

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Mrs. Roberta VanHouten

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Legacy Charter High School

(As it should appear in the official records)

School Mailing Address 1550 East Crown Point Road

(If address is P.O. Box, also include street address.)

City Ocoee State FL Zip Code+4 (9 digits total) 34761-3722

County Orange County State School Code Number* 0119

Telephone 407-656-4673 Fax 407-264-6960

Web site/URL http://hopecharter.org E-mail roberta.vanhouten@hopecharter.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent* _____

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: _____

Other)

District Name Orange County Tel. 407-317-3200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Sherri Bousfield

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 129 Elementary schools (includes K-8)
 - 35 Middle/Junior high schools
 - 19 High schools
 - 0 K-12 schools
- 183 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	24	22	46
10	26	20	46
11	23	20	43
12	20	15	35
Total Students	93	77	170

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 7 % Black or African American
 - 12 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	173
(5) Total transferred students in row (3) divided by total students in row (4)	0.098
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %
4 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Tagalog, Arabic, French, Spanish
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 5

Information for Public Schools Only - Data Provided by the State

The state has reported that 0 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	100%	97%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	38
Enrolled in a 4-year college or university	87%
Enrolled in a community college	0%
Enrolled in career/technical training program	3%
Found employment	3%
Joined the military or other public service	5%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: It is our desire to provide an academic environment in which each child will thrive and succeed, regardless of the individual's academic strengths or weaknesses.

PART III – SUMMARY

Legacy High School

As our founder struggled with the educational needs of her autistic son, she longed for an environment that would allow him to integrate into the classroom slowly. He would need social and behavioral support; and academically, he would need education offered the way his brain was wired. She recognized his need for a setting that supported health and incorporated researched methods to assist with brain healing and plasticity. Unfortunately, that type of environment was not available for a child with autism. Educational settings were unsure how to negotiate the needs of many marginal students, particularly for families with limited resources.

Being an educator she recognized that many students need the support she desired for her son. In 2000 she opened Hope Charter School with 4 classrooms of students and a metal cabinet on the sidewalk for her office. The staff offered brain based teaching in the classrooms, recess with brain gym games, water and diet guidelines and spiraling curriculum materials to enhance processing and retention. Hope's students thrived and Hope grew to 14 classrooms. As students were approaching eighth grade the prospect of losing the environment that brought so much success was becoming apparent and the parents clamored for a high school...Legacy Charter High School.

Today, Legacy Charter High School is one of the few inclusionary models for students with autism in the State of Florida. Our student body of 170 students is comprised of a 30% population of atypical learners. The spectrum of ability levels range from a healthy number of dual enrolled students to our Life academy students on a special diploma track. While we host a wide array of learning needs beyond autism, we recognize that many students require support to thrive in the classroom and provide this to all our students regardless of diagnosis or ESE designation. Incoming students participate in a lottery system as outlined by the State of Florida. Because of our success a large majority of applicants are students who have not seen success in other arenas.

Legacy's teachers are well trained in brain based methods of instruction and use them in the classroom daily. Curriculum materials are spiraling to enhance retention and class sizes vary so that all learners get the support they need to thrive. We have hosted classes as small as 1 student so that mastery of material is attainable to students with multiple learning needs. Students with processing issues are often double and triple blocked to give them ample time to assimilate and appropriately respond to class materials. We also offer an after-school tutoring program that provides the support and the direct accountability some students require.

The focal point for our founding board members was the brain and what would allow it to function optimally. Our guidelines promote a healthy diet and restrict sugar, food colorings, and preservatives campus wide. Field trips and class parties, on and off campus, share the same guidelines so that we support optimal brain function at every event associated with our school. Our classroom hydration requirement helps to prevent lack of focus, increased processing time, and delayed memory retrieval that even 3% dehydration will cause.

