

Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

www.ocps.net/lc/east/mlg

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

On a monthly basis, teachers spend time reviewing department data, formative assessment information as well as student demographics. The teachers create lessons with a focus on closing the achievement gap based on formative assessments.

There is also an emphasis on:

- 1) High expectations for all students are stated and taught to students in groups and individually. Activities and assessments focus on higher order thinking and performance skills.
- 2) Culturally relevant instruction gives students access to core content that incorporates 21st century skills which connects their school work to their personal experiences and interests.
- 3) Caring relationships are fostered at Legacy Middle School.
- 4) Encouragement of parental and community involvement is emphasized.
- 5) Positive behavioral supports are scaffolded through restorative justice.
- 6) Prevention and early intervention occur through our MTSS process.

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

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

Our guidance program promotes positive peer relations with a focus on developing the whole child. Counselors and administrative deans work with students on a referral basis from teachers, administrators and/or parents. Students may also request individual guidance and advisement or referrals for outside resources. In addition, we have added restorative justice for the 2015-16 school year to limit the number of suspensions on campus and to change the school wide-culture from punishing to solving and repairing relationships. We also provide bullying prevention and awareness to ensure the emotional and physical safety of our students.

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

Legacy Middle has a building-level Instructional Intervention Team comprised of teachers, administrators, the school psychologist, school counselor and reading coach.

Appropriate classroom behavior is imperative for the success of each student and their peers. It is

also important to address student behavior in environments outside of the classroom, such as campus activities, during transportation to school and off campus. Teachers implement a behavior system within their classrooms which includes non-verbal redirection such as proximity, providing verbal warnings and redirection, planned ignoring of negative behavior and finally, intervention by a school administrator. We have several interventions which are beneficial to our students including: an opportunity to reflect on their behavior during PASS while still remaining in the school environment and to complete the Restorative Justice process for certain offenses. School personnel utilize tools such as behavior contracts, positive rewards for individuals and groups of students as well as positive praise.

Students and parents are informed of behavior expectations which align with the district Student Code of Conduct through verbal prompts, presentations and in writing.

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

Legacy Middle School celebrates and values the diversity that all children and families bring to our school. Guidance and counseling are available through the guidance department. Referrals can also be made for outside resources by the guidance counselors and/or school psychologist.

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our Multi-Tiered System of Student Support (MTSS) identifies at-risk students through the analysis of readily available and highly predictive student academic and engagement data (e.g., absenteeism, course failure, GPA, credits and discipline) which are reviewed on a regular basis. Teachers are encouraged to notify administration when student attendance begins to drop, if student behavior problems which could lead to a suspension persist, or when grades indicate potential failure in a core content class.

Teachers have a clear vision for student achievement beyond individual grade level or course and understand the impact of current school experiences on students' success for college and career readiness. Our intent is to provide intervention and support early enough so that students avoid dropping out of school and reach the goal of graduation.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	36	38	39	113
One or more suspensions	51	44	23	118
Course failure in ELA or Math	29	16	24	69
Level 1 on statewide assessment	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
	6	7	8	
Students exhibiting two or more indicators	21	19	18	58

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

The MTSS Leadership Team uses data to determine the appropriate intervention for students and their families. Intervention strategies include the use of behavior plans, Restorative Justice practices, one on one and small group instruction, referrals for outside resources for the child and family, as well as positive reinforcement for meeting individual goals.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Battoe, Shannon	Principal
Hancock, Jeffrey	Assistant Principal
Arrington, Vanessa	Instructional Coach
Grant, Gina	Instructional Coach
Privitera, Julie	Instructional Coach
Carter Inge, Gwendolyn	Assistant Principal
Tiwari, Melanie	Instructional Coach
Morris, Ernest	Dean
Ferguson, Michael	Dean

Duties

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

Dr. Shannon Battoe, Principal; Mr. Jeff Hancock, Assistant Principal of Instruction; Gwendolyn Carter-Inge, Assistant Principal; Ms. Melanie Tiwari, Curriculum Resource Teacher (CRT); Ms. Gina Grant, Reading Coach; Ms. Julie Privitera, Staffing Specialist; Mr. Ernest Morris and Mr. Michael Ferguson, Administrative Deans; Vanessa Arrington, MTSS Coordinator; Dr. Martina Study, Mrs. Angira Kapadia Draggan and Mrs. Mabel Lopez, Guidance Counselors; and Dr. Dayle Peabody, AVID Coordinator.

