

Orange County Public Schools

Legacy Middle



2017-18 Schoolwide Improvement Plan

Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	A

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Legacy Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At the beginning of the school year, families can attend our Pre-Flight Check which is a Meet the Teacher event allows students to receive their schedules and explore campus, they also have the opportunity to interact with many of the Partners in Education.

Throughout the school year, there are additional opportunities to build relationships with events like Open House, Teach-In, and athletic events.

Legacy Middle School is a Restorative Justice model school. Restorative Justice practices are utilized to build relationships between teachers and students at the Tier 1 level. These practices also provide opportunities to learn about students' cultures and are utilized to repair relationships.

The Best Practices for Inclusive Education (BPIE) assessment with its 34 indicators has also been used to gain a better understanding of students' needs and fortify the multi-tiered system of supports (MTSS) process.

Legacy will be returning to the team approach when it comes to student scheduling. Teams of students will share the same four academic teachers. This will promote strong relationship building among the teachers and students.

b. 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. Restorative Justice limits the number of suspensions on campus and changes 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.

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.

Legacy Middle School has an Instructional Intervention system comprised of teachers, administrators, the school psychologist, school counselors and the reading coach. Legacy Middle School has appropriate systems in place to ensure expected classroom behaviors are exhibited so that every student has the opportunity to achieve high academic success. Teachers and administration address student behavior. Teachers implement a behavior system within their classrooms that includes the use of contingency rewards and the acknowledgment of appropriate behavior. The Restorative Justice strategies are utilized to build relations that change the culture and climate at Legacy Middle School. The Restorative Justice process is incorporated in the school's disciplinary guidelines, as a means to diffuse or extinguish issues surrounding inappropriate behavior. School personnel utilize tools such as behavior contracts, positive praise and positive rewards for individuals and groups of students. Teachers also provide non-verbal redirection, verbal warnings and planned ignoring of negative behavior. Legacy Middle School has a Positive Behavioral Support system and Positive Alternative to School Suspension.

Students and parents are also informed of behavior expectations, which align with the district's Code of Student Conduct, through presentations, as well as the school website and social media.

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.

Legacy Middle School celebrates opportunities that value the diversity that all children and families bring to our school. Guidance and counseling are available through the guidance department. Referrals can also be made for outside resources by the guidance counselors and/or school psychologist. Select students will also be able to participate in ArtReach program. This program meets twice a week and not only allows for self-expression and confidence building, but also allows students to belong to a safe and nurturing peer group.

In addition, teachers provide meaningful and relevant instruction to meet the individual needs of students, but also incorporate conative skills throughout activities.

BPIE-Best Practices for Inclusive Education - is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our Multi-Tiered Systems 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 the MTSS team when they notice a student's attendance begins to drop, if student behavior is interfering with learning, or when grades indicate potential failure in a core content class. Teachers and the MTSS team are dedicated to providing specific interventions to ensure the academic success of all students.

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	42	36	51	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	36	34	46	0	0	0	0	116
Course failure in ELA or Math	0	0	0	0	0	0	41	70	61	0	0	0	0	172
Level 1 on statewide assessment	0	0	0	0	0	0	99	110	87	0	0	0	0	296
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	57	72	68	0	0	0	0	197

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

Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies. The MTSS Leadership Team examines data in Tier I, Tier II, and Tier III to determine the appropriate intervention for students and their families. Intervention strategies include tutoring, 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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, social media, Connect Orange phone calls, monthly student celebrations as well as content themed nights that occur on our campus throughout the year. Family members are encouraged to volunteer to chaperone field trips, be guest speakers, assist with fundraising efforts and simply show support of our students by being in attendance at all events.

Parents are kept informed of their child's progress via Parent Access to our school grading system (ProgressBook), through emails and phone calls from teachers and administrators and parent teacher conferences.

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.