Pathways, our neurodevelopmental program, utilizes a host of multi-sensory therapies for improving brain function. The keystones of our program are neurofeedback and The Integrated Listening Program. All programs are available in our community, but the costs are staggering. Our goal was to integrate therapies into the student's day and at no cost. We currently have a 95% success rate with students who attend Pathways and the families scheduled no appointments and paid no fees. To date, we have seen close to 200 quiet miracles, reading levels that increased up to 3 levels in 3 months, autistic students who are freed up to articulate their thoughts and feelings, ADHD symptoms that abated so that students can attend to tasks, even a case of dyslexia that subsided. When we added Pathways to our school we were the only school in the nation to offer these services.

I have watched an array of graduates from a national merit scholarship winner and students who earn their Associate of Arts degree at the same time they earn their high school diploma to our students who progress

from a point of no hope of academic success to proudly walking across our stage with a regular diploma in their hand. The cost to our dedicated staff is no small amount of sweat equity, long hours, and perseverance. The cost to society if we had not succeeded would have been staggering.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Language Arts classes are leveled according to grade with a distinct reading list for each level. Classes use Glencoe Literature texts paired with classic novels and factual articles to compare and contrast view points. These serve as a springboard for writing prompts. Spelling, vocabulary, and grammar are woven into the fabric of the lessons so that a seamless unit is created. Literature based sentence patterning is a new method we adopted this year and it has proven itself to advance the level of writing in every class. Students with lower reading levels are provided editions of the same novels at their Lexile level so they can read along with the class and participate in class discussions. While all students use Achieve 3000 to differentiate Lexile levels (up to sophomore college level) with support articles, our lower students also use Reading Plus and are single or double blocked in an Intensive Reading class where they are given explicit instruction in reading and vocabulary.

Legacy offers math based sciences in 9th grade, Physical Science, with Physics and Chemistry as electives at the upper levels. Our lower students receive tutoring to master the formulas and calculations required. Life sciences are taught first in 10th grade Biology and then as Honors Anatomy and Physiology, an elective. These classes provide kinesthetic opportunities for students so that even our lower students succeed. Our Marine Science elective students become the care takers of our 300 gallon salt water aquarium. They enjoy the yearly trip to the Florida Keys where they participate in an outdoor classroom at John Penny Camp and tour a wounded sea tortoise hospital. Due to its scope and sequence Glencoe texts lend themselves as a skeleton for our curriculum and the teachers enrich the text with their considerable experience. Once a year all students participate in a Science Fair based on the content of the science class they are taking. We see a wide variety of subjects and pay close attention to the 10th graders who declare their goal of dual enrollment so that we are cognizant of their ability to produce a college worthy product with a long term assignment.

Social studies classes that are required for a Florida Diploma are 9th grade World History, 11th grade World History and 12th grade Government. Each class is based on a scope and sequence with Glencoe, but students are provided rich literature from the period being studied and we use Sandra Day O'Connor's work through Ever Fi to enhance the law portion of our Government classes. Our lower students are provided tutoring, but it is rare that we have a student struggle with this subject. Our teachers are passionate about history and make the lessons memorable.

Our math department uses Saxon Math as our scope and sequence. We adopted Saxon due to its spiraling lessons as it follows the brain based research to enhance understanding and memory. A study conducted during the Bush Administration concluded that spiraling math curriculums produce the best secondary and college level students. Our progression follows the New Florida Standards with Algebra 1, Geometry, Algebra 2 and one additional elective. We offer College Readiness Math, Pre-Calculus, and Calculus AP. To enhance our curriculum we use a variety of computerized programs, IXL and Algebra Nation to skill build and Moby Max to identify where students may have weaknesses in their understanding. We block additional class time for students who need support and employ a combination of Moby Max and explicit instruction to raise their level of understanding. It is not unusual for our students to gain 3 years growth by national norms during one school year.

Legacy offers honors classes in every subject and grade-level is not a hindrance to enroll in higher level classes. Many students pursue Florida's Scholars diploma track and we offer a complete complement of courses to assist in that endeavor. Interested students apply for Dual Enrollment in 10th grade and undergo an evaluation of their academic and motivational readiness for college or vocational school. If they are not approved they are coached in their areas of weakness and have the opportunity to grow as a student and reapply the following semester. The maturation aspects of college and career readiness are addressed in our mandatory Leadership classes.

