

Volusia County Schools

Legacy Scholars Academy



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	46%

School Grades History

Year
Grade

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 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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.

2018-19 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.

Providing an engaging and safe environment ensuring all students the opportunity to achieve academic, social and emotional growth.?

b. Provide the school's vision statement.

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 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.

- 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	0	
One or more suspensions	0	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	0	
Level 1 on statewide assessment	0	0	0	1	1	3	0	0	3	1	4	1	5	19	

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	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 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

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

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 consisting 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
Mary Cortez	Business/Community
FUMCH House Parents	Business/Community
Stephanie Workman	Principal
Allie Blankenship	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

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

SAC reviewed and provided input to the School Improvement Pan.

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 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.

Professional Learning Communities (PLCs) and instructional coaching are critical practices to help build positive, 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, Individualized 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 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.

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 through virtual learning to facilitate the student being able to enter high school with their cohort. Tutoring sessions and credit retrieval opportunities are available after 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 computer applications. 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 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.** If leaders at Legacy Scholars Academy create a structure for an effective social emotional learning initiative, then teachers and support staff will create an engaging environment where students practice self-awareness, self-management, social awareness, healthy relationship skills, and show responsible decision making.

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 leaders at Legacy Scholars Academy create a structure for an effective social emotional learning initiative, then teachers and support staff will create an engaging environment where students practice self-awareness, self-management, social awareness, healthy relationship skills, and show responsible decision making. **1a**

G100502

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**

- Integration of the depth of SEL
- SEL standards integrated into core instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development
- RULER Resources
- School-Connect Resources

Plan to Monitor Progress Toward G1. **8**

SIP Progress Monitoring Meeting

Person Responsible

Stephanie Workman

Schedule

On 5/31/2019

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 1/16/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Stephanie Workman

Schedule

Annually, from 6/20/2019 to 7/19/2019

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 leaders at Legacy Scholars Academy create a structure for an effective social emotional learning initiative, then teachers and support staff will create an engaging environment where students practice self-awareness, self-management, social awareness, healthy relationship skills, and show responsible decision making. 1

G100502

G1.B1 Integration of the depth of SEL 2

B270991

G1.B1.S1 Refine systematic practice and provide professional learning to support implementation of a SEL program. 4

S286906

Strategy Rationale

Increase percentage of teachers effectively implementing SEL curriculum.
Decrease discipline referrals.
Foster collective efficacy among students and staff.

Action Step 1 5

Develop SEL Leadership Team to help implementation of SEL/RULER

Person Responsible

Stephanie Workman

Schedule

Weekly, from 7/2/2018 to 6/27/2019

Evidence of Completion

Calendar Meeting Notice, Minutes from Meetings

Action Step 2 5

Share SEL Implementation Plan and Conduct RULER training with new and old staff

Person Responsible

Stephanie Workman

Schedule

Quarterly, from 8/7/2018 to 6/6/2019

Evidence of Completion

Outlook calendar; meeting notes/materials

Action Step 3 5

Implement SEL Class into Master Schedule

Person Responsible

Stephanie Workman

Schedule

On 7/25/2018

Evidence of Completion

Master Schedule

Action Step 4 5

Integrate SEL Competencies into the Core Curriculum

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/7/2018 to 6/6/2019

Evidence of Completion

Lesson Plans

Action Step 5 5

PLC's will review quarterly data elements, including discipline and academic data, to determine impact of SEL program implementation

Person Responsible

Stephanie Workman

Schedule

Quarterly, from 8/7/2018 to 6/6/2019

Evidence of Completion

Data Analysis

Action Step 6 5

Provide coaching and mentoring of RULER/SEL implementation/integration

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/7/2018 to 6/6/2019

Evidence of Completion

Walkthroughs, coaching notes, teacher feedback, Outlook Calendar

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

Verify creation of master schedule

Person Responsible

Stephanie Workman

Schedule

On 7/25/2018

Evidence of Completion

Master Schedule

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

Verify that SEL Leadership Team has created a plan for implementation of RULER

Person Responsible

Stephanie Workman

Schedule

On 7/31/2018

Evidence of Completion

Implementation Plan

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

Provide follow up support to ensure implementation of the SEL/RULER program

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Outlook Calendar, Walkthrough Notes

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

Administrator conducts Data Walkthroughs

Person Responsible

Stephanie Workman

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data Walk Collection Tools and MyPGS VSET

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

SEI/EVS Survey

Person Responsible

Stephanie Workman

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Meeting Minutes

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

Discuss the effectiveness of SEL Implementation and Integration and analyze supporting data

Person Responsible

Stephanie Workman

Schedule

On 3/15/2019

Evidence of Completion

Data from SMT, VLT, DIA and FAIR

G1.B1.S2 Provide strategies and time for SEL integration into the classroom. 4

S286907

Strategy Rationale

Expand teacher best practices toolbox.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B1.S3 Provide a schoolwide schedule to implement SEL lessons. 4

S286908

Strategy Rationale

Increase engagement of students in SEL practices

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Implement highly effective PLC's that review behavioral, social/emotional and academic data.

