

Orange County Public Schools  
**Legacy Middle**



**2018-19 Schoolwide Improvement  
Plan**

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## Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

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

### 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

2017-18

B

2016-17

C

2015-16

C

2014-15

B\*

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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
Buckridge, Hilary	Principal
Tannehill, Tammy	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Dean
O'Callahan, Matthew	Dean
Lloyd, Barbra	Instructional Coach
Acevedo, Ivette	Instructional Coach
Murray, Alyson	Instructional Media
Study, Martina	Guidance Counselor
Draggon, Angira	Guidance Counselor
Simmons, Robin	Teacher, K-12

#### Duties

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

Principal

Dr. Hilary Buckridge

- Evaluation of administrative staff
- Evaluation of instructional and non-instructional staff
- Facilitates the development and implementation of the School Improvement Plan (SI)
- Hires and retains instructional and non-instructional staff
- Liaison between Community Resources and School (Media Related)
- 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 and Community Public Relations
- Responsible for school operations, budgeting and internal accounting
- Supervise curriculum and instruction
- Supervise school wide technology plan
- Supports PLC groups

#### Assistant Principal General Duties

- Coordination of Summer School activities/programs
- Evaluate selected instructional and non-instructional personnel
- 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

#### Assistant Principal of Instruction-Tamala Tannehill

- Administrator for ESE services
- Administrator for ESOL services
- Coordinate school-wide testing/assessment schedules
- Coordinate student orientation events, Pre-flight Check and Open House
- Coordinate the development and implementation of the School Improvement Plan
- Duty rosters for arrival, dismissal, transitions, and lunch
- Lead administrator in Principal's absence
- Liaison for PLC (parent leadership council)
- Master schedule (SMS), 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

\*\* Other duties as assigned

#### Assistant Principal of Operations

##### Gwendolyn Carter-Inge

- Administrator for PIE/ADDitions/Five Star Coordinator
- Administrator for discipline and attendance
- Assists in the development and implementation of the School Improvement Plan
- Coordinate and monitor Guest Teachers (substitutes)
- Coordinate National Teacher Appreciation Week (May)
- Coordinate faculty handbook/ student planners
- Coordinate safety drills, fire extinguisher reports, and safety/health procedures or inspections
- Coordinator for the School Site Strategic Plan (Safe Plan)
- Field trip coordinator
- Primary contact for school clubs/organizations (including YMCA)

- Primary contact facilities: site security, sonitrol, facility use agreements, keys, maintenance requests, and property management/inventory
  - Settlement Agreement
  - Title IX Contact
- \*\* Other duties as assigned

#### Administrative Dean General Duties

- 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 alternative to suspension and positive behavior support services
- Progress monitor disciplinary and attendance statistics
- Responsible for closing the achievement gaps for student subpopulations
- Restorative Justice team member
- Supports PLC groups

#### Dean: Matthew O'Callahan

- Primary contact for 6th & 7th grade supervision and disciplinary issues
  - Coordinator for clubs/organizations/settlement agreement/YMCA
  - Oversee Free/Reduced lunch program
- \*\*Other duties as assigned

#### Dean: Gina Grant

- Primary contact for 7th & 8th grade supervision and disciplinary issues
  - Coordinator for PIE/ADDitions/Five Star
  - Liaison between school and PTSA and SAC
- \*\*Other duties as assigned

#### Instructional Support General Duties

- 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
- Coordination of PLC groups
- Create, facilitate and support teacher professional development and implement the school-wide professional development plan
- Facilitate and monitor common lesson planning and common assessments
- Facilitate peer-to-peer teacher observations for professional growth, reflection, and Deliberate Practice
- Liaison for community outreach
- Member of the MTSS and Restorative Justice teams
- Monitor master school calendar on SharePoint
- Monitors school-wide programs and interventions, to include data analysis

- Provide interventions or enrichments for students
  - Responsible for closing the achievement gaps for student subpopulations
  - Supports PLC groups
- \*\*Other duties as assigned