2. Other Curriculum Areas:

Every student is required to take 4 distinctive Leadership classes at Legacy. Its aim is to inspire, direct and support the students in the development of a strong personal character and lifestyle of responsibility. Each level is age/grade appropriate. Freshmen work thorough self development with study and life skills training. Sophomores and juniors focus on topics and projects to help them exercise leadership in their life situations. Seniors concentrate on skills geared toward post graduation life. Tied to the Leadership grade is a community service volunteer requirement of 168 hours (over the 4 years) to give students the opportunity to foster their growth as contributing members of our society. Each student may volunteer in any nonprofit organization or event within the greater Orlando area. Mission trips to other countries are considered, but our focus is service to our community.

Our Forensic team is well known in the State of Florida and students are encouraged to participate in an elective Debate class all 4 years of their academic career at Legacy. We boast many trophies for Debate and Won the Lincoln-Douglas Debate at Harvard several years ago. An average of a dozen students chooses this elective every year. Students who take this course become well equipped to look at subjects from different vantage points and articulate an informed view point.

Our performing arts department enjoys electives in theater, play writing and dance. Each of our instructors has professional experience in the field they coach (including a former member of The Ziegfeld Follies) and all students must choose one of these electives during their Sophomore or Junior year. With final performances in each class the students gain an opportunity to actively participate in a goal oriented group much like the career opportunities they will encounter in life.

Legacy is located between Winter Garden and Ocoee Florida, two largely Hispanic (22/20% respectively) communities; therefore, Spanish is our language of choice. We offer 4 levels of this foreign language and require it during students' freshman and sophomore years. Students may elect to continue Spanish 3 and 4 as electives and each year we entertain requests that open both classes. Spanish 3 typically involves a dozen students, but due to our high level of participation with dual enrollment Spanish 4 usually involves fewer than 10 students. With the Hispanic culture woven so wonderfully into our community we are able to engage community speakers and embark on a variety of field trips to enhance our curriculum. Spanish speaking students or those who have some familiarity with Spanish have the option to take two consecutive years of the language at a higher level rather than maintain a mandatory entry level. Students who become proficient in this language will have a greater opportunity to interface with our community and enhanced employment opportunities when they graduate.

Many of our students are very sports minded and we host classes to support their passions. Among the choices students select their sophomore year and beyond are multiple levels of basketball, team sports and weight lifting. Approximately 75% of our student body elects to take at least one of these classes. In addition we require all freshmen to take HOPE, a Health and PE combination mandated by the New Florida Standards. With Legacy's focus on health we take the opportunity in this course to focus on why we choose healthy alternatives and how to embark on a health focused life.

3. Instructional Methods and Interventions:

Our teachers are well trained in Brain based educational methods and use them daily to make learning meaningful and memorable for our students. They understand that novelty is the spice of learning and employ music, body pegs, mnemonic devices, games, group structures, foldables, art projects, mind mapping, learning maps, Kagan Structures, models, kinesthetic movements, and various other devices with every level student. Each classroom is equipped with a Smart Board and teachers often embed their lessons with visuals from the internet as well as videos to punctuate their lessons. Teachers may also elect to use our document cameras to project any paper or textbook page they wish. Our instructors ensure lessons are multi-modal (not just auditory) so that learning is enhanced in every grade.

Note taking is supported on an individual basis so that upper level students are prepared for college and lower level students are given guided notes (backed up by teacher prepared study guides) with the understanding that they will be facilitated to move in the direction of independence. Class size varies with

the amount of differentiation needs in the classroom. Students are arranged in each class to facilitate peer support for the lower students and enhanced learning opportunities for upper students through coaching their peers. Many teachers (especially the math department) engage students through the use individual white boards. Students practice every example and can easily share their process with peers and instructors. Our goal in every classroom is 100% participation with both classroom contributions and homework. We provide students with accountability to meet that goal if they do not have an internal locus of control that moves them in that direction. Through the combined use of technology, brain strategies, and accountability; though 20% of our Algebra 1 students were 1-2 years behind in math (according to the FCAT Math Assessment) they all passed the End of the course assessment last year.

