Legacy Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Legacy Elementary School

8496 JUNIPER RD, Ocala, FL 34480

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Murphy, Shameka	Principal	The principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision–making, models the problem solving process. She supervises the development of a strong infrastructure while conducting an assessment of the skills of school staff. The principal ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation while providing adequate professional learning opportunities that develops a culture of high expectation with the school staff. She also ensures resources are assigned to those areas of most need and communicates with parents as necessary.
Curty, Marie-Elena	Assistant Principal	The assistant principal assists the principal in providing a common vision for the use of data-based decision-making. She assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff. She helps with the monitoring and implementation of intervention and necessary documentation. The assistant principal assists with the delivery of professional development for effective instructional deliver and monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Wesolowski, Amanda	Reading Coach	The content area specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing. She provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling.
Miles, Jessica	Dean	The student services manager (Dean/SSM) provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. The student services manager coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. She also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.
Epps, Tonya	Other	The testing facilitator assists teachers with the interpretation of district and state assessments. She provides instructional support to identifying students and benchmarks that need to remediation which impacts instruction and student achievement.
	School Counselor	The guidance counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and

Name	Position Title	Job Duties and Responsibilities
		documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Parent/stakeholder input was obtained through parent surveys that were available during each Title I event throughout the year. Additional input was obtained from the Leadership Team, Literacy Leadership Committee and staff. Information was also obtained through the Climate & Culture Elementary School Student Survey 2023.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To monitor the desired outcome, results of district assessments, along with results from PM1, PM2 and PM3, will be used to assess student mastery throughout the school year. Data will be disaggregated by grade level and by teacher in order to provide additional classroom support. Student small groups will be continuously revised and updated based on data. Specific strategies to support remediation on targeted benchmarks will be discussed during collaboration. Follow up classroom walkthroughs will determine the effectiveness and fidelity of the strategies, revising as needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	17	63	56	78	48	0	0	0	262
One or more suspensions	0	6	14	21	12	20	0	0	0	73
Course failure in English Language Arts (ELA)	0	0	36	14	22	10	0	0	0	82
Course failure in Math	0	0	40	24	13	10	0	0	0	87
Level 1 on statewide ELA assessment	0	0	0	57	39	36	0	0	0	132
Level 1 on statewide Math assessment	0	0	0	50	31	40	0	0	0	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	71	63	0	0	0	154

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	53	53	58	48	43	0	0	0	280

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	1	1	16	27	15	0	0	0	60
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	51	47	40	60	37	41	0	0	0	276
One or more suspensions	10	5	13	22	15	33	0	0	0	98
Course failure in ELA	22	37	37	26	14	55	0	0	0	191
Course failure in Math	19	41	35	7	30	14	0	0	0	146
Level 1 on statewide ELA assessment	0	0	0	66	35	74	0	0	0	175
Level 1 on statewide Math assessment	0	0	0	57	27	71	0	0	0	155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	0	1	6	0	0	0	0	0	10

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	21	36	37	25	27	37	0	0	0	183

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	39	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	51	47	40	60	37	41	0	0	0	276
One or more suspensions	10	5	13	22	15	33	0	0	0	98
Course failure in ELA	22	37	37	26	14	55	0	0	0	191
Course failure in Math	19	41	35	7	30	14	0	0	0	146
Level 1 on statewide ELA assessment	0	0	0	66	35	74	0	0	0	175
Level 1 on statewide Math assessment	0	0	0	57	27	71	0	0	0	155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	0	1	6	0	0	0	0	0	10

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	21	36	37	25	27	37	0	0	0	183

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	39	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35			32	47	56	36		
ELA Learning Gains				49	56	61	38		
ELA Lowest 25th Percentile				48	51	52	55		
Math Achievement*	41			41	54	60	36		
Math Learning Gains				52	62	64	31		
Math Lowest 25th Percentile				37	52	55	17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36			25	42	51	28		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	67			57			26		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	20	Yes	4	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	32	Yes	4	
HSP	44			
MUL	32	Yes	1	
PAC				
WHT	38	Yes	1	
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	32	Yes	3	
ELL	41			
AMI				
ASN				
BLK	37	Yes	3	
HSP	42			
MUL	53			
PAC				
WHT	41			
FRL	39	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			41			36					67
SWD	19			23			32				4	
ELL	20			33			40				5	67
AMI												
ASN												
BLK	35			40			21				4	
HSP	32			39			40				5	66
MUL	30			35							3	
PAC												
WHT	38			44			41				4	
FRL	34			37			34				5	65

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	49	48	41	52	37	25					57
SWD	23	39	40	30	48	25	19					
ELL	21	45	31	36	67	57	17					57
AMI												
ASN												
BLK	21	48	61	27	48	43	12					
HSP	27	49	43	40	57	41	19					56
MUL	37	38		61	75							
PAC												
WHT	43	51	40	47	48	20	40					
FRL	27	46	47	34	47	33	18					62