Community stakeholders are provided with student achievement data and other information in order to be productive partners through SAC meetings. 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 Teach-In and STEM day. Due to close geographical proximity, Legacy sustains a valuable partnership with Lockheed Martin. Lockheed Martin has the ability to provide several engineering learning opportunities for the students like Manufacturing Day, E Week, and on campus field trips like the Mars bus.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Buckridge, Hilary	Principal
Tannehill, Tammy	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Dean
O'Callahan, Matthew	Dean
Lloyd, Barbra	Instructional Coach
Acevedo, Ivette	Instructional Coach
Murray, Alyson	Instructional Media
Study, Martina	School Counselor
Draggon, Angira	School Counselor
Lopez, Mabel	School Counselor
Gonzalez, Anna	Instructional Coach

b. Duties

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

Principal

Dr. Hilary Buckridge

- Evaluation of administrative staff
- Evaluation of instructional and non-instructional staff
- Facilitates the development and implementation of the School Improvement Plan (SI)
- Hires and retains instructional and non-instructional staff
- Liaison between Community Resources and School (Media Related)
- Liaison with Parent-Teacher-Student Association (PTSA) and School Advisory Council (SAC)
- Monitor teacher certification
- Oversees school-wide progress monitoring of student data
- Program planning, assessment and evaluation

- Responsible for all school activities and functions
- Responsible for closing the achievement gaps for student sub-populations
- Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures
- Responsible for promoting instructional leadership
- Responsible for School and Community Public Relations
- Responsible for school operations, budgeting and internal accounting
- Supervise curriculum and instruction
- Supervise school wide technology plan
- Supports PLC groups

Assistant Principal General Duties

- Coordination of Summer School activities/programs
- Evaluate selected instructional and non-instructional personnel
- Liaison between school, PTSA, and SAC
- Oversees school-wide progress monitoring of student data
- Responsible for closing the achievement gaps for student sub-populations
- Responsible for interpretation, explanation and the enforcement of district-wide policies, methods and procedures
- Responsible for promoting instructional leadership
- Supports PLC groups
- Supports student recognition awards as it occurs throughout the year
- Supports supervision of students

Assistant Principal of Instruction-Tamala Tannehill

- Administrator for ESE services
- Administrator for ESOL services
- Coordinate school-wide testing/assessment schedules
- Coordinate student orientation events, Pre-flight Check and Open House
- Coordinate the development and implementation of the School Improvement Plan
- Duty rosters for arrival, dismissal, transitions, and lunch
- Lead administrator in Principal's absence
- Liaison for PLC (parent leadership council)
- Master schedule (SMS), bell schedule, FTE (Certify & SRS), and accountability reports
- MTSS Coordinator
- Primary contact for tutoring, mentoring and course recovery
- Primary contact for records management, progress report and report cards, DUKE talent search and Orange TIPs

** Other duties as assigned

Assistant Principal of Operations

Gwendolyn Carter-Inge

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

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

Administrative Dean General Duties

- Assist in coordination and implementation of safety drills
- Assist with coordination and implementation of student supervision
- Assist with Academic Improvement Plan Process
- Assist with informal and coaching observations
- Assist with School Site Strategic Plan (Safe Plan)
- Assist with special events coordination
- Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
- Transition programs from alternative schools and probation
- Probation/community service liaison
- Progress monitor alternative to suspension and positive behavior support services
- Progress monitor disciplinary and attendance statistics
- Responsible for closing the achievement gaps for student subpopulations
- Restorative Justice team member
- Supports PLC groups

Dean: Matthew O'Callahan

- Primary contact for 7th & 8th grade supervision and disciplinary issues
- Coordinator for clubs/organizations/settlement agreement/YMCA
- Oversee Free/Reduced lunch program
- **Other duties as assigned

Dean: Gina Grant

- Primary contact for 6th & 7th grade supervision and disciplinary issues
- Coordinator for PIE/ADDitions/Five Star
- Liaison between school and PTSA and SAC
- **Other duties as assigned

Instructional Support General Duties

- Assist in the development and implementation of School Improvement Plan
- Assist with Academic Improvement Plan process
- Assist with informal and coaching observations
- Assist with school-wide progress monitoring of student data
- Assist with supervision of students
- Attend meetings necessary for school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
- Coordination of PLC groups
- Create, facilitate and support teacher professional development and implement the school-wide professional development plan
- Facilitate and monitor common lesson planning and common assessments
- Facilitate peer-to-peer teacher observations for professional growth, reflection, and Deliberate Practice
- Liaison for community outreach
- Member of the MTSS and Restorative Justice teams
- Monitor master school calendar on SharePoint
- Monitors school-wide programs and interventions, to include data analysis

