Legacy Scholars Academy

2016-17 Schoolwide Improvement Plan

Legacy Scholars Academy

51 CHILDRENS WAY, Enterprise, FL 32725

http://www.flumc.org/newsdetail/1731144

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	50%

School Grades History

Year	2017-18
Grade	

*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 Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Legacy Scholars Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Legacy Scholars Academy is committed to ensuring that all students have a comprehensive support system that will ultimately foster emotional and academic success.

b. Provide the school's vision statement.

The Legacy Scholars Academy Family envisions a climate of nurturing and trust where all students will have the opportunity for a high-quality, 21st-century education and graduate prepared for college, career and life.

2. School Environment

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

Our school is very unique in that the school resides on the campus of the Florida United Methodist Children's Home (FUMCH), where the students reside. Through a collaborative effort with the staffs at the school and FUMCH, all of the pertinent information about the students is shared with the appropriate people.

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

School leadership, teachers, paraprofessionals and campus advisors provide continuous monitoring of students throughout the school day. The classrooms are staffed with a teacher and a paraprofessional, so access to an adult at any time is readily available.

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

The premise of Legacy Scholars Academy is to provide a safe and secure learning environment for all students. This is done by educating the students using the RULER method and the corresponding Anchor Tools. The purpose of RULER is to help students Recognize, Understand, Label, Express and Regulate their emotions. The four tools they can use to help in regulating their emotions are following the school charter, using the mood meter, taking a meta moment, and participating in a blueprint.

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

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3. Early Warning Systems

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

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
*Multiple retentions
*Multiple schools of enrollment in one school year

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

*Block classes
*Afterschool tutoring
*Evening tutoring
*Online remediation

B. Family and Community Engagement

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

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

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

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

1. PIP Link

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

2. Description

Our students reside on campus with house parents who are directly involved in the education of the children.

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

Through a collaborative agreement between Volusia County Schools and the Florida United Methodist Children's Home (FUMCH) and through the Education Director and the Principal, partnerships have been developed through the DCF, foster care placing agencies, the judicial system, as well as Bethune Cookman University.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Workman, Stephanie	Principal

b. Duties

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

The School Leadership Team identifies the school-based needs and resources (both materials and personnel) to determine how best to support the students and teachers. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teaches (e.g. Problem Solving Team, Professional Learning Communities). As the school' primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each teacher and paraprofessional serve as a liaison between the SLT and FUMCH.

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

Personnel: The school has a leadership team consiting of the principal, teachers, and a paraprofessional. Our SLT also has the Director of Education from FUMCH because of our partnership. The leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development and celebrates student successes.

Instructional resources include staff development developed and provided by our district and school leadership team as well as FUMCH. The teachers and paraprofessionals meet weekly to collaborate on students, curriculum and instructional strategies. Our district, school and FUMCH are committed to

meeting the needs of our students and maximizing our students' achievement.

Curricular: Our students are taught using a blended model approach. All courses are taught with face-to-face instruction but supplemented with technology using a variety of sources, such as Volusia Online Learning.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lionel Curry	Student
Diana Dreggors	Education Support Employee
Hannah Hendricks	Teacher
Mary Cortez	Business/Community
Donovan Caton	Student
FUMCH House Parents	Business/Community
Stephanie Workman	Principal
Christian Leavitt	Student
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

N/A--Did not have a SAC last year

b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals and strategies.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff projects related to support or school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Workman, Stephanie	Principal

b. Duties

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

The Literacy Leadership Team (LLT) identifies resources (both materials and personnel) to determine the continuum of literacy supports available to students. the LLT meets regularly. The focus this year will be support for teachers through the implementation of curriculum-wide writing.

D. Public and Collaborative Teaching

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

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

Professional Learning Communities (PLCs) and instructional coaching are critical practices to help build posiive, collaborative relationships among teachers and paraprofessionals. When necessary, PLCs make a recommendation for students to be reviewed and assisted by our leadership team. Through the structure of the PLC, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.

Instructional coaching assists with teacher collaboration and professional development and plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walk throughs also provide leadership with data to identify areas in which additional follow-up coaching is needed.

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

1. Leadership Opportunities (Administration)
2. Professional Development (SLT)
3. PLC Activities
4. Participation in District Job Fair and Recruitment Activities (Administration)
5. New Teacher Programs: District E3, Individualzed PD, mentor (Administration)

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

All new/beginning teachers are paired with an experienced, on-site teacher for mentoring/coaching support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teacher are given significant professional development on the implementation of the curriculum maps, resources and assessments.

