

# Legends Academy Improvement Plan

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| School Year: | 2025-2026 |
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## “Our Story”

Legends Academy is a KG–8th grade STEM-focused public charter school located in the heart of Orlando’s urban corridor. The school is deeply committed to transforming public education for children living in the city’s most marginalized and under-resourced neighborhoods.

The current enrollment reflects a slightly higher number of male students (124) compared to female students (105). The student population is predominantly Black or African American, who make up more than 92% of enrollment. Other represented groups include American Indian/Alaskan Native (0.44%), Native Hawaiian/Other Pacific Islander (1.75%), White (1.75%), Hispanic (3.49%), and Multiracial (1.75%).

By grade level, the majority of students are in the elementary grades (KG–5), accounting for approximately 71% of total enrollment. Kindergarten through second grade each represent around 14–15% of the student body, while upper elementary grades show slightly smaller cohorts. Middle school grades (6–8) account for 29% of enrollment, with fairly balanced numbers across sixth, seventh, and eighth grade.

Over the years, Legends Academy has demonstrated steady academic growth and improvement. While each school year presents challenges, the community works diligently to overcome them and continue moving forward. A notable achievement has been the consistent increase in student performance in both math and reading, reflecting the school’s strong commitment to academic excellence.

## “Our Data”

|          | 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      | ...                                       | ...  | ...                                                         | ...  | ...          |
| FSA 2024 | 39                                                       | 57   | 24      | 52                                        | 61   | 56                                                          | 63   | C            |
| FSA 2025 | 45                                                       | 69   | 23      | 45                                        | 80   | 50                                                          | 56   | C            |

# Legends Academy Improvement Plan

## “Our Plan of Action”

| Goal 1:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Action Steps:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Professional Learning/ Date:                                                                                                                                                                                                                                                                                  | Person(s) Responsible:                                                    | Tools for Monitoring:                                                                                                                                                                                                                            |
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| <p>In the Spring 2026 administration of ELA state testing, the percentage of scholars who score proficient will increase by at least <b>7%</b> from 45% (SY24-25) to <b>52%</b> (SY25-26).</p> <p>In the Spring 2026 administration of Writing state testing, percentage of students who score proficient will increase by at least <b>3 points</b> from 6/12 (SY24-25) to <b>9/12</b> (SY25-26).</p> <p>In the Spring 2026 administration of social studies state testing, percentage of students who score proficient will increase by at least <b>5%</b> from 70 % (SY24-25) to <b>75%</b> (SY25-26).</p> <p><b>Problem of Practice:</b></p> <p>55% of LA scholars were <b>not</b> proficient in Language Arts.</p> <p>30% of Social Studies scholars were <b>not</b> proficient in science.</p> <p>The average BEST Writing score was 6/12 in the 2024-25 school year.</p> | <p>If the school conducts a thorough review of data to identify specific areas of weakness in each grade level cluster and focuses on these areas, then scholars will move towards mastery of these standards.</p> <p>If the school enhances the use of academic vocabulary, then scholars develop and apply these skills in answering short response questions, in their writing, and in the real world.</p> <p>If the school focuses on the Science of Reading in K-2 (OG &amp; SIPPS.), then the scholars will have the foundation necessary to continue building comprehension in grades 3-8.</p> <p>If the school were to take an interdisciplinary approach to learning and embed writing in <u>ALL</u> content areas. Then scholars will be able to use various strategies. (examples: descriptive writing, peer-to-peer reviews, and the celebration of publications or finished pieces.)</p> <p>If the school implements effective progress monitoring with fidelity, then scholars will have a better chance of meeting mastery based on data making decisions.</p> | <p>IXL (Part I) - 9/3/2025</p> <p>IXL (PartII) - 10/1/2025</p> <p>Instructional Strategies/Common Board Configuration</p> <p>Classroom Management: How to Handle Level 1 Behaviors</p> <p>Session for New Teachers</p> <p>Model Classrooms/Instructional Rounds</p> <p>Small Group Instruction. Workshops</p> | <p>Ms. Hill<br/>Ms. Harp<br/>Ms. Kears<br/>Ms. Smith<br/>ELA Teachers</p> | <p>FAST PM 2<br/>Performance Matters<br/>IXL<br/>Bullseye Feedback<br/>Write Score (4th-8th)</p> <p><b>Evidence:</b></p> <p>Quarter 1 Data Link(s)</p> <p>Quarter 2 Data Link(s)</p> <p>Quarter 3 Data Link(s)</p> <p>Quarter 4 Data Link(s)</p> |