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

Learning Resource Specialist: Maria Davila

- Co-coordinator for PIE/ADDitions
 - Coordinate in-service points and submission
 - Responsible for electronic bell schedules and maintenance
 - Responsible for staff recognition
 - Special events coordinator
 - Testing coordinator (district and state assessments)
- **Other duties as assigned

Math Coach: Barbara Lloyd

- Assists in coordinating district and state assessments
 - Coordinate interns and college volunteers
 - Facilitate new teacher induction and facilitate mentor/mentee support
 - Monitors mathematics and science instruction
 - Teacher certification
 - Teach-in
- **Other duties as assigned

Media Specialist: Alyson Murray

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

Staffing Specialist

Ivette Acevedo Santiago

- Assist in coordinating district and state testing
- Assist in scheduling of ESE para-professionals
- Assist in supporting professional development for teachers
- Assist in the development and implementation of School Improvement Plan
- Assist with monitoring tutoring programs
- Assist with school-wide progress monitoring of student data
- Assist with student recognition programs
- Assist with supervision of students

- Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
- Collaborate with guidance department to assist with the academic improvement plan process and course recovery
- Coordinate all ESE compliance activities
- Coordinate ESE, FTE and Federal Compliance Reports
- Coordinate the development and review of IEPs, EPs, re-evaluations, initial placements, dismissals, and other ESE service meetings
- Facilitate the documentation of consultation services
- Maintain current knowledge of placement and program options for ESE
- Member of the MTSS and Restorative Justice teams
- Monitor ESE student scheduling
- Monitor progress of ESE data to include interventions and enrichments
- Provide ESE instruction/support as needed
- Provide interventions or enrichments for students
- Responsible for closing the achievement gaps for student subpopulations
- Supports PLC groups

Behavioral Specialist

Niketra Johnson

- Assist in the development and implementation of School Improvement Plan
- Assist with supervision of students
- Assists and monitors ESE student scheduling
- Assists in coordinating district and state testing
- Attend meetings necessary to school operation, curriculum development and progress monitoring, including administrative leadership and faculty leadership
- Collaborate with guidance department to assist with the academic improvement plan process
- Other duties as assigned
- Members of the MTSS and Restorative Justice teams
- Provide and support professional development for teachers
- Provide ESE instruction/support as needed
- Provide interventions or enrichments for students
- ** Other duties as assigned

Guidance Counselor General Duties

- Assist in the development and implementation of School Improvement Plan
- Assist with positive behavior intervention plans
- Assist with school-wide progress monitoring of student data
- Assist with supervision of students
- Attend meetings for Alternative school candidates
- Attend meetings necessary school operation, curriculum development and progress monitoring
- Collaborate with staffing specialist
- Coordinate ACCESS (CELLA) and assist in coordination of other district and state assessments
- Coordinate all ELL plans, activities, FTE and Compliance Reports
- Coordinate outside resources and services including crisis intervention
- Coordinate student orientation, course scheduling and transition support
- Coordinate student recognition programs
- Coordinate the distribution of progress reports and report cards
- Coordinate virtual school and home school enrollment
- Facilitate 504 meetings, monitoring of services, and documentation
- Facilitate parent/teacher conferences
- Facilitate the Academic Improvement Plan process
- Member of the MTSS and Restorative Justice teams

- Responsible for academic advisement and career counseling
- Responsible for closing the achievement gaps for student subpopulations
- Responsible for monitoring progress of ELL data to include interventions and enrichments
- Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process

Sixth Grade: Mabel Lopez
Liaison for high school services (Class of 2024)
** Other duties as assigned

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

Eighth Grade: Angira Kapadia-Draggon
Liaison for high school services (Class of 2022)
** Other duties as assigned

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.

