

Orange County Public Schools
Legacy Middle



**2019-20 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: 7/22/2019

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.

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School Demographics

School Type and Grades Served
(per MSID File)
Middle School
6-8

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

67%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

82%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	B	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Buckridge, Hilary	Principal	<p>Principal Dr. Hilary Buckridge</p> <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

Name	Title	Job Duties and Responsibilities
		<p>School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> • Lead administrator in Principal’s absence • 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 <p>** Other duties as assigned</p>
		<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>Carter Inge, Gwendolyn</p>	<p>Assistant Principal</p>	<p>Assistant Principal of Operations Gwendolyn Carter-Inge</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 <p>** Other duties as assigned</p>

Name	Title	Job Duties and Responsibilities
O'Callahan, Matthew	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 <p>Dean: Matthew O'Callahan</p> <ul style="list-style-type: none"> • Coordinator for field trips, clubs, settlement agreement • Oversee Free/Reduced lunch program <p>**Other duties as assigned</p>
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 • 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-

Name	Title	Job Duties and Responsibilities
		<p>populations</p> <ul style="list-style-type: none"> • Supports PLC groups <p>**Other duties as assigned</p> <p>Instructional Coach: Barbara Lloyd</p> <ul style="list-style-type: none"> • 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 <p>**Other duties as assigned</p>
<p>Acevedo, Ivette</p>	<p>Other</p>	<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 <p>**Other duties as assigned</p> <p>Staffing Specialist: Ivette Acevedo Santiago</p> <ul style="list-style-type: none"> • Assist in coordinating district and state testing • Assist in scheduling of ESE para-professionals • Assist in supporting professional development for teachers • Assist in the implementation of School Improvement Plan • Assist with monitoring tutoring programs • Assist with school-wide progress monitoring of student data • Assist with student recognition programs • Assist with supervision of students

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership • Collaborate with guidance department to assist with the academic improvement plan process and course recovery • Coordinate all ESE compliance activities • Coordinate ESE, FTE and Federal Compliance Reports • Coordinate the development and review of IEPs, EPs, re-evaluations, initial placements, dismissals, and other ESE service meetings • Facilitate the documentation of consultation services • Member of the MTSS and Restorative Justice teams • Monitor ESE student scheduling • Monitor progress of ESE data to include interventions and enrichments • Provide ESE instruction/support as needed • Provide interventions or enrichments for students • Responsible for closing the achievement gaps for student sub-populations • Supports PLC groups <p>**Other duties as assigned</p>

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 <p>**Other duties as assigned</p> <p>Media Specialist: Alyson Murray</p> <ul style="list-style-type: none"> • Assist with Academic Improvement Plan Process
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Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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) • 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 <p>**Other duties as assigned</p>
<p>Study, Martina</p>	<p>Guidance Counselor</p>	<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

Name	Title	Job Duties and Responsibilities
		<p>interventions and enrichments</p> <ul style="list-style-type: none"> • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process • **Other duties as assigned <p>Dr. Martina Study (Lead Counselor) Liaison for high school services ** Other duties as assigned</p>
<p>Draggon, Angira</p>	<p>Guidance Counselor</p>	<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 • **Other duties as assigned

Name	Title	Job Duties and Responsibilities
		<p>Angira Kapadia-Draggon (SAFE) Liaison for elementary transition services ** Other duties as assigned</p>
<p>Simmons, Robin</p>	<p>Other</p>	<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 • **Other duties as assigned <p>Robin Simmons (Resource Teacher) 504 and ELL ** Other duties as assigned</p>
<p>Fray, Susan</p>	<p>Dean</p>	<p>Administrative Dean General Duties</p> <ul style="list-style-type: none"> • Assist in coordination and implementation of safety drills

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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 <p>Academic Dean: Susan Fray</p> <ul style="list-style-type: none"> • Coordinator for Health and Wellness • Liaison between school and PTSA and SAC <p>**Other duties as assigned</p>
Davila, Maria	Other	<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 <p>**Other duties as assigned</p>

Name	Title	Job Duties and Responsibilities
		Testing Coordinator: Maria Davila • Co-coordinator for PIE/ADDitions • Coordinate in-service points and submission • Responsible for electronic bell schedules and maintenance • Responsible for staff recognition • Special events coordinator • Testing coordinator (district and state assessments) **Other duties as assigned

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	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

FTE units allocated to school (total number of teacher units)

60

Date this data was collected or last updated

Monday 7/22/2019

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
Attendance below 90 percent	0	0	0	0	0	0	35	30	30	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	32	38	24	0	0	0	0	94
Course failure in ELA or Math	0	0	0	0	0	0	74	37	49	0	0	0	0	160
Level 1 on statewide assessment	0	0	0	0	0	0	108	119	104	0	0	0	0	331