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

We use the continuous improvement model as a tool for monitoring. Student progress monitoring is ongoing by using FSA performance data, EOC exam data, SRI, mini-assessments and formative assessments. Departments progress monitor on a continuous basis and develop plans for targeted skill interventions and/or enrichment. Teachers meet and plan twice a week during their common planning time. During the common planning time, teachers discuss learning targets, instructional strategies and performance data. Teachers participate in monthly professional development opportunities to increase their knowledge of instructional strategies and processes. Weekly classroom walk-throughs/observations are conducted with focused and timely feedback.

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

*Nutrition Programs: All students receive nutritious meals and the physical education department serves as our wellness and healthy school team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gina Grant	Teacher
Kerry Purmensky	Parent
Melanie Williams	Parent
Julie Privitera	Teacher
Shannon Battoe	Principal
Dirk Joseph	Parent
Bonnie Waldrop	Parent
Eric Oestreich	Teacher
Zoila Palacio	Teacher
Brenda Buisch	Parent
Parker Joseph	Student
Laura Scales	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC meets monthly during the school year to review progress towards SIP goals, the budget and professional development activities.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Last year the school improvement funds were voted by SAC members to go for student laptops along with money set aside by the principal from the general fund. The school has quite a dearth of technology and as such the SAC has been consistent in voting for school improvement funds to go to building student access in that area.

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

Yes

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Battoe, Shannon	Principal
Hancock, Jeffrey	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Instructional Coach
Mahaffey, Melanie	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The team's focus is to promote reading and writing school-wide and in the community. The literacy team determines the school's needs through a variety of data collected at the school level by the media specialist, instructional coaches and reading coach. The Literacy Council utilizes the data to address areas of needs and provides enrichment activities to promote literacy. In an effort to increase literacy learning in the classrooms, the LLT supports a variety of activities to engage students in reading and improving their literacy skills. Some of the activities include utilizing proceeds from the Scholastic Book Fair to purchase fiction and nonfiction books to build classroom libraries. Other activities support literacy by providing reading incentives and celebrations during Celebrate Literacy Week and Read Across America Day which are national events held annually. The compilation activity for Literacy Week occurs through hosting the distribution of summer reading books and logs for our summer reading program. The Media Center is open to students for check out during the summer.

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are assigned classrooms according to their content and have common planning. This planning is purposeful and is used to encourage collaboration and sharing. Once a month faculty meetings provide opportunities for sharing/collaborating with the wider group as well as monthly departmental time. Ongoing monthly professional development is offered based on data and aligned to the school's focus.

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

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

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

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

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

Teachers new to Legacy participate in a new teacher induction program that includes assigning a mentor to each new teacher and reviewing policies, procedures, technology, classroom management, curriculum and support services. The mentor and mentee communicate on a weekly basis to address questions and/or needs of the mentee. Below is a list of our mentor and mentee relationships:

*Ms. O'Callahan is mentoring Ms. Nordilus.

*Ms. Christiansen is mentoring Ms. Vartholomatos as they are peers within the Language Arts Department, and is also mentoring Ms. Dispensa.

*Ms. Samadani is mentoring Ms. Li as they are peers within the Science Department, and is also mentoring Ms. Van Dyke.

*Ms. Krzeminski is mentoring Mr. Lewis and Mrs. Hernandez.

*Ms. Klein is paired with Rodriguez as they are peers within the Social Studies Department.

*Ms. Jones is mentoring Ms. Turner as they are peers within the Math Department.