The continuous improvement model is the tool used for monitoring student achievement. Student progress monitoring is ongoing by using common formative assessments, mini measures of learning, iReady data, FSA performance data, EOC exam data and formative assessments. Departments progress monitor on a continuous basis and develop plans for targeted skill interventions and/or enrichment. Teachers meet and plan once a week during their common planning time. During the common planning time teachers discuss learning targets, create common assessments, determine appropriate instructional strategies and review performance data. Teachers participate in monthly professional development opportunities to increase their knowledge of instructional strategies and processes.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gina Grant	Teacher
Melanie Williams	Parent
Valerie Olivier	Parent
Ellen Seiple	Parent
Nicole Milligan	Parent
Ingrid Scharf	Student
France A Lopez	Parent
Gwendolyn Carter-Inge	Education Support Employee
Delicia Lowe	Parent
Kelly Garcia	Parent
Lucille Pettway	Parent
Martina Study	Teacher
Luke Turner	Parent
Rufus Boykin	Parent
Hilary Buckridge	Principal
Tamala Tannehill	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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. SAC is also provided with details on state assessment performance.

b. 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.

c. 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.

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

SAC approves school improvement funds to enhance the technology at Legacy.

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.

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.

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
Buckridge, Hilary	Principal
Tannehill, Tammy	Assistant Principal
Carter Inge, Gwendolyn	Assistant Principal
Grant, Gina	Instructional Coach
Murray, Alyson	Instructional Media
Gonzalez, Anna	Instructional Coach

b. Duties

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

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 coach 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 Scholastic Book Fairs to purchase fiction and nonfiction books to build the library collection and classroom libraries. Teachers also apply for grant funding to build classroom libraries annually. Other activities support literacy by providing reading incentives and celebrations through the Accelerated Reader program, and during Literary Character Day, Celebrate Literacy Week and Read Across America Day, which are national events held annually. We have multiple guest authors each year, sharing writing and characterization presentations to students. The school has four book clubs for students to join, and participates in the state's Sunshine State Young Readers Award program as well as the district Battle of the Books Competition. An additional LLT strategy at Legacy Middle School is that the Media Center is open to students for check out during the summer, as well.

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 which 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 regularly 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers participate in professional learning communities to research effective strategies and provide support for deliberate practice goals. Teachers are assigned classrooms according to their team and nearly all PLCs have common planning. This planning is purposeful and is used to encourage collaboration and sharing. PLC and department time is also built into the monthly Wednesday schedule. 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.

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

Instructional coaches provide curriculum support to our new teachers. In addition each new teacher is assigned a mentor to help them navigate curriculum and how to be a Jet. 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.

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

New teachers 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 bi-weekly basis to address certification and OCPS induction needs, procedural questions and/or needs of the mentee. Mentors are selected because of their content knowledge and the ability to guide novice teachers.

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.

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. The Curriculum Resource Materials (CRMs) and Scope and Sequence provided by the district are a guideline for instruction and provide additional resources relevant to the lesson. The curriculum and resources provided by the district and utilized at Legacy are SpringBoard, iReady, Algebra Nation, and Khan Academy.

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.

Classroom teachers and guidance counselors monitor multiple data sets including but not limited to: early warning indicator data, 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 assist 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.

The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions in which indicator 20 focuses on multi-tiered system of student supports (MTSS).

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: 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

Tannehill, Tammy, tamala.tannehill@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each year the guidance counselors meet with teachers, individual students and whole classes. They review students' current performance and course offerings to ensure that students understand the course progressions and choose meaningful classes. Several visits are made to elementary feeder schools to help students and parents make informed choices. During pre(pre-planning) the guidance team shared a binder that they had created for each team with all of the pertinent information that the team needed to be aware of including schedules and ESE/ELL/504/Gifted information. Over the summer the 8th grade guidance counselor had transition meetings with the high schools that Legacy feeds into to make certain that they were aware of anything about individual students that would make the transition to high school smoother.

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.

In the spring, our guidance counselors review the course offerings with each of our rising students for the following year. Visits by guidance to our elementary feeder schools are conducted to explain student course offerings and middle school expectations. A parent meeting for rising sixth graders is held to provide information about program offerings and middle school life. Guidance counselors introduce academic and career planning with all students.

