

LEGENDS ACADEMY

SCHOOL IMPROVEMENT PLAN AND ACADEMIC PERFORMANCE

2023-2024

Our School Improvement Plan is a dynamic document we revisit multiple times throughout the school year. This first phase of our school improvement process defines our instructional program's current strengths and weaknesses. It allows us to identify areas where we should invest time and 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 that foster academic success and wellness, empowering 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 2021	33	26	17	37	29	39	21	N/A
FSA 2022	39	46	23	48	76	39	77	C
FSA 2023	39	53	21	NYA	NYA	NYA	NYA	NYA

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 Legends Academy to similar schools in Orlando’s Urban Corridor. They were selected because they serve a similar demographic of scholars – based on an internally calculated needs index. Currently, we are performing at a similar level to comparable schools.


FSA SPRING 2023 COMPARISON SCHOOL REPORT

	ELA						Math						ALG	Science	SS
School Name	3 rd	4 th	5 th	6 th h	7 th	8 th	3 rd	4 th	5 th	6 th	7 th	8 th	8 th		
LEGENDS ACADEMY	41	46	27	47	43	42	41	46	47	62	76	50	93	22	48
WASHINGTON SHORES ELEMENTARY	40	52	75				56	64	46					53	
ORANGE CENTER ELEMENTARY	31	57	28				55	79	30					32	
IVEY LANE ELEMENTARY	28	40	39				50	47	49					44	
OCPS ACE	19	32	21	19	27	21	23	3927	26	17	25	36	46	23	36
Carver Middle				18	22	34				32	22	33	87	30	38

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, fewer than ten scholars are 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: Extend the school day through daily differentiated “Learn from Home”

Academic Sessions with the Classroom Teacher

The addition of 30 minutes to our school day through focused support on academic skills will allow identified scholars to receive additional differentiated reading and/or math instruction.

Framework to Address Academic Deficiencies in Scholar Performance				
Deficiency	Actions	Person(s) Responsible	Resources Needed	Timeline
ELA Growth	Action Plan A	Dr. Porter Smith Ms. Hill, Ms. Kearse, Ms. Harp	SIPPS, Lexia, My Path, Mini Assessment	On-Going
ELA Growth Lowest 25%				
Math Growth	Action Plan B	Dr. Porter Smith, Ms. Hill, Ms. Kearse and Ms. Harp	My Path, Mini Assessment	On-Going
Math Growth Lowest 25%				

ACTION PLAN A

In reading, we will begin by verifying that the reasons certain children are struggling are not due to a deficit in foundational skills. To address this, we utilize the SIPPS program from the Developmental Studies Center. *SIPPS* stands for Systematic Instruction in Phonemes, Phonics, and Sight Words. Each child in grades K-3 will receive a placement assessment over the summer or within the first three weeks of school. Scholars in grades 4-5 will receive a similar assessment called *Plus*, which checks to ensure they have strong foundational skills. Scholars placed 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 leveled texts in each lesson; however, phonics skills are addressed simultaneously. What is excellent about the placement assessment is that it tells the teacher exactly which lesson number to start, ensuring that all scholars receive instruction at their appropriate levels. Scholars not placed into *SIPPS* will receive guided reading lessons during small group instruction, focusing on comprehension-based standards.

Whole group reading instruction incorporates the elements of metacognition focused on specific standard clusters, reading strategies, vocabulary, and reading foundations. Educators prepare scholars for learning by understanding how their background knowledge influences their comprehension and sets a purpose for learning the content. Scholars engage in active discussion and writing –that involves turn and talks, think-pair-share, and think-write-pair-share to allow for active scholar participation and deepening scholar knowledge of content and scholar ability to evaluate their understanding of strategies learned.

Computer programs include My Path for KG-8, Lexia for K-5, and Power-up for 6-8. The data collected from both computer-based programs will guide teacher-led instruction and interventions. We have additional staff to assist in pulling scholars for these intervention lessons.

