

LEGENDS ACADEMY

SCHOOL IMPROVEMENT PLAN

2018-2019

Our School Improvement Plan is a dynamic document that we revisit multiple times throughout the school year. This first phase of our school improvement process defines the current strengths and weakness of our instructional program. It allows us to identify areas in which we should invest time, resources and garner further instructional support.

1. Mission Statement of the School

We believe that all scholars can learn and be successful members of society. Legends Academy will provide educational programs and services which foster academic success and wellness to empower scholars to maximize their potential to be contributing members of their community.

2. Academic Data for the most recent 3 years

SCHOOL YEAR	ACHIEVEMENT			GROWTH		GROWTH LOWEST 25%		SCHOOL GRADE
	% of scholars meeting or exceeding grade level standards			Percent of scholars making learning gains		Percent of Lowest performing scholars making learning gains		
	Reading	Math	Science	Reading	Math	Reading	Math	
FSA 2016	23	17	29	38	19	64	17	F
FSA 2017	32	36	17	49	53	76	57	
FSA 2018	42	52	29	56	64	44	52	C

3. Student achievement objectives included in the charter contract or most recent sponsor approved School Improvement Plan

“Good Cause” for non-renewal or termination of our contract includes a ‘specific written notice and a six month opportunity to cure any deficiency(ies), notwithstanding any other provision, it is fully acceptable for School to perform at or above the performance of schools that serve a similar demographic group. The table below compares the academic achievement of Nap Ford Community School to similar schools in Orlando’s Urban Corridor. They were selected because they serve a similar demographic of scholar – based on an internally calculated needs index. Currently, we are performing at a similar level to comparable schools.

**FSA SPRING 2018
COMPARISON SCHOOL REPORT**

School Name	ELA	ELA Gains	ELA Lowest 25%	Math	Math Gains	Math Gains Lowest 25%	Science	Total	SCHOOL GRADE
LEGENDS ACADEMY	42	56	44	52	64	52	29	339	C
WASHINGTON SHORES ELEMENTARY	31	50	53	44	52	36	55	321	C
ORANGE CENTER ELEMENTARY	50	47	38	50	55	46	45	331	C
IVEY LANE ELEMENTARY	29	22	25	44	36	22	33	211	F
PINE HILLS ELEMENTARY	42	57	56	56	62	57	43	373	C
ECCLESTON ELEMENTARY	34	54	56	44	53	43	30	314	C
ROLLING HILLS ELEMENTARY	28	38	37	30	43	42	31	249	D
ROCK LAKE ELEMENTARY	22	27	21	29	32	25	29	185	F
Carver Middle	26	39	43	28	41	58	28	*	C

4. Analysis of student performance data including academic performance by each subgroup.

We are a small school with a homogeneous population; with nearly 90% of our school population being Black and qualifying for Free/Reduced lunch. In addition, we have fewer than 10 scholars classified as ESE or ESOL in assessment grades. Disaggregating data by race/ethnicity/free/reduced lunch, ESE and/or ESOL may potentially identify particular scholars.

5. Detailed Plan for addressing each Identified deficiency in student performance, including specific actions, person responsible, resources needed, and timeline

GOAL: Improve academic performance and learning gains

Overall Strategy: Extended School Day – 60 minutes per day

The addition of an hour to our school day will allow all scholars to receive additional differentiated reading and/or math instruction; which includes tiered supports for intervention.

Framework to Address Academic Deficiencies in Scholar Performance				
Deficiency	Actions	Person(s) Responsible	Resources Needed	Timeline
ELA Growth	Action Plan A	Porter-Smith, Rumph-Wallace	SIPPS, Lexia, iReady	On-Going
ELA Growth Lowest 25%				
Math Growth	Action Plan B	Porter-Smith, Rumph-Wallace	iReady	On-Going
Math Growth Lowest 25%				

ACTION PLAN A

In reading, we will begin by verifying that reasons certain children are struggling are not due to a deficit within foundational skills. In order to address this, we ordered a program from the Developmental Studies Center called *SIPPS*. *SIPPS* stands for Systematic Instruction in Phonemes, Phonics, and Sight Words. Each child in grades K-3 will receive this placement assessment by September 14th. Scholars in grades 4-5 will receive a similar assessment called *Plus*, which also checks to ensure that they have strong foundational skills. Scholars who place into the *SIPPS* program will be instructed using *SIPPS* materials during small group reading instruction during the reading block. The program incorporates traditional guided reading components through use of leveled texts in each lesson; however, phonics

skills are addressed simultaneously. What is great about the placement assessment is that it tells the teacher exactly which lesson number to start on, ensuring that all scholars are receiving instruction at their appropriate levels. Scholars who do not place into *SIPPS* will receive guided reading lessons during small group instruction, focusing on comprehension based standards.