During the school year, various meetings/presentations are offered to inform students on the available program paths in high school which include: Magnet, Advanced Placement, International Baccalaureate and Dual Enrollment. A partnership with Lockheed Martin has opened the doors to having engineers on campus working with our builders club as well as allowing opportunities for field trips to Lockheed Martin where students are exposed to real life uses of the skills they acquire in class.

2. 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 Florida State Standards. Students have the opportunity to earn not only industry certifications but also college credit.

3. 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
- * 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

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.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** Increase ELA, Mathematics, Civics, and Science proficiency in subgroups (Division Priority: Accelerate student performance)

- G2.** Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps)

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. Increase ELA, Mathematics, Civics, and Science proficiency in subgroups (Division Priority: Accelerate student performance) 1a

G095324

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	75.0
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
FSA Science Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of targeted differentiation based on data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Academic notebooks
- Common planning
- MTPs and test item specifications

Plan to Monitor Progress Toward G1. 8

Common assessment data will be monitored - ELA (FRL), Math (FRL), Science (FRL), and Civics (ESE)

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Teacher's common assessment data sheet based on subgroup

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps) 1a

G095325

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- The ability to provide interventions for students while maintaining the pace of the focus calendar

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Administrative team
- PLC
- MTPs and test item specifications
- CPALMS
- Intensive reading and math classes
- MTSS Team
- iReady

Plan to Monitor Progress Toward G2. 8

Regularly evaluate school wide data

Person Responsible

Hilary Buckridge

Schedule

Quarterly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Administrative team will check school wide data to ensure intervention activities are effective.

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. Increase ELA, Mathematics, Civics, and Science proficiency in subgroups (Division Priority: Accelerate student performance) **1**

 G095324

G1.B2 Lack of targeted differentiation based on data **2**

 B256623

G1.B2.S1 PLCs are utilized for teacher collaboration. **4**

 S271410

Strategy Rationale

Teachers collaborate weekly to design differentiated lesson plans.

Action Step 1 **5**

PLC minutes will be reviewed for evidence of differentiation.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

PLC minutes should contain evidence of planning for differentiation.

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

Classroom observations conducted

Person Responsible

Tammy Tannehill

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

iObservation data of elements based on organizing students.

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

Student achievement data

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Teacher data sheets based on targeted subgroup

G1.B2.S2 Professional development opportunities are provided by the DPLC. 4

S271411

Strategy Rationale

The District PLC (DPLC) members are learning and sharing best practices pertaining to close reading, academic vocabulary, and text complexity.

Action Step 1 5

Teachers will attend school-based professional development provided by the DPLC on differentiation.

Person Responsible

Hilary Buckridge

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom observations conducted

Person Responsible

Hilary Buckridge

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

iObservation data of elements based on organizing students.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student achievement data

Person Responsible

Hilary Buckridge

Schedule

Every 3 Weeks, from 9/11/2017 to 6/1/2018

Evidence of Completion

Teacher common assessment data based on targeted subgroups

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow the achievement gaps) 1

 G095325

G2.B1 The ability to provide interventions for students while maintaining the pace of the focus calendar 2

 B256624

G2.B1.S1 Use data to drive intervention instruction 4

 S271412

Strategy Rationale

Often teachers spend time on standards that students may have already mastered. By using data from iReady, teachers will have the ability to target their instruction to narrow the achievement gaps.

Action Step 1 5

Teachers that teach intensive classes will utilize iReady.

Person Responsible

Barbra Lloyd

Schedule

Daily, from 8/9/2017 to 6/1/2018

Evidence of Completion

iReady data of the lowest 25%

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

Classroom observations

Person Responsible

Tammy Tannehill

Schedule

Biweekly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Evidence of the utilization of data to drive instruction should be evident during classroom observations.

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

Progress monitoring of data

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Students in the intensive classes will show growth in their iReady data.

G2.B1.S2 Development of a strong MTSS team **4**

 S271413

Strategy Rationale

An effective MTSS team will assist teachers with making decisions on effective interventions.

Action Step 1 **5**

The MTSS team will meet monthly.