Our instructional focus calendars in whole group reading address the foundations of reading, comprehension, vocabulary, and communication 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. To meet the rigor of the Language Arts Florida B.E.S.T Standards, this year's writing plan will focus on scholars responding to text and writing in narrative, opinion/argument, and informative/explanatory genres. Our instructional focus calendars in writing incorporate standards related to the writing process and language standards.

We will use a program called *Write Score*. Write Score provides lesson resources at differentiated levels to meet the scholars' diverse needs. Various formative assessments are provided throughout the year to address scholars' narrative, opinion/argumentative, and informative /explanatory writing abilities.

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 to measure growth at the beginning, middle, and end of the year. These assessments involve scholars 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.

Dr. Porter Smith is responsible for coaching, modeling, and providing support with instruction. Dr. Porter Smith and Ms. Harp monitor 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. Hill, Ms. Harp, Ms. Kearse and Dr. Porter-Smith. These meetings will be held every three weeks. Dr. Porter Smith is responsible for MTSS and tiered support for scholars. Ongoing formative and summative assessments will be given during and after 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 and My Path.

An Inventory of Prerequisite Skills will also be given at various times during the first nine weeks. This will help identify 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, Ms. Hill, Ms. Kearse, Ms. Harp, and Dr. Porter-Smith. These meetings will be held every three weeks. Ongoing formative and summative assessments will be given during and after each unit.

Computer programs include My Path for grades KG-8. The data collected from the program will be used to guide teacher-led instruction and intervention. We will hire additional staff to assist in pulling scholars for these intervention lessons.

Dr. Porter Smith is responsible for coaching and modeling in mathematics and providing support with instruction. Dr. Porter Smith, Ms. Hill, Ms. Kearse and Ms. Harp monitor scholar progress through data meetings. Teachers are responsible for implementing best practices consistently and being open to feedback and coaching when needed.

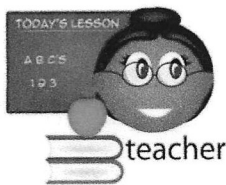
6. Identification of each component of the school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract.

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 a 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 impede 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 a growth mindset through the ongoing professional development of our staff is a crucial factor in the success of our school. Fostering a growth mindset has never been more important than now, post-global pandemic.

Teachers will receive coaching, modeling, and professional development workshops on providing rigorous and engaging instruction using cross-curricular and blended learning methodologies. Professional development will include several sessions focused on Florida B.E.S.T Standards, adaptive learning technology resources, cross-curricular learning strategies, and effectively using our chosen curriculum resources to help teach those standards. We will continue our implementation of the Evidence Project and analyze scholarly work to help measure whether scholars have mastered 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 incentive programs, individual scholar goal setting, and class and group goal setting. When permitted, after-school clubs and enrichment opportunities will be available.

Family Empowerment

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

When surveying our families, we discovered that many of our families need community-based resources to assist them in their caregiver roles. We have made an effort to connect our families to these

resources, including financial energy and rental assistance, financial literacy, homeownership education, and food pantry programs.

Community Partners

It is impossible to provide a quality education and the necessary opportunities for children to succeed 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. Through generous donations, we provided every scholar from kindergarten through 8th grade with a learning device and Wi-Fi connectivity, if needed.

9. Specific student achievement outcomes to be achieved

With the State's adoption of more rigorous standards, assessment, and grading rubrics, 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 improve our letter grade to 'A.' Please see the table below.

FSA SPRING 2023											
School Name	ELA	ELA Gains	ELA Lowest 25%	Math	Math Gains	Math Gains Lowest 25%	Science	Social Studies	Middle Grades Accelerator	Total	2023 Grade
LEGENDS ACADEMY K-8	39	NYA	NYA	53	NYA	NYA	21	49	93	NYA	NYA
GOALS –SPRING 2024											
LEGENDS ACADEMY	50	68	75	60	75	76	35	65	95	599	