*Mrs. Stafford is mentoring Mr. Gage in his first year of teaching and Mr. Boo who is finishing his PDCP (ACP) process this year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carter Inge, Gwendolyn, gwendolyn.carter-inge@ocps.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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.

College and Career Readiness

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 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; students are guided to select a path of study and build a plan for the future through FLChoices.org. During the school year, various meetings/presentations are offered to inform students on the available program paths in high school which include: Magnet, Advanced Placement, International Baccalaureate, Dual Enrollment and AVID.

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.

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

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

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

Strategies to support students in career and technical education at Legacy Middle School include:

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

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

In our AVID program, eighth grade students take the ACT Explore test which assesses math, reading and writing skills. AVID students also have the opportunity to visit college campuses and interact with college students. Seventh grade students are provided an opportunity to participate in the Duke and Orange TIPs program. High school credit courses are offered in Technology, Algebra, Geometry, Physical Science, Earth/Space science and Spanish. These courses offer students access to a more rigorous curriculum. Students and parents are informed about these course offerings through the Guidance Department and school curriculum guide. The principal is a member of a consortium of schools designed to ensure vertical articulation between feeder elementary, middle and high schools with the goal of all students graduating high school ready for college and careers.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Through collaborative planning, we will discuss student behaviors, alternative interventions and thereby create a more positive environment (Division Priority: Provide Empowering Environments).

- G2.** Increase the use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

Strategic Goals Detail

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

G1. Through collaborative planning, we will discuss student behaviors, alternative interventions and thereby create a more positive environment (Division Priority: Provide Empowering Environments). 1a

G072627

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	200.0

Resources Available to Support the Goal 2

- Academic Coaches and Administrators trained in Restorative Justice
- MTTTS team to assist with alternatives for PLC teams
- SOP created for Parent contacts
- PBS system

Targeted Barriers to Achieving the Goal 3

- Lack of teacher experience with behavior correction through encouragement of positive behaviors

Plan to Monitor Progress Toward G1. 8

Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support

Person Responsible

Vanessa Arrington

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student data from EDW should show a 50% discipline decrease if the strategies are being implemented properly.

G2. Increase the use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance). 1a

G072628

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	39.0
FSA English Language Arts - Achievement	52.0
Algebra I FSA EOC Pass Rate	60.0
FCAT 2.0 Science Level 3	53.0
Civics EOC Pass	68.0

Resources Available to Support the Goal 2

- School based instructional coaches and administrative team
- District based instructional coaches
- Peers trained in common assessments
- Instructional Management System

Targeted Barriers to Achieving the Goal 3

- Teacher's unfamiliarity with curriculum and standards

Plan to Monitor Progress Toward G2. 8

Regularly evaluation of professional development and unit plan goals

Person Responsible

Melanie Tiwari

Schedule

Monthly, from 9/23/2015 to 6/8/2016

Evidence of Completion

Administrative team will check Unit plans/do observations to make sure that unit plans meet the level of rigor for the standard and adheres to the training given.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through collaborative planning, we will discuss student behaviors, alternative interventions and thereby create a more positive environment (Division Priority: Provide Empowering Environments). **1**

 G072627

G1.B2 Lack of teacher experience with behavior correction through encouragement of positive behaviors

2

 B189519

G1.B2.S1 Implementation of school wide Restorative Justice supported by Multi Tiered Systems of Support **4**

 S200843

Strategy Rationale

Familiarize teachers with positive behavior support practices to reduce the use of punitive consequences for negative behavior.

Action Step 1 **5**

The administrative team will attend Restorative Justice training at West Orange High School.

Person Responsible

Ernest Morris

Schedule

On 7/30/2015

Evidence of Completion

Professional Development points were acquired and tracked by OCPS certification department.

Action Step 2 5

Legacy MS will hire a full time MTSS/Restorative Justice contact in order to implement the school wide strategies.

