Marion County Public Schools

Legacy Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Legacy Elementary School

8496 JUNIPER RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Positive caring educators will provide a rigorous curriculum incorporating high expectations with emphasis on character education. Legacy Elementary students will be responsible and respectful members of the community who take pride in all they do.

Provide the school's vision statement.

Learning with Pride...Leaving a Legacy.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Murphy, Shameka	Principal
Page, Ashley	School Counselor
Swain, Angela	Assistant Principal
Arnold, Jamie	Dean
Mason, Erinn	Administrative Support
Patton, Amanda	Administrative Support
Schooley, Morgan	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. School Principal/Assistant Principal: provides a common vision for understanding date-based decision-making and expertise in curriculum information and student progression plan
2. School Counselor (guidance): provides expertise with MTSS procedures, students counseling, facilitating Student Assistance Team (SAT) meetings
3. Content Area Specialist (administrative support) provides expertise and assistance in the areas of ELA/Math, coaching and/ or mentoring identified staff, providing professional developments, and/or assisting students.
4. Student Service Manager (Dean) - assists with behavior concerns and Positive Behavior Support

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	29	17	20	21	21	20	0	0	0	0	0	0	0	128
One or more suspensions	2	5	12	18	17	23	0	0	0	0	0	0	0	77
Course failure in ELA or Math	8	6	24	4	7	15	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	61	66	57	0	0	0	0	0	0	0	184
Mobility (Student enrolled in >= 3 schools)	1	10	11	28	32	64	0	0	0	0	0	0	0	146

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	28	38	43	43	73	0	0	0	0	0	0	0	237

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	
Retained Students: Previous Year(s)	0	0	0	1	9	2	0	0	0	0	0	0	0	12

Date this data was collected

Saturday 7/21/2018

Year 2016-17 - As Reported

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	
Attendance below 90 percent	5	41	44	36	35	31	0	0	0	0	0	0	0	192
One or more suspensions	4	7	8	11	12	10	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	22	16	0	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	46	34	34	0	0	0	0	0	0	0	114

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	17	13	24	31	24	0	0	0	0	0	0	0	111

Year 2016-17 - Updated

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**	
Attendance below 90 percent	5	41	44	36	35	31	0	0	0	0	0	0	0	192
One or more suspensions	4	7	8	11	12	10	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	22	16	0	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	46	34	34	0	0	0	0	0	0	0	114

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	2	17	13	24	31	24	0	0	0	0	0	0	0	111

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25% percentile performed the lowest at 27%.

Which data component showed the greatest decline from prior year?

Science achievement data showed a 17 percentage point decline from prior year.

Which data component had the biggest gap when compared to the state average?

ELA lowest 25% percentile had the biggest gap when compared to the state. We are 25 percentage points lagging behind the state average.

Which data component showed the most improvement? Is this a trend?

The math learning gains showed a 5 percentage point improvement compared to last year school data. Yes, this a trend. 15-16 school year 43%, 16-17 school year 49%, 17-18 school year 54%

Describe the actions or changes that led to the improvement in this area.

Math teachers shared best practices during Professional Learning Communities. Teachers utilized Think Central personal math trainer which the differentiate the lesson to meet the individuals needs.

School Data
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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	46%	56%	53%	47%	52%
ELA Learning Gains	37%	44%	55%	53%	49%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	27%	37%	48%	43%	47%	46%
Math Achievement	48%	49%	62%	48%	48%	58%
Math Learning Gains	54%	46%	59%	43%	47%	58%
Math Lowest 25th Percentile	38%	35%	47%	32%	40%	46%
Science Achievement	39%	51%	55%	48%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (5)	17 (41)	20 (44)	21 (36)	21 (35)	20 (31)	128 (192)
One or more suspensions	2 (4)	5 (7)	12 (8)	18 (11)	17 (12)	23 (10)	77 (52)
Course failure in ELA or Math	8 (0)	6 (0)	24 (0)	4 (22)	7 (16)	15 (0)	64 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	61 (46)	66 (34)	57 (34)	184 (114)
Mobility (Student enrolled in >= 3 schools)	1 (0)	10 (0)	11 (0)	28 (0)	32 (0)	64 (0)	146 (0)