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	67	56	59	0	0	0	0	182

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
Attendance below 90 percent	0	0	0	0	0	0	35	30	30	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	32	38	24	0	0	0	0	94
Course failure in ELA or Math	0	0	0	0	0	0	74	37	49	0	0	0	0	160
Level 1 on statewide assessment	0	0	0	0	0	0	108	119	104	0	0	0	0	331

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	67	56	59	0	0	0	0	182

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
Number of students enrolled	290 (0)	301 (0)	325 (0)	916 (0)
Attendance below 90 percent	33 (35)	29 (30)	49 (30)	111 (95)
One or more suspensions	31 (32)	48 (38)	51 (24)	130 (94)
Course failure in ELA or Math	48 (74)	34 (37)	65 (49)	147 (160)
Level 1 on statewide assessment	95 (108)	124 (119)	107 (104)	326 (331)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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		
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	
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%. This has consistently been the lowest performing category, since the 2015-16 school year when it 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. More data analysis training and support would have been 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%. 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.

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 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 in math which is 5 points shy of the state's 57% average. A contributing factor to this trend is accelerating students too quickly.

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%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When reflecting on the EWS data, the component where there were the most number of students the last two years is 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 one's 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.

Legacy Middle School implemented a Research class for all 6th graders in order to provide study skills, additional iReady minutes, and social/emotional team building.

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

1. ELA learning gains for the lowest 25% and SWD
2. Math learning gains with concentration of SWD subgroup

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts learning gains for the lowest 25% and SWD
Rationale	<p>Last year there was a decrease in learning gains in English Language Arts for the lowest 25% from 41% to 39%. Many of the lowest 25% of our students are also SWD which happens to be the lowest performing subgroup at 30% proficiency in the Every Student Succeeds Act (ESSA) where the target is 41% and higher.</p> <p>District Division Priority: Narrow Achievement Gaps</p>
State the measureable outcome the school plans to achieve	<p>Increase learning gains in English Language Arts for the lowest 25% from 39% to 44%.</p> <p>Increase SWD subgroup proficiency from 30% to 41% to meet the ESSA targets.</p>
Person responsible for monitoring outcome	Tammy Tannehill (tamala.tannehill@ocps.net)
Evidence-based Strategy	<p>Legacy will build up our system of how we analyze data, analyze 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 have the skills to manage and 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 (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers retain, reuse and extend practices that improve student learning and adjust or discard those that do not.</p> <p>Legacy will implement an effective progress monitoring system that is easy to use and accessible to all staff members. We will also implement a mentoring program for each SWD, each SWD will be paired with a teacher mentor who will play a significant role in increasing to SWD proficiency. This mentor program will include close monitoring of progress monitoring data by the mentor and weekly check-ins with the mentors and mentees.</p>
Rationale for Evidence-based Strategy	<p>This mentor program will include the display of student's ID pictures in the teacher training room along with name of their mentor teacher. This mentor teacher will not necessarily be a SWD teacher and can act as a third party contact for SWD to increase student and teacher motivation and student proficiency. The mentor program will increase instructional staff responsibility for student learning school wide.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide instructional staff with training on how to read data charts and use the progress monitoring system. At this training set clear expectations for instructional staff members on how to properly use the progress monitoring system and how often data collections need to occur. 2. Explain the teacher mentor program to instructional staff by setting clear

objectives and expectations for the program.

3. Collect and display all SWD student ID pictures in the teacher training room.

4. Match a SWD with a teacher mentor. This mentor will not necessarily be a SWD teacher but a teacher who has a previous positive relationship with that student such as a sports coach or club sponsor.

5. The SWD content teacher team and the teacher mentor will work collaboratively to collect data and track student progress using the implemented progress monitoring system.

6. Content teacher teams and teacher mentors will intervene and support SWD when necessary throughout the year.

7. Develop an ELA tutoring plan for students that are showing minimal growth.

8. Collect and monitor tutoring attendance data and progress monitoring data for students selected for tutoring.

9. Develop a plan based on the tutoring data to address needs.

**Person
Responsible**

Barbra Lloyd (barbra.lloyd@ocps.net)

