

2013-2014 SCHOOL IMPROVEMENT PLAN

Legacy Middle
11398 LAKE UNDERHILL RD
Orlando, FL 32825
407-658-5330

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 76%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	0
Appendix 2: Budget to Support Goals	0

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Legacy Middle

Principal

Dr. Shannon Battoe

School Advisory Council chair

Ms. Scales and Ms. Reyes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Kim Marlow	Assistant Principal (API)
Barbara Rumph	Assistant Principal
Marilee Amodt	Instructional Coach/Instructional Support
Jenny Hartwigsen	Curriculum Resource Teacher (CRT)
Dr. Lynda Smith	Reading Coach
Julie Gomez-Faberle	Compliance Teacher (CT)
Stephanie James	Staffing Specialist
Nelson Torres	Dean
Jeffrey Hancock	Instructional Support
Melanie Mahaffey	Media Specialist
Lisa Crangle	AVID Coordinator

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership consists of majority parents (70%), principal and faculty/staff members (30%). Leadership positions include Chairperson, Co-chairperson, Secretary and Treasurer.

Involvement of the SAC in the development of the SIP

The SAC provides community/parent insight and perspective, in the development of action plans connected to school improvement.

Activities of the SAC for the upcoming school year

Activities:

- SAC Orientation and voting process
- Conduct monthly SAC meetings
- School Needs Assessment planning and data analysis
- Assistance with monthly Title I events
- Input for the School Improvement Plan

Projected use of school improvement funds, including the amount allocated to each project

The school improvement funds will be encumbered based on school improvement needs identified in the 2013- 2014 plan. A listing of the amounts allocated is as follows:

- Achieve 3000 \$10,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Shannon Battoe		
Principal	Years as Administrator: 10	Years at Current School: 1
Credentials	Degrees: Bachelor of Science, Exceptional Student Education, K-12, Specific Learning Disabilities Master of Science, Educational Leadership Doctor of Education, Educational Leadership Certifications/Endorsements: Exceptional Student Education, Specific Learning Disabilities, K-12 School Principal, All Levels	
Performance Record	Freedom Middle School: 2012-13 School Grade: B Reading Proficiency: 61% Reading learning Gains: 71% Reading Lowest 25%: 74% Math Proficiency: 56% Math learning Gains: 65% Math Lowest 25% 64% Writing Proficiency: 47% Science Proficiency: 37%	

Kimberly Marlow		
Asst Principal	Years as Administrator: 8	Years at Current School: 3
Credentials	Degrees: Bachelor of Science, Language Arts Education Master of Science, Teaching of Community College Writers Educational Specialist, Educational Leadership Doctor of Education, Educational Leadership Certifications: Educational Leadership, All Levels English, 6-12 School Principal, All Levels	
Performance Record	Legacy Middle School: 2012-2013 School Grade: B Reading Proficiency: 62% Reading Learning Gains: 68% Reading Lowest 25%: 66% Math Proficiency: 61% Math Learning Gains: 70% Math Lowest 25%: 59% Writing Proficiency: 60% Science Proficiency: 41%	

Barbara Rumph

Asst Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

Degrees:

Bachelor of Science, Elementary Education

Master of Arts, Elementary Education with emphasis in
Mathematics/Science

Educational Specialist, Administration and Supervision

Certifications/Endorsements:

Education Leadership, All Levels

Elementary Education, 1-6

Middle Grades Integrated Curriculum, 5-9

School Principal, All Levels

ESOL Endorsement

Performance Record

Legacy Middle School: 2012-2013

School Grade: B

Reading Proficiency: 62%

Reading Learning Gains: 68%

Reading Lowest 25%: 66%

Math Proficiency: 61%

Math learning Gains: 70%

Math Lowest 25%: 59%

Writing Proficiency: 60%

Science Proficiency: 41%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marilyn Amodt		
Full-time / School-based	Years as Coach: 14	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Degrees: Bachelor of Science, Elementary Education Master of Education, Curriculum and Instructions Certifications: Elementary Education, 1-6 English for Speakers of Other Languages (ESOL), K-12 Exceptional Student Education, K-12 Social Science, K-12	
Performance Record	District based 2012-2013 Legacy Middle: 2011-12 Legacy Middle: 2010-2011 School Grade: A (548), Reading Proficiency: 73% Reading Learning Gains: 66% Reading Lowest 25%: 67% Math Proficiency: 70% Math learning Gains: 71% Math Lowest 25%: 77% Writing Proficiency: 75% Science Proficiency: 49%	