Grade Level Data
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
03	2018	41%	46%	-5%	57%	-16%
	2017	55%	50%	5%	58%	-3%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	38%	43%	-5%	56%	-18%
	2017	42%	52%	-10%	56%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		-17%				
05	2018	37%	46%	-9%	55%	-18%
	2017	55%	47%	8%	53%	2%
Same Grade Comparison		-18%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	48%	2%	62%	-12%
	2017	59%	48%	11%	62%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	39%	47%	-8%	62%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	42%	55%	-13%	64%	-22%
Same Grade Comparison	-3%					
Cohort Comparison	-20%					
05	2018	53%	50%	3%	61%	-8%
	2017	56%	45%	11%	57%	-1%
Same Grade Comparison	-3%					
Cohort Comparison	11%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	49%	-10%	55%	-16%
	2017					
Cohort Comparison						

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
SWD	21	33	30	26	52	46	26				
ELL	20	18		32	35						
BLK	25	33	37	36	47	33	21				
HSP	33	32	25	52	49		13				
MUL	38	40		58	47		50				
WHT	50	42	8	53	63	48	60				
FRL	36	36	29	44	53	34	37				
2017 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 2015-16	C & C Accel 2015-16
SWD	31	32	17	32	32	29	30				
ELL	38			55	30						
BLK	37	42	30	37	39	37	36				
HSP	52	46	55	63	53	46	50				
MUL	33	50		33	42						
WHT	63	58	39	63	54	24	67				
FRL	46	47	33	51	48	36	47				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase learning gains through school wide focus on literacy across core content areas
Rationale	Students who cannot read have difficulties comprehending the content of other subject areas which impacts student academic performance.
Intended Outcome	If Legacy Elementary implements a school-wide emphasis on literacy across the content areas then student learning gains will improve from 37% to 42% , lowest 25% percentile from 27% to 32%, and student proficiency will improve 38% to 43% on the state assessments.
Point Person	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Action Step	
Description	Content Area Specialists will provide professional development for teachers on literacy and instructional strategies across the content areas. We will have a school wide emphasis on one strategy (S.P.A.D.E) which will be used in all content areas. Provide collaboration opportunities every Tuesday of the week for teachers to plan lessons and share best practices. Teachers utilize I-Ready tool box to use with students to improve literacy. Students will use I-Ready online program and workbooks as a supplement to assist in improving literacy. Students will use Achieve 3000 online program as a supplement to assist in improving literacy. Provide tutoring before school to assist in improving literacy. Teachers will use STEMScope and kits as a supplement to assist in improving literacy. Teachers participating in learning walks. Teachers attending I-Ready and Achieve 3000 professional development training. Paraprofessional working with teacher and students to improve student achievement during class and MTSS block.
Person Responsible	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	administrative observations, walk-through, I-Ready online data
Person Responsible	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Activity #2	
Title	Standards Based Instruction
Rationale	Some teachers are not familiar or do not have a deep understanding of their content area standards which impacts them from developing rigorous lesson plans.
Intended Outcome	If Legacy Elementary teachers develop a deeper understanding of grade level and content area standards and effectively plan for instruction that is aligned with Florida State Standards then the following will improve on the state assessments: ELA student learning gains from 37% to 42% ELA lowest 25% percentile from 27% to 32% ELA student proficiency from 38% to 43% Math student learning gains from 54% to 59% Math lowest 25% percentile from 38% to 43% Math student proficiency from 48% to 53% Science student proficiency from 39% to 44%
Point Person	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Action Step	
Description	Content Area Specialist and Outside providers will provide professional development on standard base lesson planning (Backwards Design Lesson Planning) for teachers. Provide collaboration opportunities every 2nd and 4th Tuesdays of the week for teachers to develop standard based lesson plans. Provide collaboration opportunities every 1st and 3rd Tuesdays of the week for teachers to review data to drive instruction. Provide collaboration opportunities every 1st and 3rd Thursday of the week for teachers to unpack standards and review item specification for math. Provide collaboration opportunities every 1st and 3rd Thursday of the week for teachers to unpack standards and review item specification for ELA.
Person Responsible	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	administrative observations, walk-through, review of lesson plans, collaboration notes (leadership team members will facilitate the collaboration meetings every Thursday of the week)
Person Responsible	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Activity #3	
Title	Increase learning gains in bottom quartile in core content areas
Rationale	Individuals students learn differently and are at different levels when mastering a skill/standard. Differentiation of instruction needs to be embedded in lessons to meet the needs of the individual student.
Intended Outcome	If Legacy Elementary teachers differentiate Language Arts, Math, and Science Instruction then lowest 25% percentile will improve on the state assessments in the following areas: ELA student learning gains from 37% to 42% ELA lowest 25% percentile from 27% to 32% ELA student proficiency from 38% to 43% Math student learning gains from 54% to 59% Math lowest 25% percentile from 38% to 43% Math student proficiency from 48% to 53% Science student proficiency from 39% to 44%
Point Person	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Action Step	
Description	Content Area Specialist and Outside Provider will provide professional development on differentiation for teachers. Provide collaboration opportunities 2nd and 4th Tuesdays of each week for teachers to develop lesson plans that embeds differentiation. Provide collaboration opportunities the 2nd and 4th Tuesdays of each week for teachers to share best practices. Teachers attending quarterly science professional development workshops. Paraprofessional working with teacher and students to improve student achievement during class and MTSS block.
Person Responsible	Angela Swain (angela.swain@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	administrative observations, walk-through, district assessments (Math and ELA QSMAs), district science assessments
Person Responsible	Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Activity #4	
Title	Decrease the number of students who have 2 or more early warning indicators
Rationale	If students attend school then they will perform successfully academically in the content area courses with a C or higher.
Intended Outcome	If Legacy Elementary focus on attendance and academic performance in the content area courses then there will be a decrease of students having 2 or more early warning indicators form 237-187.
Point Person	Angela Swain (angela.swain@marion.k12.fl.us)
Action Step	
Description	Implement school wide attendance initiative Provide counseling through the guidance department on academic performance at the half way mark of each grading period. Conduct child study team meetings to address attendance
Person Responsible	Angela Swain (angela.swain@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Guidance counselors will pull attendance reports Guidance counselors will pull grade reports
Person Responsible	Angela Swain (angela.swain@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will provide opportunities for parents, families, and other community stakeholder to participate in events that will build positive relationships and assist in fulfilling the school's mission and support the needs of students. The parents, families, and other community stakeholders will have opportunities to make suggestions and give feedback about the programs currently being utilized.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Leadership team, Behavior Specialist, School Psychologist, and Social Worker meet twice a month to discuss students and any special needs. Students may be recommended for counseling, interventions, enrichment, behavior groups/monitoring, etc.
Legacy Teachers are proactive and make immediate contact with the guidance counselor should a