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| <p><b>Goal 2:</b></p> <p>In the Spring 2026 administration of Math state testing, the percentage of scholars who score proficient will increase by at least <b>10%</b> from 69% (SY24-25) to <b>79%</b> (SY25-26).</p> <p><b>Problem of Practice:</b></p> <p>31% of math scholars were <b>not</b> proficient in mathematics.</p>  | <p><b>Action Steps:</b></p> <p>If the school explicitly models problem-solving strategies (Ex. R.I.D.D. &amp; C.U.B.E.S) and provides differentiated instruction based on scholars' readiness levels, then scholars will develop stronger problem-solving skills and be better equipped to solve a variety of math tasks at their individual levels.</p> <p>If the school provides ongoing formative assessments to identify scholars who have not yet mastered key math concepts and provides targeted reteaching in small groups, then scholars will have more opportunities to receive individualized support and improve their mathematical understanding.</p> | <p><b>Professional Learning/ Date:</b></p> <p>IXL (Part I) - 9/3/2025</p> <p>IXL (PartII) - 10/1/2025</p> <p>Instructional Strategies</p> <p>Using the R.I.D.D. Method</p> <p>Ways to "Study" Math</p> <p>Small Group Instruction/Workshops</p> | <p><b>Person(s) Responsible:</b></p> <p>Ms. Hill<br/>Ms. Harp<br/>Ms. Kearse<br/>Ms. Smith<br/>Math Teachers</p>        | <p><b>Tools for Monitoring:</b></p> <p>FAST PM 2<br/>Performance Matters<br/>IXL<br/>Bullseye Feedback</p> <p><b>Evidence:</b></p> <p>Quarter 1 Data Link(s)</p> <p>Quarter 2 Data Link(s)</p> <p>Quarter 3 Data Link(s)</p> <p>Quarter 4 Data Link(s)</p> |
| <p><b>Goal 3:</b></p> <p>In the Spring 2026 administration of Science state testing, percentage of students who score proficient will increase by at least <b>15%</b> from 23% (SY24-25) to <b>38%</b> (SY25-26).</p>                                                                                                                                                                                               | <p><b>Action Steps:</b></p> <p>If the school implements progress monitoring with fidelity, then scholars will have a better chance of meeting mastery because we used data-based decision making.</p> <p>If the school increases the use of academic vocabulary then scholars</p>                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Professional Learning/ Date:</b></p> <p>McGraw-Hill Florida Science (K-8)<br/><a href="#">Florida K-12 Science Teacher Resource Padlet</a><br/>Password: FL24Science<br/>(Ongoing)</p>                                                    | <p><b>Person(s) Responsible:</b></p> <p>Ms. Hill<br/>Ms. Harp<br/>Ms. Kearse<br/>Ms. Smith<br/>STEM/Science Teacher</p> | <p><b>Tools for Monitoring:</b></p> <p>Performance Matters<br/>IXL<br/>Bullseye Feedback</p>                                                                                                                                                               |

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| <p><b>Problem of Practice:</b></p> <p>77% of LA scholars were <b>not</b> proficient in science.</p>  | <p>will be able to understand the content assessed.</p> <p>If the school offered more experiments and hands-on activities, scholars could relate to the content which will increase their mastery.</p> |  |  | <p><b>Evidence:</b></p> <p>Quarter 1 Data Link(s)</p> <p>Quarter 2 Data Link(s)</p> <p>Quarter 3 Data Link(s)</p> <p>Quarter 4 Data Link(s)</p> |
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Potential Professional Learning Opportunities:

- 1. Data Analysis
- 2. Checks for Understanding
- 3. Small Group Instruction
- 4. Strategies for Teaching Academic Vocabulary