4

 S286909

Strategy Rationale

Developing PLC cycles that ensure all students' needs are met including social/emotional needs.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

V. Professional Development Opportunities

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

G1. If leaders at Legacy Scholars Academy create a structure for an effective social emotional learning initiative, then teachers and support staff will create an engaging environment where students practice self-awareness, self-management, social awareness, healthy relationship skills, and show responsible decision making.

G1.B1 Integration of the depth of SEL

G1.B1.S1 Refine systematic practice and provide professional learning to support implementation of a SEL program.

PD Opportunity 1

Share SEL Implementation Plan and Conduct RULER training with new and old staff

Facilitator

Trevis Bright, Margaret Kaste, Mary Cortez

Participants

LSA Teachers and Paraprofessionals

Schedule

Quarterly, from 8/7/2018 to 6/6/2019

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	Develop SEL Leadership Team to help implementation of SEL/RULER	\$0.00
2	G1.B1.S1.A2	Share SEL Implementation Plan and Conduct RULER training with new and old staff	\$0.00
3	G1.B1.S1.A3	Implement SEL Class into Master Schedule	\$0.00
4	G1.B1.S1.A4	Integrate SEL Competencies into the Core Curriculum	\$0.00
5	G1.B1.S1.A5	PLC's will review quarterly data elements, including discipline and academic data, to determine impact of SEL program implementation	\$0.00
6	G1.B1.S1.A6	Provide coaching and mentoring of RULER/SEL implementation/integration	\$0.00
7	G1.B1.S3.A1		\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S3.A1 A388497	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M424520	Verify creation of master schedule	Workman, Stephanie	7/25/2018	Master Schedule	7/25/2018 one-time
G1.B1.S1.A3 A388493	Implement SEL Class into Master Schedule	Workman, Stephanie	7/18/2018	Master Schedule	7/25/2018 one-time
G1.B1.S1.MA2 M424521	Verify that SEL Leadership Team has created a plan for implementation of RULER	Workman, Stephanie	7/2/2018	Implementation Plan	7/31/2018 one-time
G1.MA2 M424526	SIP Midyear Review	Workman, Stephanie	1/16/2019	Midyear Review in CIMS	1/16/2019 one-time
G1.B1.S1.MA1 M424519	Discuss the effectiveness of SEL Implementation and Integration and analyze supporting data	Workman, Stephanie	3/15/2019	Data from SMT, VLT, DIA and FAIR	3/15/2019 one-time
G1.MA1 M424525	SIP Progress Monitoring Meeting	Workman, Stephanie	8/13/2018	SIP Progress Monitoring Meeting Minutes and Sign In Sheets	5/31/2019 one-time
G1.B1.S1.MA3 M424522	Provide follow up support to ensure implementation of the SEL/RULER program	Workman, Stephanie	8/13/2018	Outlook Calendar, Walkthrough Notes	5/31/2019 weekly
G1.B1.S1.MA4 M424523	Administrator conducts Data Walkthroughs	Workman, Stephanie	8/13/2018	Data Walk Collection Tools and MyPGS VSET	5/31/2019 weekly
G1.B1.S1.MA5 M424524	SEI/EVS Survey	Workman, Stephanie	8/13/2018	Meeting Minutes	5/31/2019 semiannually
G1.B1.S1.A2 A388492	Share SEL Implementation Pan and Conduct RULER training with new and old staff	Workman, Stephanie	8/7/2018	Outlook calendar; meeting notes/ materials	6/6/2019 quarterly
G1.B1.S1.A4 A388494	Integrate SEL Competencies into the Core Curriculum	Workman, Stephanie	8/7/2018	Lesson Plans	6/6/2019 weekly
G1.B1.S1.A5 A388495	PLC's will review quarterly data elements, including discipline and academic data, to determine...	Workman, Stephanie	8/7/2018	Data Analysis	6/6/2019 quarterly
G1.B1.S1.A6 A388496	Provide coaching and mentoring of RULER/SEL implementation/integration	Workman, Stephanie	8/7/2018	Walkthroughs, coaching notes, teacher feedback, Outlook Calendar	6/6/2019 weekly
G1.B1.S1.A1 A388491	Develop SEL Leadership Team to help implementation of SEL/RULER	Workman, Stephanie	7/2/2018	Calendar Meeting Notice, Minutes from Meetings	6/27/2019 weekly
G1.MA3 M424527	State Assessment Results	Workman, Stephanie	6/20/2019	Step Zero for 2017-2018 SIP	7/19/2019 annually