#2	
Title	Math learning gains with concentration of SWD subgroup
Rationale	<p>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. Legacy is closely following the new math progressions to make certain that students are not accelerated before they are ready.</p> <p>District Division Priority: Accelerate Student Performance</p>
State the measureable outcome the school plans to achieve	<p>Increase learning gains in Math from 48% to 53%.</p> <p>Increase SWD subgroup proficiency in ESSA from 30% to 41% to meet the ESSA targets.</p>
Person responsible for monitoring outcome	Barbra Lloyd (barbra.lloyd@ocps.net)
Evidence-based Strategy	<p>Legacy will increase our systematic approach to providing scaffolded supports. Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.</p>
Rationale for Evidence-based Strategy	<p>Legacy students will benefit from scaffolded supports until they master math concepts independently. This will not only be evident in the master schedule but also down to the classroom instruction level. Students will be provided additional time to master math concepts through support classes and tutoring.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide instructional staff with training on how to provide scaffolds to students and when to remove the scaffolds. 2. Conduct classroom walk-throughs and provide teachers with actionable feedback. 3. Provide instructional staff with training on how to read data charts and use a progress monitoring system. At this training set clear expectations for instructional staff members on how to properly use the progress monitoring system and how often data collections need to occur. 4. Develop a math tutoring plan for students that are showing minimal growth. 5. Collect and monitor tutoring attendance data and progress monitoring data for students selected for tutoring. 6. Develop a plan based on the tutoring data to address needs. 7. Assign mentors for selected students that that are struggling.

Person Responsible Barbra Lloyd (barbra.lloyd@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Legacy Middle School will continue with Minority Achievement Office initiatives to address gap between subgroups. There will be an Algebra and Geometry cohort for the Calculus Project. Legacy will be adding another cohort for the Latinos in Action pilot program. These 7th and 8th grade students will continue with service learning projects to build their leadership skills. The Chess Club will also be available to students.

Legacy Middle School will also continue to improve communication to stakeholders because this is an area for improvement based on AdvancEd surveys.

As part of the Culturally Responsive Plan, Legacy Middle School will continue to recruit male and minority candidates to more accurately depict the school and community population. Professional development on cultural diversity, differentiation, and utilizing achievement data will continue to be provided in an effort to narrow disproportionate academic and behavioral gaps in targeted subgroups.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Legacy Middle school has a growing School Advisory Council (SAC) and Parent Teacher Student Association (PTSA). We hold "Parents and Pastries" each quarter for families to come into the school and hear a guest speaker and interact with each other. We host the annual Kiwanis Breakfast with Santa that showcases our Visual Performing Arts (VPA) students at all levels. Legacy also offers evening events for families like Literacy Night and Civics Night. These nights are in conjunction with our Book Fair so that families have the opportunity to leave with a book. Our Latinos in Action (LIA) students travel to one of our feeder elementary schools biweekly to provide reading support to the elementary students. Legacy also held a night to honor our local law enforcement officers. VPA students performed for this event and students shared their artwork and essays that they had written for the officers. In addition, Legacy will be implementing a mentoring program this year to support the needs of our bottom quartile students, which includes many of our SWD that is our ESSA areas of focus.

PFEP Link

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

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.

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. During pre-planning the guidance team shares a binder that they create for each team with all of the pertinent information that the team needed to be aware of including schedules and ESE/ELL/504/Gifted information. Over the summer, the 8th grade guidance counselor has transition meetings with the high schools that Legacy feeds into to make certain that they were aware of anything about individual students that would make the transition to high school smoother.

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

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. The purpose of the visits is to share progress monitoring data on cohorts of students which include; common formative assessments, PMAs, iReady data, FSA performance data, EOC exam data and formative assessments. In addition to these academic indicators, other pertinent information is shared such as: Title X Homeless, Nutrition Programs, ESE, ELL,504 which often impacts how adults need to help students access grade level content.

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.

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. Targeted groups of students are invited to go on a college visit field trip.

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

Legacy participates in "Teach-In" where professionals that have careers that may spark interest of our students come in and speak to students for the day. This allows students to begin thinking about and planning for a career. Legacy is unique because it is literally next

door to Lockheed Martin. Lockheed Martin provides many of our students opportunities to come to their facility and participate in STEM activities, like Manufacturing Day. Legacy participates Talent Identification Program Search (TIPS) where the highest 7th graders get to participate in tutoring leading up to them taking the SAT in the spring. In addition, there is a week long summer program for these students to visit college campuses. Legacy hosts the SAT administration and the summer program.

Part V: Budget

1	III.A.	Areas of Focus: English Language Arts learning gains for the lowest 25% and SWD				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0242 - Legacy Middle	Title II		\$4,500.00
<i>Notes: Planning days will be provided to teachers for examining data with iReady.</i>						
			0242 - Legacy Middle	General Fund		\$4,000.00
<i>Notes: Tutoring for ELA standards.</i>						
2	III.A.	Areas of Focus: Math learning gains with concentration of SWD subgroup				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0242 - Legacy Middle	Title II		\$4,500.00
<i>Notes: Planning days will be provided to teachers for examining data with iReady and planning scaffolded instruction.</i>						
			0242 - Legacy Middle	General Fund		\$4,000.00
<i>Notes: Tutoring for math standards.</i>						
					Total:	\$17,000.00