Learning Resource Specialist: Maria Davila

- Coordinates district and state assessments
  - 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
- \*\*Other duties as assigned

Instructional Coach: Barbara Lloyd

- Coordinate interns and college volunteers
  - Facilitate new teacher induction and facilitate mentor/mentee support
  - Monitors instruction
  - Teacher certification
  - Teach-in
- \*\*Other duties as assigned

Media Specialist: Alyson Murray

- Assist in the development and implementation of School Improvement Plan
  - Assist with Academic Improvement Plan Process
  - Assist with supervision of students
  - Assists with school-wide progress monitoring of student data
  - Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
  - Coordinates Literacy Council Meetings and activities
  - Coordinates school newsletter
  - Coordinates student and faculty IDs and lanyards
  - Maintains school SharePoint and school master calendar
  - Provide instruction in research/reference skills
  - Provide interventions or enrichments for students
  - Responsible for closing the achievement gaps for student subpopulations
  - Social media coordinator (Facebook, Twitter OCPS website)
  - Supports PLC groups
  - Textbook and technology resource manager
- \*\*Other duties as assigned

Staffing Specialist

Ivette Acevedo Santiago

- Assist in coordinating district and state testing
- Assist in scheduling of ESE para-professionals
- Assist in supporting professional development for teachers
- Assist in the development and 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
- 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
- Maintain current knowledge of placement and program options for ESE
- 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 subpopulations
- Supports PLC groups

Behavioral Specialist

Niketra Johnson

- Assist in the development and implementation of School Improvement Plan
  - Assist with supervision of students
  - Assists and monitors ESE student scheduling
  - Assists in coordinating district and state testing
  - 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
  - Other duties as assigned
  - Members of the MTSS and Restorative Justice teams
  - Provide and support professional development for teachers
  - Provide ESE instruction/support as needed
  - Provide interventions or enrichments for students
- \*\* Other duties as assigned

Guidance Counselor General Duties

- 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 subpopulations
- 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

Sixth Grade: Angira Kapadia-Draggon  
Liaison for high school services (Class of 2025)  
\*\* Other duties as assigned

Seventh Grade: Angira Kapadia-Draggon (A-L) and Dr. Martina Study (M-Z)  
Liaison for high school services (Class of 2024)  
\*\* Other duties as assigned

Eighth Grade: Dr. Martina Study (Lead Counselor)  
Liaison for high school services (Class of 2023)  
\*\* Other duties as assigned

## Early Warning Systems

### Year 2017-18

#### 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 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	67	56	59	0	0	0	0	182

#### 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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 7/9/2018

**Year 2016-17 - 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	42	36	51	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	36	34	46	0	0	0	0	116
Course failure in ELA or Math	0	0	0	0	0	0	41	70	61	0	0	0	0	172
Level 1 on statewide assessment	0	0	0	0	0	0	99	110	87	0	0	0	0	296
	0	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	57	72	68	0	0	0	0	197

**Year 2016-17 - 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	42	36	51	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	36	34	46	0	0	0	0	116
Course failure in ELA or Math	0	0	0	0	0	0	41	70	61	0	0	0	0	172
Level 1 on statewide assessment	0	0	0	0	0	0	99	110	87	0	0	0	0	296
	0	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	57	72	68	0	0	0	0	197

**Part II: Needs Assessment/Analysis**

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Over the past 2 years the ELA lowest 25th percentile performed the lowest; however, there was a 2% increase from 2017 which brought this component up to 41%.

When examining subgroups, the SWD subgroup for ELA achievement has also been the lowest the last two years but there has been a 6% increase and in 2018 17% of SWD students reached ELA achievement.

Similar results can be found with Science achievement for the SWD subgroup. In 2017, 7% of SWD met achievement and that increased to 10% in 2018.

#### Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from 2017 was Math learning gains which decreased from 53% to 47%. There was an even larger decrease in the African American learning gains that decreased from 56% to 37%.