Jenny Hartwigsen		
Part-time / School-based	Years as Coach: 5	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Degrees: Bachelor of Science, Elementary Education Master of Arts, Curriculum and Instruction Certifications: Elementary Ed, K-6 Middle Grades Integrated Curriculum, 5-9	
Performance Record	Legacy Middle School: 2012-2013 School Grade: B Reading Proficiency: 62% Reading Learning Gains: 68% Reading Lowest 25%: 66% Math Proficiency: 61% Math Learning Gains: 70% Math Lowest 25%: 59% Writing Proficiency: 60% Science Proficiency: 41%	

Lynda Smith		
Full-time / School-based	Years as Coach: 13	Years at Current School: 3
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	Degrees: Bachelor of Science, Elementary Education Bachelor of Science, Early Childhood Education Master of Science, Education with a Focus on Math Rdg and Technology Doctorate of Education, Child & Youth Studies, Curriculum Development and Systemic Change Certifications/Endorsements: Elementary Education, 1-6 Exceptional Student Education, K-12 ESOL Endorsement Reading Endorsement	
Performance Record	Legacy Middle School 2012-2013 (Reading Teacher) School Grade: B Reading Proficiency: 11% Reading Learning Gains: 97% Reading Lowest 25%: 97%	

Classroom Teachers

# of classroom teachers	51
# receiving effective rating or higher	47, 92%
# Highly Qualified Teachers	98%
# certified in-field	50, 98%
# ESOL endorsed	17, 33%
# reading endorsed	8, 16%
# with advanced degrees	22, 43%
# National Board Certified	2, 4%
# first-year teachers	4, 8%

with 1-5 years of experience

18, 35%

with 6-14 years of experience

23, 45%

with 15 or more years of experience

6, 12%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Ms. Amodt maintains a weekly professional development schedule and assists and monitors the mentoring program. Administration provides weekly planning and collaboration time for departments and teams in order to support instructional practices.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Ms. Amodt, instructional coach, coordinates the mentoring program. Teachers new to Legacy participate in an orientation which includes welcome and introductions, expectations, and important people to know. The mentor and mentee communicate on a weekly basis to address questions and/or needs of the mentee.

- * Ms. Barnes is paired with Ms. L. Robinson as they are peers within the Language Arts Department.
- * Dr. Smith is paired with Ms. D'Agostino as they are peers within the Reading Department.
- * Ms. Davis is paired with Mr. Boo as they are peers within the Social Studies Department.
- * Ms. Crangle is paired with Mr. Nieves as a continuation of completing his alternative certification (ACP) requirements.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We use the continuous improvement model as a tool for monitoring. Student progress monitoring is completed by using FCAT performance data, benchmark assessments, FAIR, SRI, mini-assessments, and formative assessments. The leadership team has constructed daily extended learning classes based on student needs. Departments progress monitor on a continuous basis and develop plans for targeted skill interventions and/or enrichment. Departments and teams meet weekly to discuss learning targets, instructional strategies and performance data. Teachers also participate in weekly professional development opportunities to increase teacher knowledge of instructional strategies/processes. Weekly classroom walk-throughs/observations are conducted with focused and timely feedback.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. Shannon Battoe, Principal; Dr. Kimberly Marlow, Assistant Principal of Instruction; Mrs. Barbara Rumph, Assistant Principal; Ms. Marilee Amodt, Instructional Coach; Ms. Jenny Hartwigsen, Curriculum Resource Teacher (CRT); Jeff Hancock, Instructional Support; Dr. Lynda Smith, Reading Coach, Ms. Stephanie James, Staffing Specialist; Mrs. Julie Gomez-Faberlle, Curriculum Compliance Teacher (CCT); Dr. Martina Study and Mrs. Mabel Lopez, Guidance Counselors; and Ms. Lisa Crangle, AVID Coordinator.

The MTSS Leadership Team supports teacher growth and student achievement through professional development, weekly observations and feedback on instructional practices, the facilitation and support of the daily extended learning period, and continuous student progress monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team reviewed prior FCAT scores, benchmark assessments, and FAIR data, in order to document the individual need(s) of each students. Those needs were then prioritized and students were strategically placed in an extended learning period that provided daily support. Each member of the MTSS leadership team helps to support the progress monitoring from a designated curriculum area. In addition to weekly department collaboration, each grade level is organized into three teams which also meet on a weekly basis, Departments and teams monitor benchmark data compared FCAT scores and formative assessments, in order to create needs-based interventions and/or enrichment. Departments and teams report focus, action steps and student needs via meeting notes that are posted on the school's Sharepoint site.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources for monitoring the effectiveness of core, supplemental and intensive supports in reading, mathematics and science are Performance Matters (FCAT analysis, benchmark assessments and teacher-created assessments). FAIR, Achieve 3000, Journeys, SuccessMaker, and Corrective Reading. Writing will be monitored by district Orange Writes prompts, as well as Language Arts Department created writing prompts conducted on regular intervals. For students with a level 1 or 2 on the FCAT Reading, daily intensive reading instruction is provided in all grade levels. In 8th grade, for students with a level 1 or 2 on the FCAT Math, daily intensive math is provided; in 6th and 7th grade, those students receive math support through the extended learning period. Attendance, grades, and discipline is

