2	Administrators will review lesson plans.	$0.00
17	G5.B1.S1.A3	Regular MTSS meetings	$0.00
18	G5.B1.S2.A1	The MTSS team will meet monthly.	$0.00
19	G5.B1.S2.A2	The MTSS team will meet monthly.	$0.00
		Total:	$40,832.00