Due to the standards addressing speaking and listening skills, we will use a program called *Making Meaning with Vocabulary* for whole group reading instruction. *Making Meaning* incorporates read aloud texts focused on specific standard clusters and reading strategies. Scholars will engage in turn to your partner, think pair share, and think pair write. The program also teaches them prompts to use when holding discussions with one another about text, as well as other topics, such as “I agree with you because” or “I disagree with you because”. Each read aloud book also comes with a vocabulary lesson which is conducted in the afternoon as part of the additional reading time incorporated within the extra hour of our school day. As another part of our extra hour, we use Cast-A-Spell, which addresses spelling and phonics as well.

During Reading Workshop, when scholars are not in a small guided reading or *SIPPS* group, they will be participating in activities based on the book *The Daily Five*. These center activities include Read to Self, Work on Writing, Read to Someone, Word Work, and Listen to Reading/Computer. The idea behind *The Daily Five* is to build reading and writing stamina and teach children to develop independence. This ensures that scholars are fully engaged and focused during Reading Workshop, so that they are gaining the most out of what they are doing. In addition, this benefits the teacher and all the scholars because clear routines and procedures are in place, so that the small group reading instruction ends up being uninterrupted instructional time. Computer intervention programs include iReady for grades KG-5 as well as Lexia for grades K-5. The data collected from both computer based programs will be used to guide teacher led interventions. We will hire additional staff to assist in pulling scholars for these intervention lessons.

Our instructional focus calendars in whole group reading address comprehension and vocabulary standards. Once our new data is received, instructional focus calendars for small group reading instruction will be created based on scholar needs, some of which will be foundational and others of which will be comprehension based.

In order to meet the rigor of the Language Arts Florida Standards, it was necessary to rethink how our children have traditionally written. The connection between reading and writing has always been strong, but the standards allow children to actively see it and make it. Our writing this year will focus on children responding to text and writing in the different genres of narrative, opinion/argument, and informative/explanatory. Our instructional focus calendars in writing incorporate standards related to the writing process, as well as language standards.

We will use a program called *Being a Writer*. Scholars are required to respond to text in each lesson. The program uses engaging read aloud texts to capture scholars' attention and get them critically thinking. A grammar component is incorporated, which we will be used in mini-lessons to make sure content, as well as spelling and grammar skills are embedded within the instruction.

Being a Writer also incorporates three performance tasks throughout the year based on the three different genres in grades 3-5. These tasks involve reading and analyzing multiple texts and types of media before responding to text in a written essay format. Additional assessments include three assessments given at the beginning, middle, and end of the year to measure growth. These assessments involve children reading an article and using the writing process to respond to an open ended question in extended response form. Writing is also incorporated through responses to learning across the different content areas.

Ms Rumph-Wallace, is responsible for coaching and modeling, as well as providing support with instruction. Dr. Jennifer Porter-Smith and Ms Wallace are both responsible for monitoring scholar progress through data meetings. Teachers are responsible for implementing best practices consistently and being open to feedback and coaching when needed. Data will be monitored throughout the year in data meetings involving the teacher, Ms Rumph-Wallace and Dr. Porter-Smith. These meetings will be held every three weeks. Ms Rumph-Wallace is responsible for MTSS and tiered support for scholars. Ongoing formative and summative assessments will be given during and at the conclusion of each unit.

ACTION PLAN B

In Mathematics, we will use the pacing guide from Orange County Public Schools to make our instructional focus calendars. We are using a variety of resources for each Tiered level of instruction. These include Go Math, iReady and Key Math. Beginning the Week of September 17th, after initial assessments have been given and basic skills have been reviewed from the previous grade we will begin to incorporate hands-on learning and discovery, as well as the eight mathematical practices associated with the new standards.