monitored through the district's Enterprise Data Warehouse (EDW) or the Student Management System (SMS).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team meets regularly to review processes and student progress monitoring. Departments and grade level teams meet on a weekly basis to discuss learning targets, student data and expectations. The instructional resource teachers (to include staffing specialist and CCT) support departments and teams in data analysis and assist in determining supplemental resources when students do not respond to core instruction. The school's psychologist is involved in our MTSS to support our focus on student achievement and interventions. Information is communicated to parents during parent conferences, PTSA and SAC meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,000

The YMCA afterschool program provides quality programs for students. The programs include instruction that enriches core academic subjects, enrichment activities that are of interest to the students, as well as clubs. Each group activity is led by a certified teacher who is a member of the school's faculty/staff.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Mr. Bryan Munera, YMCA Director

Strategy: Before or After School Program

Minutes added to school year: 7,000

The boy’s and girl’s book club is a before and/or after school club that targets reluctant readers. Each group is gender specific and is led by a certified teacher. Students are provided a Nook with pre-loaded books chosen based on the student’s interests and reading level. The students are asked to read independently and meet on a weekly basis to have interactive discussions about the book. Incentives are built in to promote engagement and motivation.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Effectiveness of the program is measured by the attendance rate of the program activity and performance on benchmark or formative/summative assessments in Language Arts. Accelerated Reader is used for student progress monitoring.

Who is responsible for monitoring implementation of this strategy?

Ms. Melanie Mahaffey, Media Specialist

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mrs. Melanie Mahaffey	Media Specialist
Dr. Shannon Battoe	Principal
Dr. Lynda Smith	Reading Coach
Ms. Petrin	Instructional
Ms. Barnes	Instructional
Ms. Comfort	Instructional
Ms. Arbelaez	Instructional
Ms. Tiwari	Instructional

How the school-based LLT functions

The LLT meets monthly to plan and promote school-wide literacy events. The LLT supports teacher and student literacy growth with a focus on college and career readiness.

Major initiatives of the LLT

Major initiatives include:

- *Increase reading and writing proficiency in all grade levels
- *Use of Accelerated Reader, monitored through all language arts and reading classes
- *Writing support across all content areas (to include DBQs)
- *Teacher support for writing across all content areas through professional development

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

We have three focused PLCs related to Common Core shifts - each teacher has selected one for which to be a contributing member. The PLCs concentrate on text complexity, text dependent questioning, and academic vocabulary - more specifically, how these Common Core shifts will impact instruction, and strategies for infusing these shifts into their lessons

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 works, so they can effectively create and communicate. Students gain industry and career experience, and through cross curricular integration work on the Common Core State Standards.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

In the spring, our guidance counselors review the course offerings with each of our rising students for the following year. Visits by guidance and the AVID coordinator 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 in the 8th grade; 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 to include: Magnet, Advanced Placement, International Baccalaureate, Dual Enrollment, and AVID.

Strategies for improving student readiness for the public postsecondary level

Strategies at Legacy Middle School include:

- * Integration of writing skills across content areas. Provide students with opportunities to write for a variety of purposes and utilize evidence to support inferences, opinions, and varied points of view.
- * Guidance counselors and AVID Coordinator assist students with high school readiness skills and post secondary awareness through field trips and guest speakers
- * Through our Business Technology class, students have the opportunity to become industry certified
- * Through our Engineering Program, students are exposed to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future opportunities