Person Responsible

Shannon Battoe

Schedule

On 8/17/2015

Evidence of Completion

Legacy MS staffing report will state that the school has hired a full time MTSS coach

Action Step 3 5

We will implement school wide Restorative Justice practices and Positive Behavior Systems supported by Multi Tiered Systems of Support.

Person Responsible

Vanessa Arrington

Schedule

Quarterly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Evidence will be a survey on what practices are being used for discipline. Changes should be made toward the Restorative Justice practice as the year progresses.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support

Person Responsible

Vanessa Arrington

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Evidence will be the a survey on what practices are being used for discipline. Changes should be tracked as well through student data that should show a 50% discipline decrease in suspensions if the strategies are being implemented properly.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support

Person Responsible

Vanessa Arrington

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student data from EDW should show a 50% discipline decrease if the strategies are being implemented properly.

G2. Increase the use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance). 1

 G072628

G2.B1 Teacher's unfamiliarity with curriculum and standards 2

 B189520

G2.B1.S1 Professional Development on deconstructing standards 4

 S200845

Strategy Rationale

Teachers will deepen their knowledge of the standards as they utilize those standards to create unit plans with the appropriate levels of rigor.

Action Step 1 5

A professional development calendar that includes deconstructing standards PD dates will be created.

Person Responsible

Melanie Tiwari

Schedule

Evidence of Completion

The calendar will be uploaded to SharePoint during preplanning and amended as needed based on areas of need

Action Step 2 5

Professional Development will occur with regards to deconstructing standards so that unit plans are designed with the appropriate level of rigor.

Person Responsible

Melanie Tiwari

Schedule

Monthly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Administrative team will check unit plans/do observations to make sure that unit plans meet the level of rigor for the standard.

Action Step 3 5

A weekly grade level PLC leader meeting will take place with the administrative team to discuss what is being seen in the classrooms regarding standard based instruction and appropriate lesson planning.

Person Responsible

Schedule

On 6/8/2016

Evidence of Completion

Notes will be taken at each meeting and posted to the SharePoint site.

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

Professional Development calendar will be completed based on the needs of our teachers and students using the feedback from surveys in the AdvancED accreditation process.

Person Responsible

Melanie Tiwari

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Administrative team will check that the implementation of the professional development is delivered appropriately and timely.

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

Regular evaluation of professional development and unit plan goals based on the needs of our teachers