Legacy uses the Multi-tiered System of Supports approach for students who are struggling and we find great success at moving them forward with our detailed identification system of weaknesses and small group approach to instruction. Differentiation occurs with our gifted students as well as our struggling ones through increasing or decreasing the depth of knowledge involved in the teaching or questions posed with each lesson. Teachers are able to raise or lower the level of complexity (Webb's taxonomy) so that every level student has their learning needs met.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Reading scores represent our 9th/10th grade FCAT assessments. Our Hispanic population falls behind each of the last 5 years in the advanced category, but only the year (2011) FCAT 2.0 was initiated in both categories. Our ESE population shows marked discrepancies in every category every year. (We have a number of students with significant cognitive disabilities in that subgroup every year.) This year we added Reading Plus to our Intensive Reading classes to increase the complexity of comprehension and we plan to add explicit teaching (vocabulary, idioms and figurative language) to our regular ELA classrooms next year. Please note that every student each of the 5 years has made AYP (adequate yearly progress).

In Algebra 1 our Hispanic and ESE populations almost mirror the reading discrepancies. Caucasians demonstrated a discrepancy in 2011 (the year the test began, but at no other time). I believe it is more a language/reading issue than a math issue for the Hispanic and ESE populations. In Algebra we should offer more explicit reading and writing instruction including how to decipher test questions. Since 2010 we've added a mandatory Intensive period and IXL, a paraprofessional and peer tutoring, Moby Max (to identify and remediate weaknesses) and SAT/ACT practice each day to include topics within the scope and sequence of the class. Last year we had 100% of our students pass the EOC, even the 20% that had never passed a math FCAT.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Our charter states that all students who score less than an 80% will be retested on curriculum tests. They are given an opportunity cost before a retake so that they must process the material before reassessing mastery. Grades are altered per teacher discretion and stated in their syllabus.

Students take our Measures of Academic Progress test by NWEA at the beginning and end of each year. Stakeholders are provided a copy of the results in written and graph format in Q1 report cards. The report covers the national norms and national averages of yearly growth so parents have at their fingertips the tools necessary to compare their student's scores. It also states their most current Lexile level to determine what books they should access in each class and sheds light on the accuracy of Achieve and Reading Plus level set tests. MAP is particularly helpful when meeting for MTSS to determine a student's progress and capabilities. We also consider FCAT, PSAT, Achieve, Reading plus/IXL/Moby Max data, and curriculum tests so that decisions are made using at least 3 data points. All incoming students take the MAP prior to attending classes so that we can make an informed decision about placement in classes.

At the end of each year teachers communicate to the next teacher through the use of our ILP (individualized learning plan). Each student's ILP covers grades as well as addressing the support the student needed to earn that grade. It includes work samples, writing samples, FCAT/MAP/PSAT/SAT/Achieve/Reading Plus/Moby Max/IXL and curriculum scores so that an incoming teacher does not need to dig for all that information in the fall. During each summer the data is evaluated to determine how to group students in classes the following year. Standard deviations of less than 10 are important because they narrow the differentiation needs of the classroom. Map testing is also helpful to determine how effective the teachers were at moving their group forward and how effective we are as a group to attain AYP. The data is shared with staff and discussed during preplanning the following Fall both individually and with departments to determine how to use the data to shape the coming year.

Part VI School Support

1. School Climate/Culture

Legacy's environment is kept fresh and alive by an incredible staff. Most are enjoying their second careers and have plenty of life experiences to bring to the next generation. They want to be here and demonstrate that with an unbelievable attitude, work ethic and a passion for student success. Every one of our teachers tutors after school, on their own time, and each thrives when the kids thrive. The environment provides freedom to risk and not be criticized. Legacy high school is a 'no violation zone' and no one may criticize or make fun of another person with words, actions or body language, including criticizing teachers thereby supporting optimal cortisol levels in the brain that potentiates classroom learning.