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	62%	No	70%
American Indian				
Asian	86%	64%	No	87%
Black/African American	57%	55%	No	61%
Hispanic	62%	53%	No	66%
White	79%	75%	No	81%
English language learners	45%	25%	No	51%
Students with disabilities	35%	17%	No	42%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	30%	31%
Students scoring at or above Achievement Level 4	250	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	466	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	117	61%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	49	45%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	31%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	30%	32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	157	68%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	61%	No	68%
American Indian				
Asian	81%	71%	No	83%
Black/African American	51%	53%	Yes	56%
Hispanic	60%	47%	No	64%
White	78%	83%	Yes	81%
English language learners	48%	22%	No	53%
Students with disabilities	35%	21%	No	42%
Economically disadvantaged	58%	52%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	18%	29%
Students scoring at or above Achievement Level 4	22	2%	3%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	535	61%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	108	54%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	190	70%	80%
Middle school performance on high school EOC and industry certifications	170	89%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	52%	54%
Students scoring at or above Achievement Level 4	72	38%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		2%
Students scoring at or above Achievement Level 4	54	93%	98%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	23%	24%
Students scoring at or above Achievement Level 4	45	16%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	300	30%	32%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	108	13%	14%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	108	13%	14%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	27	3%	4%
Passing rate (%) for students who take CTE industry certification exams		19%	21%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	2%	4%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	65	8%	7%
Students who fail a mathematics course	44	5%	4%
Students who fail an English Language Arts course	57	7%	6%
Students who fail two or more courses in any subject	44	5%	4%
Students who receive two or more behavior referrals	20	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	127	15%	14%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

By June 2014, at least 50% of the parents at Legacy Middle School will participate in one school event.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement at school events by 10%	350	40%	50%
		%	%

Area 10: Additional Targets

Additional targets for the school

Increase AVID program enrollment by 10%, (from 101 to 111) to support our progress of becoming an AVID Demonstration School.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase AVID program enrollment by 10% (from 101 to 111)	101	11%	12%

Goals Summary

- G1.** By June 2014, 47% of the students at Legacy Middle School will earn a level 3 or higher on the Science FCAT.

- G2.** By June 2014, 70% of the students at Legacy Middle School will earn a level 3 or higher on the Mathematics FCAT 2.0 and 80% of the students will make learning gains in math.

- G3.** By June 2014, 69% of the students at Legacy Middle School will score a level 3.5 higher on the FCAT Writes.

- G4.** By June 2014, 71% of the students at Legacy Middle School will earn a level 3 or higher on the Reading FCAT 2.0 and 78% of the students will make learning gains in reading.

Goals Detail

G1. By June 2014, 47% of the students at Legacy Middle School will earn a level 3 or higher on the Science FCAT.

Targets Supported

- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal

- Science lab equipment
- FCAT ScAT
- Coaches
- Professional Development

Targeted Barriers to Achieving the Goal

- Students lack the repeated exposure to lab activities that promote problem solving and inquiry.

Plan to Monitor Progress Toward the Goal

Study guides, test reflections, mini-assessments, and benchmark assessments

Person or Persons Responsible

Coaches, classroom teachers and CRT

Target Dates or Schedule:

On-going

Evidence of Completion:

Student assessment results

G2. By June 2014, 70% of the students at Legacy Middle School will earn a level 3 or higher on the Mathematics FCAT 2.0 and 80% of the students will make learning gains in math.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Coaches
- Professional development
- Weekly planning and collaboration time
- Daily extended learning periods

Targeted Barriers to Achieving the Goal

- Lack of planned interventions and enrichment, and students lack math fluency

Plan to Monitor Progress Toward the Goal

Benchmark assessments, mini-assessments, teacher created formative assessments

Person or Persons Responsible

Coaches, classroom teachers, CRT, and leadership team

Target Dates or Schedule:

Fall and winter benchmarks, mini-assessments and teacher created formative assessments as needed

Evidence of Completion:

Student assessment results

G3. By June 2014, 69% of the students at Legacy Middle School will score a level 3.5 higher on the FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- SpringBoard
- School-wide writing plan
- Document Based Questions (DBQs)
- Daily extended learning period

Targeted Barriers to Achieving the Goal

- Students lack the stamina for increased writing fluency and lack practice with evidence-based writing techniques.

Plan to Monitor Progress Toward the Goal

Regularly planned writing sessions and scoring days

Person or Persons Responsible

School wide for writing sessions, language arts department for scoring days

Target Dates or Schedule:

Monthly

Evidence of Completion:

Writing session assessment results

G4. By June 2014, 71% of the students at Legacy Middle School will earn a level 3 or higher on the Reading FCAT 2.0 and 78% of the students will make learning gains in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Achieve 3000 and Spring Board
- Coaching by instructional resource staff (reading coach, CRT, instructional coach)
- Professional Development
- Weekly planning and collaboration time

Targeted Barriers to Achieving the Goal

- Lack of sufficient rigor in core classes, lack of literacy instruction across content areas

Plan to Monitor Progress Toward the Goal

Benchmark assessments, FAIR, mini-assessments, Achieve 3000

Person or Persons Responsible

Coaches, classroom teachers, CRT, and leadership team

Target Dates or Schedule:

Fall and winter benchmarks; fall, winter, and spring FAIR; mini-assessments as needed; monthly Achieve 3000 reports

Evidence of Completion:

Assessment results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014, 47% of the students at Legacy Middle School will earn a level 3 or higher on the Science FCAT.