Professional Learning Communities (PLCs), Lesson Study and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

b. Instructional Strategies

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

Teachers participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction interventions during PLCs. Students requiring intensive remediation receive additional support from mentors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Early Warning System (EWS) or leadership team. Additionally, meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-thrus provide leadership with data to identify areas in which additional follow-up coaching is needed.

This program also utilizes a response to intervention plan consisting of levels of intervention depending on the individual needs of students.

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

Strategy: After School Program
Minutes added to school year:

Students are allowed to stay after school to complete daily classwork, receive remediation help, or complete another needed course.

Strategy Rationale

The rationale is to give the students every opportunity to be successful learners at their own pace.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Workman, Stephanie, saworkma@volusia.k12.fl.us

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

Progress monitoring data is used to determine the success of the individual students.

2. Student Transition and Readiness

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

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

The transition from elementary to middle and from middle to high is improved by reviewing student academic history upon arrival at FUMCH. Students are provided the opportunity to remediate courses though virtual learning to facilitate the student being able to to enter high school with their cohort. Tutoring sessions and credit retrieval opportunities are available afters school.

b. College and Career Readiness

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

The school offers elective courses in speech, French, technology and career study. Our students also receive support through the FUMCH Independent Living program,which works collaboratively with local businesses and community organizations to help students find a job and/or volunteer opportunities.

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

A variety of career and technical programs are offered by FUMCH through their independent living program. These programs include horticulture, carpentry, and cosmetology. This school will be pursuing industry certifications this year in an effort to further assist students in acquiring these skills.

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

Curriculum is integrated in order to provide career and technical education with academic courses. The incorporation of this integrated curriculum includes an exploration of a subject, theme, interest, or career area.

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

Data from the High School Feedback Report is available from 2004-2012 at http://data.fldoe.org/readiness/
In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs that are used at the school and district level:

*Advanced Placement and/or International Baccalaureate
*AVID
*CTE
*Dual Enrollment
* College Expo and Transition Fair
*College Tours and College Rep Visits
*High School Showcase
*Making College Count Programs
*Making High School Count Programs

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If Legacy Scholars Academy implements standards aligned to instruction based on differentiate learning, then we can expect student achievement to increase.

Strategic Goals Detail

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

G1. If Legacy Scholars Academy implements standards aligned to instruction based on differentiate learning, then we can expect student achievement to increase. 1a

🔍 G083554

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

• Teachers don't know how to differentiate instruction effectively

Resources Available to Help Reduce or Eliminate the Barriers 2

• Professional Development--differentiated instruction

• Blending Learning professional development

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Stephanie Workman

Schedule
Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign In Sheets

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Stephanie Workman

Schedule
On 1/6/2017

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible
Stephanie Workman

Schedule
Quarterly, from 1/6/2017 to 7/28/2017

Evidence of Completion
Step Zero for 2017-2018 SIP

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. If Legacy Scholars Academy implements standards aligned to instruction based on differentiate learning, then we can expect student achievement to increase. 1

🔑 G083554

G1.B1 Teachers don't know how to differentiate instruction effectively 2

🔑 B221697

G1.B1.S1 Training on differentiated instruction 4

🔑 S233918

Strategy Rationale

Increase number of teachers effectively differentiating instruction

Action Step 1 5

Create a Needs Assessment Survey using resources from Achieving the Core to assess knowledge and skills of differentiated instruction in ELA and analyze the data to develop a Professional Learning Plan

Person Responsible

Stephanie Workman

Schedule

On 9/30/2016

Evidence of Completion

Completed Needs Assessment Survey during the first two weeks of school and develop Professional Learning Plan

Action Step 2 5

Provide professional learning on differentiated instruction in ELA based on the Needs Assessment Survey.