In order to gauge where scholars are at the beginning of the year, NWEA-MAP will be given as a baseline. This will be completed by September 7th. In addition, an Inventory of Prerequisite Skills will also be given by this date, which will help identify any gaps that need to be filled in from the previous grade level during math intervention and small group instruction. Data will be monitored throughout the year in data meetings involving the teacher, Dr. Blackwood, Dr. Walker-Knight and Dr. Porter-Smith. These meetings will be held every three weeks. Ongoing formative and summative assessments will be given during and at the conclusion of each unit.

Computer intervention programs include iReady for grades KG-5. The data collected from the program will be used to guide teacher led interventions. We will hire additional staff to assist in pulling scholars for these intervention lessons.

Ms Rumph-Wallace, is responsible for coaching and modeling in mathematics, as well as providing support with instruction. Dr. Porter-Smith and Ms Rumph-Wallace are both responsible for monitoring scholar progress through data meetings. Teachers are responsible for implementing best practices consistently and being open to feedback and coaching when needed.

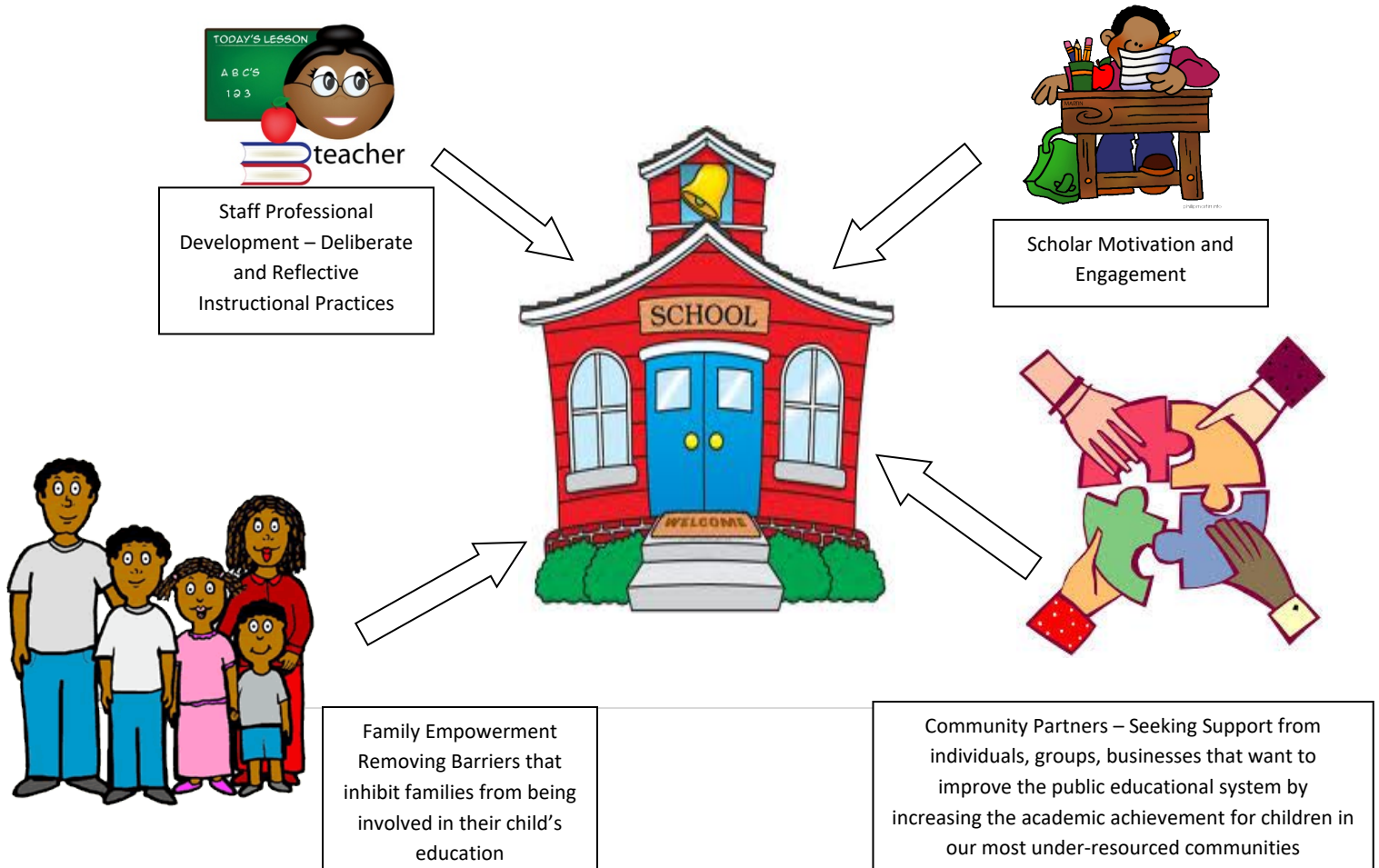
6. Identification of each component of school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract.