G1.B1 Students lack the repeated exposure to lab activities that promote problem solving and inquiry.

G1.B1.S1 Use of weekly department time to focus on collaboration and planning to review assessed benchmarks and the depth of knowledge based on the CIA blueprints. Strengthen student's inquiry and problem solving skills.

Action Step 1

Professional development on Marzano strategies and Common Core, to help increase rigorous instruction. Use of FCAT ScAT to address 3 years of concepts through lab-based activities.

Person or Persons Responsible

CRT, coaches, leadership team and classroom teachers

Target Dates or Schedule

Daily/weekly

Evidence of Completion

PD sign-in, lesson plans, lab reports

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

Classroom observations

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of G1.B1.S1

Assessments

Person or Persons Responsible

CRT, coaches, leadership team, department chairs, and team leaders

Target Dates or Schedule

On-going

Evidence of Completion

Student assessment data

G2. By June 2014, 70% of the students at Legacy Middle School will earn a level 3 or higher on the Mathematics FCAT 2.0 and 80% of the students will make learning gains in math.

G2.B1 Lack of planned interventions and enrichment, and students lack math fluency

G2.B1.S1 Use of weekly department time to focus on collaboration, planning/alignment, and progress monitoring for interventions/enrichments. Strengthen students math proficiency through a focus on 21st century skills.

Action Step 1

Professional development on Marzano strategies and common core, to help increase rigorous instruction. Utilize extended learning period for daily/weekly interventions and enrichment.

Person or Persons Responsible

CRT, coaches, leadership team

Target Dates or Schedule

daily/weekly

Evidence of Completion

PD sign-in, lesson plans, master schedule

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

Classroom observation

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of G2.B1.S1

Assessments

Person or Persons Responsible

CRT, coaches, leadership team, department chairs, and team leaders

Target Dates or Schedule

On-going

Evidence of Completion

Student assessment data

G3. By June 2014, 69% of the students at Legacy Middle School will score a level 3.5 higher on the FCAT Writes.

G3.B1 Students lack the stamina for increased writing fluency and lack practice with evidence-based writing techniques.

G3.B1.S1 Increase writing fluency of all students through regular practice and weekly writing days for small group skill interventions.

Action Step 1

Professional development on FCAT scoring rubric through language arts department; professional development on DBQs through social studies department; school-wide professional development on rubrics

Person or Persons Responsible

CRT, classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

PD sign in sheets

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

Classroom observation

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of G3.B1.S1

Writing assessments

Person or Persons Responsible

CRT, coaches, leadership team, language arts department

Target Dates or Schedule

On going

Evidence of Completion

Student assessment data

G4. By June 2014, 71% of the students at Legacy Middle School will earn a level 3 or higher on the Reading FCAT 2.0 and 78% of the students will make learning gains in reading.

G4.B1 Lack of sufficient rigor in core classes, lack of literacy instruction across content areas

G4.B1.S1 Use weekly department time to focus on collaboration, planning/alignment, and progress monitoring for interventions/enrichments. Strengthen students reading proficiency through increased use of informational and complex text.

Action Step 1

Professional development on Marzano Strategies and Common Core, to help increase rigorous instruction; utilize extended learning periods for daily/weekly interventions and enrichments

Person or Persons Responsible

CRT, coaches, leadership team

Target Dates or Schedule

daily/weekly

Evidence of Completion

PD sign in, lesson plans, master schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom observations

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

weekly observations

Evidence of Completion

classroom observation feedback

Plan to Monitor Effectiveness of G4.B1.S1

Assessments

Person or Persons Responsible

CRT, coaches, leadership team, department chairs, and team leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

*Title I: funds are used to support school-wide professional development, before and after school tutoring opportunities for students (to include Saturdays), additional academic support during the school-wide extended learning period, extended media center hours, and the purchase of some reading positions

*Title II: funds are used to support professional learning communities

*Title X Homeless: the guidance counselors serve as the coordinators for students who qualify under the McKinney-Vento Act

*SAI: funds are used to extend tutoring opportunities for students

Nutrition Programs: all students receive free breakfast and the physical education department serves as our wellness and healthy school team