Person Responsible

Melanie Tiwari

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Administrative team will check unit plans/do observations to make sure that unit plans meet the level of rigor for the standard and adheres to the training given.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	The administrative team will attend Restorative Justice training at West Orange High School.	Morris, Ernest	7/28/2015	Professional Development points were acquired and tracked by OCPS certification department.	7/30/2015 one-time
G2.B1.S1.A1	A professional development calendar that includes deconstructing standards PD dates will be created.	Tiwari, Melanie	8/17/2015	The calendar will be uploaded to SharePoint during preplanning and amended as needed based on areas of need	one-time
G1.B2.S1.A2	Legacy MS will hire a full time MTSS/ Restorative Justice contact in order to implement the school wide strategies.	Battoe, Shannon	8/17/2015	Legacy MS staffing report will state that the school has hired a full time MTSS coach	8/17/2015 one-time
G2.B1.S1.A2	Professional Development will occur with regards to deconstructing standards so that unit plans are designed with the appropriate level of rigor.	Tiwari, Melanie	8/17/2015	Administrative team will check unit plans/do observations to make sure that unit plans meet the level of rigor for the standard.	5/25/2016 monthly
G1.B2.S1.A3	We will implement school wide Restorative Justice practices and Positive Behavior Systems supported by Multi Tiered Systems of Support.	Arrington, Vanessa	8/17/2015	Evidence will be a survey on what practices are being used for discipline. Changes should be made toward the Restorative Justice practice as the year progresses.	6/8/2016 quarterly
G2.B1.S1.A3	A weekly grade level PLC leader meeting will take place with the administrative team to discuss what is being seen in the classrooms regarding standard based instruction and appropriate lesson planning.		8/28/2015	Notes will be taken at each meeting and posted to the SharePoint site.	6/8/2016 one-time
G1.MA1	Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support	Arrington, Vanessa	8/24/2015	Student data from EDW should show a 50% discipline decrease if the strategies are being implemented properly.	6/8/2016 monthly
G1.B2.S1.MA1	Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support	Arrington, Vanessa	8/24/2015	Student data from EDW should show a 50% discipline decrease if the strategies are being implemented properly.	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Implementation of school wide Restorative Justice and Positive Behavior Systems supported by Multi Tiered Systems of Support	Arrington, Vanessa	8/24/2015	Evidence will be the a survey on what practices are being used for discipline. Changes should be tracked as well through student data that should show a 50% discipline decrease in suspensions if the strategies are being implemented properly.	6/8/2016 monthly
G2.MA1	Regularly evaluation of professional development and unit plan goals	Tiwari, Melanie	9/23/2015	Administrative team will check Unit plans/do observations to make sure that unit plans meet the level of rigor for the standard and adheres to the training given.	6/8/2016 monthly
G2.B1.S1.MA1	Regular evaluation of professional development and unit plan goals based on the needs of our teachers	Tiwari, Melanie	8/24/2015	Administrative team will check unit plans/do observations to make sure that unit plans meet the level of rigor for the standard and adheres to the training given.	6/8/2016 weekly
G2.B1.S1.MA1	Professional Development calendar will be completed based on the needs of our teachers and students using the feedback from surveys in the AdvancED accreditation process.	Tiwari, Melanie	8/24/2015	Administrative team will check that the implementation of the professional development is delivered appropriately and timely.	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Through collaborative planning, we will discuss student behaviors, alternative interventions and thereby create a more positive environment (Division Priority: Provide Empowering Environments).

G1.B2 Lack of teacher experience with behavior correction through encouragement of positive behaviors

G1.B2.S1 Implementation of school wide Restorative Justice supported by Multi Tiered Systems of Support

PD Opportunity 1

We will implement school wide Restorative Justice practices and Positive Behavior Systems supported by Multi Tiered Systems of Support.

Facilitator

Carter Inge, Gwendolyn/ Vanessa Arrington

Participants

All teachers

Schedule

Quarterly, from 8/17/2015 to 6/8/2016

G2. Increase the use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate Student Performance).

G2.B1 Teacher's unfamiliarity with curriculum and standards

G2.B1.S1 Professional Development on deconstructing standards

PD Opportunity 1

Professional Development will occur with regards to deconstructing standards so that unit plans are designed with the appropriate level of rigor.

Facilitator

Melanie Tiwari

Participants

All instructional staff

Schedule

Monthly, from 8/17/2015 to 5/25/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	The administrative team will attend Restorative Justice training at West Orange High School.				\$0.00
2	G1.B2.S1.A2	Legacy MS will hire a full time MTSS/Restorative Justice contact in order to implement the school wide strategies.				\$0.00
3	G1.B2.S1.A3	We will implement school wide Restorative Justice practices and Positive Behavior Systems supported by Multi Tiered Systems of Support.				\$68,694.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0242 - Legacy Middle	General Fund		\$68,694.00
			Notes: Hired an additional instructional support person to act as a coach for Restorative Justice, MTSS, and PBS; Fund 001/Function 11/Object(GL) 4120			
4	G2.B1.S1.A1	A professional development calendar that includes deconstructing standards PD dates will be created.				\$0.00
5	G2.B1.S1.A2	Professional Development will occur with regards to deconstructing standards so that unit plans are designed with the appropriate level of rigor.				\$34,347.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0242 - Legacy Middle	General Fund		\$34,347.00
			Notes: 50% of CRT salary - this person coordinates PD and assists teachers with unit plan design and implementation of instructional strategies			
6	G2.B1.S1.A3	A weekly grade level PLC leader meeting will take place with the administrative team to discuss what is being seen in the classrooms regarding standard based instruction and appropriate lesson planning.				\$0.00
Total:						\$103,041.00