We have implemented the educational programs described in our approved charter application.

7. Detailed plan for addressing each identified deficiency noted in subparagraph (4)(a)6. Of this rule, including specific actions, person responsible, resources needed, and timeline

Due to the fact that our population is very homogeneous as indicated in section 4, this section is not broken down by subgroup. Plans to target deficiency areas for the school as whole have been outlined in section 6. In addition to the academic needs of the children addressed above, we are also working on building the social-emotional capacity within our children through culturally responsive classroom plans that include such strategies as morning meetings.

8. Identification of other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed, and timeline.



We have identified four target areas to address that may be impeding scholar success. These include a need for staff professional development through deliberate and reflective instructional practices, scholar motivation, and engagement, family empowerment, and a need for support from community partners.

Professional Development

Establishing and fostering the growth mindset through the on-going professional development of our staff is a crucial factor in the success of our school. This growth mind-set begins at pre-planning when teachers reflect upon areas where they would like additional development and in which they need to grow. A common thread that arose from our end of the year session was the need for more training in the delivery of effective small group instruction, as well as managing the rest of the classroom while working in small groups.

The Daily 5 and Daily 3 teaches scholars routines and procedures for Reading and Math Workshop so that the teacher is able to focus on the scholars within the small group. Teachers will receive training at pre-planning. Teachers will receive coaching, modeling, and professional development workshops on *The Daily 5 and Daily 3* throughout the school year as an ongoing professional development. In addition, Dr. Blackwood will provide modeling in every classroom and provide teachers with a clearly identified outline of what to do during each lesson segment.

Professional development will also include several sessions focused on Florida Standards, as well as effectively using the curriculum resources that we have chosen to help teach those standards. We will continue our implementation of the Evidence Project and analysis of scholar work to help measure whether scholars have mastered particular standards. Teachers will track, monitor, and reflect upon their growth throughout the year at strategic points, such as October, December, March, and May.

Scholar Motivation

Regular routines that are in place within our school to increase motivation include school assemblies, daily morning meetings to build community, school wide positive behavioral support systems, individual scholar goal setting, and class and group goal setting. After school clubs and enrichment opportunities are also available.

Family Empowerment

Nap Ford Community School is a place that welcomes and values families. It is our goal to make family members an active part of their children's education and feel like our school is a place that they can reach out to in times of need.

Great power and strength lies within the members of our school community and the opportunity for that to be tapped into will be at the forefront this year. We have hired a family engagement specialist to assist with improving attendance and decreasing tardies and early pick-ups. This person is responsible for increasing the home-school connection and the self-efficacy of the caregivers in helping their children with schoolwork. Family empowerment workshops will be held every 9 weeks based upon the results of a comprehensive needs survey that will be completed during the first 3 weeks of school. Creating this welcoming environment is also an opportunity for caregivers to share their thoughts and ideas while empowering them to help in the ways that they desire.

Community Partners

It is impossible to provide a quality education and provide the necessary opportunities that allow for children to be successful in school without the help of community partners. Our school's Executive Director, Jennifer Porter-Smith, is responsible for identifying and securing partnerships that provide much needed resources to our school.

9. Specific student achievement outcomes to be achieved

With the State's adoption of more rigorous standards, assessment and grading rubric; it is extremely difficult to achieve letter grades of 'B' and 'A'. However, we are prepared to make adjustments and corrections over the next several years to achieve our goal of improving our letter grade to 'B'. Please see the table below.

FSA SPRING 2018

School Name	ELA	ELA Gains	ELA Lowest 25%	Math	Math Gains	Math Gains Lowest 25%	Science	Social Studies	Middle Grades Accelerator	Total	2016 Grade
LEGENDS ACADEMY	42	56	44	52	64	52	29	339	C
ORANGE COUNTY PUBLIC SCHOOLS	55	52	43	58	53	42	59	69	81	...	B
GOALS – FSA SPRING 2019											
LEGENDS ACADEMY	56	65	60	65	70	60	40	60	75	551	B/61%

54 to 61% B

62% or higher A