#### Which data component had the biggest gap when compared to the state average?

Math learning gains at 47% showed the biggest gap when compared to the state average of 57%. Students taking 6th grade math scored 13% which is 39% below the state average of 52%. It is important to note that a majority of the 2017-2018 6th grade students took 7th grade math and the 7th grade exam.

#### Which data component showed the most improvement? Is this a trend?

The two components that showed the most improvement are Social Studies and Science achievement. Over the past 3 years the Civics achievement has shown a positive trend from 60% to 70% and now 75%. Science achievement showed the second highest improvement by moving from 41% to 45%; however, Science has been the second lowest component the last two years.

#### Describe the actions or changes that led to the improvement in this area.

The Civics teachers have a PLC that functions well and are in constant communication. There has been an implementation of a district created study guide that the teachers use with their students as review. A Saturday Civics boot camp was also offered to students to provide some final preparations for the EOC exam.

### 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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	54%	52%	53%	51%	52%	52%
ELA Learning Gains	52%	50%	54%	48%	53%	53%
ELA Lowest 25th Percentile	41%	42%	47%	40%	44%	45%
Math Achievement	49%	53%	58%	49%	53%	55%
Math Learning Gains	47%	51%	57%	48%	53%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	48%	44%	51%	43%	46%	47%
Science Achievement	45%	51%	52%	42%	48%	50%
Social Studies Achievement	75%	68%	72%	60%	67%	67%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (42)	30 (36)	30 (51)	95 (129)
One or more suspensions	32 (36)	38 (34)	24 (46)	94 (116)
Course failure in ELA or Math	74 (41)	37 (70)	49 (61)	160 (172)
Level 1 on statewide assessment	108 (99)	119 (110)	104 (87)	331 (296)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	48%	48%	0%	52%	-4%
	2017	52%	52%	0%	52%	0%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	49%	48%	1%	51%	-2%
	2017	49%	52%	-3%	52%	-3%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2018	54%	55%	-1%	58%	-4%
	2017	48%	52%	-4%	55%	-7%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	13%	35%	-22%	52%	-39%
	2017	22%	43%	-21%	51%	-29%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	44%	51%	-7%	54%	-10%
	2017	46%	52%	-6%	53%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		22%				
08	2018	23%	32%	-9%	45%	-22%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017	30%	30%	0%	46%	-16%
Same Grade Comparison		-7%				
Cohort Comparison		-23%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2018	41%	49%	-8%	50%	-9%
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	71%	66%	5%	71%	0%
2017	66%	67%	-1%	69%	-3%
Compare		5%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	70%	61%	9%	62%	8%
2017	68%	53%	15%	60%	8%
Compare		2%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	84%	65%	19%	56%	28%
2017	75%	43%	32%	53%	22%
Compare		9%			

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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		

  

<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
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		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

<b>Title</b>	Lowest 25% - Narrow Achievement Gaps
<b>Rationale</b>	The two subgroups that have the highest-priority needs are the lowest 25% and students with disabilities. Many of the students with disabilities also fall into the lowest 25%.
<b>Intended Outcome</b>	Increase ELA learning gains from 52% to 57% and increase Mathematics learning gains from 47% to 52% on the Florida Standards Assessment.
<b>Point Person</b>	Tammy Tannehill (tamala.tannehill@ocps.net)

**Action Step**

<b>Description</b>	1.1 This year is the second year of implementation of iReady. With one year of experience already, teachers will be equipped to begin from the very beginning of the year. Teachers will utilize the data they receive from iReady and formative assessments to drive instructional decisions. This year a half time teacher has been hired to teach three intensive math classes. Intensive reading teachers will take a very targeted approach and will be front loading content and vocabulary that students will see in their social studies, science, and ELA classes in order to give the highest-priority needs students an exposure to the content before they see it in class. A restructure has also taken place to support some of our ELL students. These students will have language arts and an intensive reading class with the same teacher.
<b>Person Responsible</b>	Tammy Tannehill (tamala.tannehill@ocps.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	1.2 During weekly PLC's intensive reading teachers will examine iReady data determine how they can meet the needs of the students utilizing upcoming content in social studies and science. The intensive math teachers will examine iReady data and plan for gaps that is evident in the data. Classroom walk-throughs and monthly data meetings will occur for all content areas to track the progress of the 25th percentile and determine the effectiveness of interventions being used.
<b>Person Responsible</b>	Barbra Lloyd (barbra.lloyd@ocps.net)