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

MTSS meeting minutes and agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Review of MTSS meeting minutes

Person Responsible

Tammy Tannehill

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Minutes will indicate specific interventions that teachers can utilize to help students be academically successful.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor the growth of students that are indicated in the minutes.

Person Responsible

Tammy Tannehill

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

MTSS graphs will show growth in deficit standards if the interventions are effective.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M388958	Common assessment data will be monitored - ELA (FRL), Math (FRL), Science (FRL), and Civics (ESE)	Tannehill, Tammy	9/11/2017	Teacher's common assessment data sheet based on subgroup	6/1/2018 monthly
G2.MA1 M388965	Regularly evaluate school wide data	Buckridge, Hilary	9/11/2017	Administrative team will check school wide data to ensure intervention activities are effective.	6/1/2018 quarterly
G1.B2.S1.MA1 M388954	Student achievement data	Tannehill, Tammy	9/11/2017	Teacher data sheets based on targeted subgroup	6/1/2018 monthly
G1.B2.S1.MA1 M388955	Classroom observations conducted	Tannehill, Tammy	9/11/2017	iObservation data of elements based on organizing students.	6/1/2018 every-3-weeks
G1.B2.S1.A1 A363865	PLC minutes will be reviewed for evidence of differentiation.	Tannehill, Tammy	9/5/2017	PLC minutes should contain evidence of planning for differentiation.	6/1/2018 monthly
G2.B1.S1.MA1 M388959	Progress monitoring of data	Tannehill, Tammy	9/11/2017	Students in the intensive classes will show growth in their iReady data.	6/1/2018 monthly
G2.B1.S1.MA1 M388960	Classroom observations	Tannehill, Tammy	9/11/2017	Evidence of the utilization of data to drive instruction should be evident during classroom observations.	6/1/2018 biweekly
G2.B1.S1.A1 A363867	Teachers that teach intensive classes will utilize iReady.	Lloyd, Barbra	8/9/2017	iReady data of the lowest 25%	6/1/2018 daily
G1.B2.S2.MA1 M388956	Student achievement data	Buckridge, Hilary	9/11/2017	Teacher common assessment data based on targeted subgroups	6/1/2018 every-3-weeks
G1.B2.S2.MA1 M388957	Classroom observations conducted	Buckridge, Hilary	9/11/2017	iObservation data of elements based on organizing students.	6/1/2018 every-3-weeks
G1.B2.S2.A1 A363866	Teachers will attend school-based professional development provided by the DPLC on...	Buckridge, Hilary	9/1/2017	Agendas and sign-in sheets	6/1/2018 quarterly
G2.B1.S2.MA1 M388961	Monitor the growth of students that are indicated in the minutes.	Tannehill, Tammy	9/1/2017	MTSS graphs will show growth in deficit standards if the interventions are effective.	6/1/2018 quarterly
G2.B1.S2.MA1 M388962	Review of MTSS meeting minutes	Tannehill, Tammy	9/1/2017	Minutes will indicate specific interventions that teachers can utilize to help students be academically successful.	6/1/2018 monthly
G2.B1.S2.A1 A363868	The MTSS team will meet monthly.	Tannehill, Tammy	9/1/2017	MTSS meeting minutes and agenda	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Increase ELA, Mathematics, Civics, and Science proficiency in subgroups (Division Priority: Accelerate student performance)

G1.B2 Lack of targeted differentiation based on data

G1.B2.S2 Professional development opportunities are provided by the DPLC.

PD Opportunity 1

Teachers will attend school-based professional development provided by the DPLC on differentiation.

Facilitator

DPLC Team

Participants

teachers

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	PLC minutes will be reviewed for evidence of differentiation.				\$0.00
2	G1.B2.S2.A1	Teachers will attend school-based professional development provided by the DPLC on differentiation.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	0242 - Legacy Middle	General Fund		\$4,500.00
3	G2.B1.S1.A1	Teachers that teach intensive classes will utilize iReady.				\$1,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0242 - Legacy Middle			\$1,540.00
4	G2.B1.S2.A1	The MTSS team will meet monthly.				\$0.00
					Total:	\$6,040.00