Orange County Public Schools

Legacy Middle

2022-23 Schoolwide Improvement Plan

Table of Contents

Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

https://legacyms.ocps.net/s.net/

Demographics

Principal: Jason Jimenez

Start Date for this Principal: 6/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (52%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Jimenez, Jason	Principal	The principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversee facilities.
DiMura, Maria	Assistant Principal	The Assistant Principal is responsible for maintaining and fostering safe and orderly operations on school grounds in order for students to focus on learning and teachers to focus on teaching. The Assistant Principal assists the principal with curriculum, instruction, and data analysis and conducts classroom observations in order to give actionable feedback. The Assistant Principal serves on the Leadership Team and supports the SIP. The Assistant Principal supports Grade ELA instruction, and performs duties as assigned by the Principal.
Fuller, Beth	Assistant Principal	Assistant Principal of Instruction - oversees management of the master schedule, FTE, progress reports, report cards, The Assistant Principal assists the principal with curriculum, instruction, and data analysis. The Assistant Principal serves on the Leadership Team and supports the SIP. The Assistant Principal conducts classroom observations in order to give actionable feedback. The Assistant Principal supports school wide systems, instructional outcomes. The Assistant Principal supports Grade 8 instruction and performs other duties as assigned.
Bourkova, Yulia	Instructional Coach	The instructional coach builds teacher capacity and teacher understanding of instructional practices; they are responsible for ensuring high-quality instruction in classrooms through modeling, planning, co-teaching, and instructional feedback to teachers.
Knight, Jay	Dean	The dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and community, and creating a safe and supportive school climate.
Milliman, Sheri	Dean	The dean is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior, fostering a culture of high expectations for all students, building strong partnerships with families and community, and creating a safe and supportive school climate.
Scurry, Jessica	Instructional Media	Responsible for curating, purchasing, and maintaining digital and paper texts. Oversees our Partners in Education program, Teach In, and our 'Legacy Live' student news team. Manages Destiny, Archibus, and ensures that Legacy is 100% compliant with school inventory audits.

Name	Position Title	Job Duties and Responsibilities
	Staffing Specialist	Responsible for all federal, state, and district mandates governing the education of Students with Disabilities.
Acevedo, Ivette		

Demographic Information

Principal start date

Tuesday 6/22/2021, Jason Jimenez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

681

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	245	210	226	0	0	0	0	681
Attendance below 90 percent	0	0	0	0	0	0	58	78	61	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	1	6	5	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	9	5	6	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	4	0	5	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	46	57	80	0	0	0	0	183
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	62	73	0	0	0	0	190
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	67	76	0	0	0	0	186

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/1/2022

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	
Number of students enrolled	0	0	0	0	0	0	228	246	285	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	52	63	65	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	3	16	21	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	3	11	40	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	6	21	17	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	43	47	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	37	40	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	52	65	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	228	246	285	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	52	63	65	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	3	16	21	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	3	11	40	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	6	21	17	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	43	47	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	37	40	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	52	65	0	0	0	0	149

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	49%	50%				54%	52%	54%
ELA Learning Gains	48%						50%	52%	54%
ELA Lowest 25th Percentile	38%						39%	45%	47%
Math Achievement	47%	36%	36%				51%	55%	58%
Math Learning Gains	52%						48%	55%	57%
Math Lowest 25th Percentile	49%						49%	50%	51%
Science Achievement	48%	55%	53%				48%	51%	51%
Social Studies Achievement	64%	61%	58%				67%	67%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	52%	0%	54%	-2%
Cohort Comparison						
07	2022					
	2019	47%	48%	-1%	52%	-5%
Cohort Comparison		-52%				
08	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	9%	43%	-34%	55%	-46%
Cohort Comparison						
07	2022					
	2019	48%	49%	-1%	54%	-6%
Cohort Comparison		-9%				
08	2022					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	49%	-3%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	66%	-1%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	53%	30%	57%	26%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	29	29	13	40	41	17	30			
ELL	30	40	36	29	43	45	39	38	35		
ASN	74	56		81	73		86	78	72		
BLK	37	39	32	32	44	48	28	54			
HSP	40	47	40	43	50	47	41	61	45		
MUL	64	64		45	36						
WHT	57	52		61	56	58	69	74	43		
FRL	41	45	37	41	50	49	36	58	46		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	19	16	10	24	25	7	24			
ELL	23	39	36	20	24	25	6	40	33		
ASN	75	66		75	30		71	95	88		
BLK	40	37	29	26	29	42	37	58	32		
HSP	38	39	27	32	20	22	32	44	54		
MUL	53	60		60	40						
WHT	66	51	21	54	26		62	77	68		
FRL	34	37	30	29	22	29	28	48	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	30	30	22	38	43	25	38	30		
ELL	30	43	40	29	42	46	24	48	57		
ASN	76	68		83	70		78	90	84		
BLK	45	44	30	34	32	28	34	65	61		
HSP	47	47	38	42	46	52	38	61	58		
MUL	65	58		65	42		90		71		
WHT	71	55	35	71	54	61	63	77	73		
FRL	47	46	37	43	45	46	40	59	58		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Among our three targeted subgroups, SWD, ELL, and students of color, all three made improvements from the 2020-21 school year compared to the 2021-22 school year. In comparison to the 2018-19 school year, all three are still below their pre-pandemic achievement ratings. Among our core content areas, the two content areas that have not improved year over year from the 2019 school year to 2022 are ELA and our Acceleration components. Prior to this school year, students were not appropriately scheduled in high school EOC courses, Algebra I and Geometry. This has since been rectified. Over a four year longitudinal study of student data that accounts for student achievement both pre and post pandemic, Legacy saw a total movement of 105 points with a net gain of 73 points for a total movement of 8 percentage points from a 41% to a 49%, C.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our SWD population now shows three consecutive years of under performing achievement results. In addition to our SWD population, our ELL and students of color are underperforming below state performance levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement are outlined by unfavorable student outcomes. While we have focused on SWD in the 2021-22 school year, additional focus and targeting of ELL and students of color must be created to ensure equitable outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The components that showed the most improvement were Math LG, Math B25, Civics and Science 8th. Math LG improved 22 points, Math B25 improved 28 points, Civics improved 8 points, and Science 8th went up 6 points from the 2020-21 to the 2021-22 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We instituted a multi-faceted and layered approach with pullouts and push-ins to support students within our Math LG subgroup. We provided pullout support for targeted students in Science 8th as well. Within our classroom during instructional time, groupings of students These actions contributed to our gains.