Students enjoy a very active extracurricular sports program that draws everyone out on game night.

Whether they are playing, cheering or watching from the stands it is the big event each week. Game day uniforms liven up the campus and students participate regularly in class, including homework, in order to earn the right to wear the jersey.

Classes choose officers each year to participate in planning dances, graduation, class pranks, etc. Students look forward to dances and spirit nights (fundraisers at local restaurants where our families eat to help fund special events for the students). Each event is decorated to the extreme and it is a wonderland when students enter.

Students from other schools who enter with a chip on their shoulder quickly find that they are in the minority and it is usually the next year when you overhear one of them telling a new student that, "We don't do that here".

Difficulties arise, but our Dean of Students is a very affirming gentleman who has a way of letting a student know that their behavior is unacceptable, but they are valued. Our CEO sets the tone with our staff and conversations about difficult things are privately handled with care and candor.

Monthly, students who have had no discipline referrals or unexcused absences are given the privilege of wearing blue jeans. This opportunity is purposefully not based on grades but attitude and behavior so that the playing field is level and within the reach of all students. Once a quarter, students who have earned the right to wear jeans every month and have completed all the required Community Service Hours are treated to a teen-enticing lunch.

2. Engaging Families and Community

We begin by putting students first and considering their needs ahead of the realities of our resources. Once a vision has been cast it is easy to find parents, community leaders and local businesses who share our desire to see this community thrive and families shake loose of a poverty mindset. Although we reported 3% Free and Reduced Lunch qualification because we offer all services to students regardless of qualifications a majority of families do not submit the paperwork necessary to assess this qualifier. We do know that many of our parents had multiple priorities as they were growing up and education was far down on the list. Some of them had learning difficulties like their children and there were no answers in that generation. A few are illiterate and have no education. As we invite parents and grandparents to partner with us so that their children find freedom in areas they have only known limitations they rally talent and resources we did not know were available. As they see their children feeling worthy of the celebration it is easy to find them pulling for the school and each person is tied to many assets. Our parents fulfill a commitment of 20 hours per student every year and most are quite creative and productive in how they choose to contribute to the school. An excellent example of this is our annual plant sale. One parent of a thriving student works for Disney's horticultural division and finds opportunities for us to purchase plants at quite a savings. We typically make several thousand dollars to benefit our sports program due to his connections. By providing an opportunity for cohesiveness as we work together toward a goal and supporting programs that give our kids a reason to keep achieving it is a win-win situation for our community.

As our success grows and our reputation for excellence becomes known others from our community seek us. Several years ago we were invited to apply for a sizeable grant from the Walton Family Foundation (the owners of Wal-Mart). We used a portion of that grant to purchase all the (very expensive) equipment

in Pathways, our neurodevelopmental program. It has allowed us to give those services away and there are students who would not have graduated if they had not been a recipient of this amazing generosity...that found us.

One of my favorite quotes is by Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has".

3. Professional Development

Each year at pre and post planning we host a series of brain based teaching in-services. The brain is the driving force behind learning in the classroom and we feel if we focus our attention on teaching the way the brain learns we will make gains with our students. If we focus on supporting brain health we make even more ground. To date our teachers have participated in a week (some more) of Kagan Cooperative Learning (Disney Institute), multiple days of Eric Jensen's Learning Strategies, 2 separate weeks of Quantum Learning, 2 multiple day workshops from Marcus Conyer's brainSMART, and most recently, the McKeel Academy IBIS program conducted a full day of workshops for us.

Many of our teachers participate in OCPS workshops and have found they were very useful in the classroom. An example of this is the recent Algebra Nation workshop. It is a wonderful resource in the Algebra 1 classroom, meeting the new standards and offering learning and practice questions in the same format as the new EOC. In addition our teachers have benefitted from OCPS's learning maps, cooperative learning, diversity, technology in the classroom, mentoring and the program we most often benefit from is the ACP program to transition temporary certificates to permanent ones. There are excellent workshops on the New Florida Standards we have availed ourselves of to help us implement the change in paradigms required.