concern arise with a student. A variety of community services are available to parents. Small group counseling sessions will be provided through the guidance department and community resources to support student emotional needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Marion County Public Schools offer an Exceptional Education Pre-K program at Legacy for children 3-5 years of age. All students are fully integrated into our school thus helping them transition into Kindergarten. Kindergarten Safari is offered to incoming kindergarten students.

Middle school orientations are offered to 5th graders at Legacy to support the transition to middle school.

Articulation meetings are held for Pre-K ESE entering Kindergarten and 5th grade ESE and regular ed students entering middle school to provide a smooth transition and appropriate services.

FLKRS and ECHOS is administered to Kindergarten within the first 30 days to evaluate the effectiveness of these and other Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Safari is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a "Skylert" phone message. Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.
FLKRS and iReady is utilized in the first month of school for baseline data.

Legacy will offer a special orientation to all Kindergarten parents to give them information regarding school policies and procedures to help orient them to the school April 2018..

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Legacy Leadership team meets weekly to discuss data, observations of Tier 1 data/curriculum, and Tier 2 and Tier 3 students.

Title I Part A - Review Legacy Elementary's Title I budget.

Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
Funds are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer offered at selected school sites.

Law Enforcement- Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School….

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Marion County Public School implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (k-12) and subject so they will be prepared to succeed in college, careers and life.

Part V: Budget	
Total:	**$692,180.00**