**Activity #2**

<b>Title</b>	Proficiency - Invest in Human Capital
<b>Rationale</b>	With the exception of ELA and Social Studies achievement, Legacy performed below the district and/or state in all other categories.
<b>Intended Outcome</b>	Increase ELA, Mathematics, Civics, and Science proficiency by 5% on Florida Standards Assessment.
<b>Point Person</b>	Hilary Buckridge (hilary.buckridge@ocps.net)

**Action Step**

<b>Description</b>	2.1 The District PLC (DPLC) team will be attending five professional development sessions where they will learn best practices pertaining to literacy. This team then shares what they have learned during faculty meetings. The team assists their peers with implementation through ghost walks and peer observations. Tutors will be working with small groups of students in classrooms to assist teachers with differentiation. Teachers of tested subject areas will be provided with a half day planning each semester to plan lessons and common assessments. In addition, all 6th graders will have a team time elective 7th period. Classes of students rotate to each of their team content teachers each day of the week where the teacher will essentially have an extra period a week to work with their students. This time can be for differentiation, front loading content, or reteaching. Wednesdays will be dedicated to work on iReady.
<b>Person Responsible</b>	Hilary Buckridge (hilary.buckridge@ocps.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	2.2 Administration will be active participants in weekly content PLC meetings. During these meetings teachers will examine formative and common assessment data and plan lessons that address trends in the data. Monthly data meetings and classroom walk-throughs will occur to track the progress of subgroups on common assessment data and determine what differentiation or instructional strategies will be required in future lessons to prepare students to reach proficiency.
<b>Person Responsible</b>	Barbra Lloyd (barbra.lloyd@ocps.net)

### Activity #3

<b>Title</b>	Culturally Responsive Plan - Provide Empowering Environments
<b>Rationale</b>	When reviewing Florida Standards Assessment data for the last two years, the white students are outperforming the black and Hispanic students. Although the gap is narrowing, there is still evidence of a gap.
<b>Intended Outcome</b>	Decrease achievement gaps of black and Hispanic students by 5% when compared to ELA and Math FSA achievement of white students.
<b>Point Person</b>	Gwendolyn Carter Inge (gwendolyn.carter-inge@ocps.net)

#### Action Step

<b>Description</b>	3.1 As part of the Culturally Responsive School Plan, professional development will be provided on cultural diversity, differentiation, and achievement data. One section of Latinos in Action will be offered this year that will teach students leadership skills, as well as prepare them for college and careers. During the summer, there was an increase in the employment of male and minority candidates which will help create high performing academic teams that will be able to provide more intense focus on behavioral and academic achievement. Interventions for identified struggling students will be implemented.
<b>Person Responsible</b>	Gwendolyn Carter Inge (gwendolyn.carter-inge@ocps.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	3.2 Administration will be active participants in weekly content PLC meetings. During these meetings teachers will examine formative and common assessment data and plan lessons that address trends in the data. Monthly data meetings and classroom walk-throughs will occur to track the progress of subgroups on common assessment data and determine what differentiation or instructional strategies will be required in future lessons to decrease achievement gaps.
<b>Person Responsible</b>	Barbra Lloyd (barbra.lloyd@ocps.net)

## 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 Pilot SIP 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.**

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, Connect Orange phone calls, monthly student celebrations 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.

#### **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.**

Legacy Middle School celebrates opportunities that value 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.

This year, Legacy will offer Latinos in Action for selected 7th graders. This class provide students with leadership and opportunities for community service, like going to feeder elementary schools to provide support to the elementary students.

#### **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. 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 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, PMAs, mini measures of learning, iReady data, 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.

**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.

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.

**Part V: Budget**

<b>Total:</b>	<b>\$119,222.00</b>
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