In addition our school subscribes to Educational Impact, an online professional development tool. Our teachers have access to 350 hours of teaching videos on a variety of topics that range from classroom management and strategies for setting boundaries to brain based methods and ways to help students with sensory needs. I recently customized a module for our teachers so that they could fulfill their Blood Borne Pathogen requirement through Educational Impact. They were then able to watch it and take the quiz on their time table. There are also administrative offerings for those of us who need to grow as leaders of the organization. Often when a teacher identifies a weakness in their ability to lead their classroom, equipping them breathes new life in them. They want to see the students succeed and helping them gain the tools to make that happen is a win-win for everyone.

4. School Leadership

Legacy's administration involves a Principal and Dean of Students. Our Principal has responsibility for all scheduling, academic, staffing decisions and concerns. She reports directly to a CEO and our Board of Directors. Our Dean of Students/Athletic Director oversees behavioral issues and plans/implements our athletic department and all extracurricular activities. Policies are made and upheld by administration. Changes typically involve approval from the Principal, Dean of Students and our CEO. If the changes involve a value the school holds the Board of Directors is involved to carefully consider the ramifications of a change and the impact on the school in coming years. An example of this was the decision to allow students to keep their cell phones with them in their backpacks. The Board of Directors was consulted and discussed the ramifications on student achievement and classroom management before rendering a decision.

Our philosophy of leadership is quite different than most. We all work as a team at Legacy. It is not beneath any member of the staff to pick up garbage or clean out the coffee pot. The principal has no trouble delegating when it is in the best interest of the organization, but will answer the phones or sub in a classroom if needed. There is a culture of respect and care for the individuals that work here based on relationships not on position. It is important to demonstrate care for every member of the team equally and to recognize that people are not perfect, but worth the effort needed to help them move in positive

directions. It is important to be kind, but honest about the direction our team needs to move in and ensure that our mission of seeing every student thrive stays in the forefront of all decisions.

Classrooms require resourcing ahead of administration so that students receive an excellent education and are treated with care and respect. A prime example of this was when a teacher left unexpectedly the principal stepped into the position and is teaching a large portion of every day so that the students were not without a highly qualified teacher for a single day. The office staff guards the students' time by not allowing interruptions to class and making appointments with staff or parents that need the Principal's time. Interviews are ongoing, but until a qualified instructor is found that will be good for the school and students the Principal will remain in the classroom. Student achievement must come first.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra 1 EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Level 3 or above	100	97	95	93	82
Level 4 or above	55	58	41		38
Number of students tested	41	72	45	40	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
2. Students receiving Special Education					
Level 3 or above	100	91	83	50	44
Level 4 or above	33	33	25		11
Number of students tested	6	12	12	8	9
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	100	87	85	80	71
Level 4 or above	42	50	71		14
Number of students tested	7	8	7	5	7
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	100	100	96	78	80
Level 4 or above	62	76	40		40
Number of students tested	29	54	30	28	35
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: *EOC introduced in 2010-2011. Scores were either proficient or not- there was not a level 4/5 breakdown.

*2009-2010 Scores are from 9th\10th Math FCAT. Since the EOC did not come out until the following year we chose the most comparable test to the EOC.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>FCAT</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Florida</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3 or above	75	70	69	53	64
Level 4 or above	49	43	23	22	28
Number of students tested	93	88	88	77	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
2. Students receiving Special Education					
Level 3 or above	41	27	34	25	43
Level 4 or above	17	27	30	4	0
Number of students tested	16	18	23	24	7
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above	87	72	70	40	57
Level 4 or above	38	36	30	13	42
Number of students tested	8	11	10	15	7
5. African- American Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
6. Asian Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	76	52	49	58	69
Level 4 or above	54	36	28	30	16
Number of students tested	72	72	63	43	36
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: Our data represents 9th & 10th graders are tested by State of Florida on FCAT.