Person Responsible

Stephanie Workman

Schedule

Quarterly, from 9/1/2016 to 12/20/2016

Evidence of Completion

Outlook calendar; meeting notes/materials

Action Step 3 `5`

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Stephanie Workman

Schedule

Daily, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student work

Action Step 4 `5`

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Stephanie Workman

Schedule

On 5/26/2017

Evidence of Completion

Walk Thru Data

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

Track survey report to determine survey completion

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/12/2016 to 8/31/2016

Evidence of Completion

Survey Report

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

Meet to determine status of the professional learning plans and develop a tracking site

Person Responsible

Stephanie Workman

Schedule

Monthly, from 9/6/2016 to 10/21/2016

Evidence of Completion

Outlook Calendar & Weebly Site

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

SLT team provides follow up support to ensure implementation of differentiated instruction

Person Responsible

Stephanie Workman

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Outlook Calendar

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

Administrator conducts data walks and walk through

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Data Walk Collection Tools and MyPGS VSET

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

Determine status towards completing action steps 1-6 during monthly SLT Meeting

Person Responsible

Stephanie Workman

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Meeting Minutes

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

Analyze student scores and complete data review with teachers (elementary & secondary)

Person Responsible

Stephanie Workman

Schedule

Quarterly, from 9/6/2016 to 7/28/2017

Evidence of Completion

Data from SMT, VLT, DIA and FAIR

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M304891	Track survey report to determine survey completion	Workman, Stephanie	8/12/2016	Survey Report	8/31/2016 weekly
G1.B1.S1.A1 A300436	Create a Needs Assessment Survey using resources from Achieving the Core to assess knowledge and...	Workman, Stephanie	8/10/2016	Completed Needs Assessment Survey during the first two weeks of school and develop Professional Learning Plan	9/30/2016 one-time
G1.B1.S1.MA2 M304892	Meet to determine status of the professional learning plans and develop a tracking site	Workman, Stephanie	9/6/2016	Outlook Calendar & Weebly Site	10/21/2016 monthly
G1.B1.S1.A2 A300437	Provide professional learning on differentiated instruction in ELA based on the Needs Assessment...	Workman, Stephanie	9/1/2016	Outlook calendar; meeting notes/ materials	12/20/2016 quarterly
G1.MA2 M304897	SIP Midyear Review	Workman, Stephanie	1/6/2017	Midyear Review in CIMS	1/6/2017 one-time
G1.MA1 M304896	SIP Progress Monitoring Meeting	Workman, Stephanie	9/6/2016	SIP Progress Monitoring Meeting Minutes and Sign In Sheets	5/26/2017 quarterly
G1.B1.S1.MA3 M304893	SLT team provides follow up support to ensure implementation of differentiated instruction	Workman, Stephanie	8/29/2016	Outlook Calendar	5/26/2017 biweekly
G1.B1.S1.MA4 M304894	Administrator conducts data walks and walk through	Workman, Stephanie	8/29/2016	Data Walk Collection Tools and MyPGS VSET	5/26/2017 weekly
G1.B1.S1.MA5 M304895	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Workman, Stephanie	9/6/2016	Meeting Minutes	5/26/2017 monthly
G1.B1.S1.A3 A300438	Implement the knowledge and skills learned during each Professional Learning session	Workman, Stephanie	10/3/2016	Lesson plans, student work	5/26/2017 daily
G1.B1.S1.A4 A300439	Monitor and provide feedback and coaching as needed for each Professional Learning	Workman, Stephanie	10/3/2016	Walk Thru Data	5/26/2017 one-time
G1.MA3 M304898	State Assessment Results	Workman, Stephanie	1/6/2017	Step Zero for 2017-2018 SIP	7/28/2017 quarterly
G1.B1.S1.MA1 M304890	Analyze student scores and complete data review with teachers (elementary & secondary)	Workman, Stephanie	9/6/2016	Data from SMT, VLT, DIA and FAIR	7/28/2017 quarterly

V. Professional Development Opportunities

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

G1. If Legacy Scholars Academy implements standards aligned to instruction based on differentiate learning, then we can expect student achievement to increase.

G1.B1 Teachers don't know how to differentiate instruction effectively

G1.B1.S1 Training on differentiated instruction

PD Opportunity 1

Provide professional learning on differentiated instruction in ELA based on the Needs Assessment Survey.

Facilitator

District Staff

Participants

LSA Teachers

Schedule

Quarterly, from 9/1/2016 to 12/20/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Create a Needs Assessment Survey using resources from Achieving the Core to assess knowledge and skills of differentiated instruction in ELA and analyze the data to develop a Professional Learning Plan**	$0.00
2	G1.B1.S1.A2	**Provide professional learning on differentiated instruction in ELA based on the Needs Assessment Survey.**	$0.00
3	G1.B1.S1.A3	**Implement the knowledge and skills learned during each Professional Learning session**	$0.00
4	G1.B1.S1.A4	**Monitor and provide feedback and coaching as needed for each Professional Learning**	$0.00
		Total:	$0.00