What strategies will need to be implemented in order to accelerate learning?

For our students to achieve, all stakeholders must make a concerted effort and commitment to teaching and learning of all students. We will continue to monitor student accommodations, provide engaging, student centered lessons, monitor student outcomes, and act accordingly when our data trends unfavorably to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will focus on job-embedded PDs that are consistent throughout teacher PLCs and staff meetings that provide all teachers with learning opportunities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will be our mentoring program we will ensure to have for teacher support. This will provide teachers the support to learn and grow in a positive climate and safe environment.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We will focus on effectively and consistently employing high yield strategies to increase student mastery of standards, specifically among students with disabilities, ELL, and African American Students. Overall, year over year, students in ELA have underperformed. From 2019 to 2022, ELA proficiency has declined 8 points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students in all sub-groups will show growth through small group instruction. Small group interventions will take place at various times of the school day, through elective periods, to address gaps in skills. Students that are identified as needing additional support will be supported with iReady. This approach will provide students with additional exposures to content and practice. As a result of this initiative, we expect to see an 8% increase in student achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students at Legacy Middle School will be monitored through quarterly state and local assessments.
Person responsible for monitoring outcome:	Jason Jimenez (jason.jimenez@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Due to the rollout of new benchmarks that are replacing previously used state standards, our focus on support student proficiency and growth will require our staff to closely monitor student engagement and understanding after each Progress Monitoring activity, which is scheduled to occur three times during the school year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting this strategy is based off of ELA's waning trend data over the course of four years. It is imperative that students show proficiency and understanding on every benchmark to demonstrate growth in all aspects of ELA benchmarks this year.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development on data collected on instructional walks.
2. Teachers and coaches will work closely to monitor student progress and make adjustments to instruction frequently within PLCs, twice a week through our 'what' and 'how' day of planning.

3. The leadership team will meet weekly to monitor progress of student data, share progress reports, observations, commendations, and recommendations as observed by visiting classrooms and attending content collaboration meetings.
4. Follow-up coaching will be provided to individual teachers or departments as needed.

Person Responsible Jason Jimenez (jason.jimenez@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We will focus on effectively and consistently employing high yield strategies to increase student mastery of standards, specifically among students with disabilities, ELL, and African American students. Based off of trend data, students at Legacy Middle School were not scheduled according to their performance data. More students could have been placed appropriately in rigorous coursework; had their data been closely reviewed prior to scheduling. Since 2021-22, we have made strides towards scheduling students in appropriate courses. As a result no students at Legacy have been identified as needing to scheduled in an EOC course.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With student data being used to appropriately schedule students in rigorous coursework, we expect to see an 4% increase in overall student performance in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Throughout this year, students will be assessed utilizing a new testing apparatus from the state. Students who display significant proficiency in the first quarterly state assessment will be reviewed to determine if a more suitable placement is in order to ensure that outcomes are maximized. Students that have the capacity to perform well will be paired with a Tier I Interventionist for additional practice and enrichment activities.
Person responsible for monitoring outcome:	Jason Jimenez (jason.jimenez@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Due to the rollout of new benchmarks that are replacing previously used state standards, our focus on support student proficiency and growth will require our staff to closely monitor student engagement and understanding after each Progress Monitoring activity, which is scheduled to occur three times during the school year.
Rationale for Evidence-based Strategy: Explain the rationale for	The rationale for selecting this strategy is to provide students with opportunities to maximize their growth and potential through rigorous coursework, which allows for students to continue their positive trajectory towards college and career.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Legacy Middle School promotes open dialogue, feedback, and input to be discussed and addressed for the betterment of all that call Legacy Middle School home. Per our Panorama data, both our faculty and staff substantiated that school administration promote a supportive and fulfilling environment. Based on Panorama data, we do have areas of growth with relation to the perceptions of students at Legacy. An area of grave concern for school leadership are the digital blind spots created on social media sites and platforms that students frequent that allow idea pathogens to germinate. This unchecked behavior is inextricably linked towards student apprehension and perspective

Identify the stakeholders and their role in promoting a positive school culture and environment.

Jason Jiménez, principal - oversees the overall function, capacity and pulse of the school
Elizabeth Fuller, assistant principal - supports ESE and student services
Maria DiMura, assistant principal - schedules student friendly engaging activities
Yulia Bourkova, instructional coach - provides teachers with strategies to support student needs
Jessica Scurry, media specialist - creates a warm and inviting media center, the central hub of Legacy
Jay Knight, dean - provides counseling and direction with student behavior
Sheri Milliman, dean - provides counseling and direction with student behavior