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	38	55	36	31	17	28					26
SWD	19	30	38	19	11	7	8					
ELL	25	23		21	0		20					26

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	21	31		22	21	17	14					
HSP	37	44	47	28	22	18	19					24
MUL	48			57								
PAC												
WHT	44	42		52	52		48					
FRL	26	30	50	28	22	20	17					9

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	49%	-9%	54%	-14%
04	2023 - Spring	37%	48%	-11%	58%	-21%
03	2023 - Spring	31%	39%	-8%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	48%	-7%	59%	-18%
04	2023 - Spring	54%	53%	1%	61%	-7%
05	2023 - Spring	34%	50%	-16%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	43%	-11%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When comparing 2023 FAST PM3 school year data to state, the number of students proficient in 3rd and 5th grade FAST Math results lag the state results. The number of students proficient in 3rd and 5th grade FAST ELA lag the state results.

Students proficient in the following in FAST Math assessment are the following:
3rd grade lag by 18% comparing school data (41%) to state data (59%)
4th grade lag by 7% comparing school data (54%) to state data (61%)
5th grade lag by 21% comparing school data (34%) to state data (55%)

Students proficient in FAST ELA assessment are the following:
3rd grade lag by 19% comparing school data (31%) to state data (50%)W
4th grade lag by 21% comparing school data (37%) to state data (58%)
5th grade lag by 14% comparing school data (40%) to state data (54%)

Students proficient in FAST Math PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
4th grade 66%
5th grade 35%

Students proficient in FAST Math PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .09%
4th grade 29%
5th grade 25%

Students proficient in FAST ELA PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
4th grade 43%
5th grade 43%

Students proficient in FAST ELA PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .05%
4th grade 21%
5th grade 30%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on FAST PM3 progress monitoring data the greatest need for improvement is ELA.
The data reflects the following when comparing school data to state data:

Students proficient in FAST ELA assessment are the following:
3rd grade lag by 19% comparing school data (31%) to state data (50%)

4th grade lag by 21% comparing school data (37%) to state data (58%)
5th grade lag by 14% comparing school data (40%) to state data (54%)

Based on FAST PM3 progress monitoring data the greatest need for improvement for African American and Student with Disabilities are ELA and Math.
The data reflects the following when comparing school data to state data:

Students proficient in FAST Math PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
5th grade 35%

Students proficient in FAST Math PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .09%
4th grade 29%
5th grade 25%

Students proficient in FAST ELA PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
4th grade 43%
5th grade 43%

Students proficient in FAST ELA PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .05%
4th grade 21%
5th grade 30%

The need to build the capacity of the teachers and understanding the depth of the benchmarks contributes to the need of improvement in ELA. To address this need, the focus will be on placing a greater emphasis in Tier I instruction and providing teachers with a scripted lesson plan to use for instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when comparing to the state average are the following:

Students proficient in FAST ELA assessment are the following:
3rd grade lag by 19% comparing school data (31%) to state data (50%)
4th grade lag by 21% comparing school data (37%) to state data (58%)

Students proficient in the following in FAST Math assessment are the following:
3rd grade lag by 18% comparing school data (41%) to state data (59%)
5th grade lag by 21% comparing school data (34%) to state data (55%)

The need to build the capacity of the teachers and understanding the depth of the benchmarks contributes to the need of improvement in ELA. To address this need, the focus will be on placing a greater emphasis in Tier I instruction and providing teachers with a scripted lesson plan to use for instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grade students proficient in FAST Math assessment lag by 7% comparing school data (54%) to state data (61%).

The contributing factor to the improvement in the increase of students being proficient based on the FAST Math PM3 results are 4th grade Math teachers capacity of understanding the depth of the benchmarks. The strategy that will be implemented to accelerate learning is to continue to build teacher capacity
of the progression of the standard and pre-requisite skills.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The need to build the capacity of the teachers and understanding the depth of the benchmarks.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Tier I Instruction - The need to build the capacity of the teachers and understanding the depth of the benchmarks

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Results of the 2022-2023 FAST PM3 indicated that the following were proficient in ELA and Math:

Students proficient in the following in FAST Math assessment are the following:
3rd grade 41%
4th grade 54%
5th grade 34%

Students proficient in FAST Math PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
4th grade 66%
5th grade 35%

Students proficient in FAST Math PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .09%
4th grade 29%
5th grade 25%

Students proficient in FAST ELA assessment are the following:
3rd grade 31%
4th grade 37%
5th grade 40%

Students proficient in FAST ELA PM3 in the African American subgroup for 2023 are the following:
3rd grade 28%
4th grade 43%
5th grade 43%

Students proficient in FAST ELA PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade 05%
4th grade 21%
5th grade 30%

As a result, one area of focus for the 2023-2024 school year is providing teachers with supported collaboration opportunities focusing on improving Tier 1 instruction through the use of scripted benchmark based lesson plans in ELA and Math (emphasis on what teachers and students do and say during the lesson). By improving the delivery of Tier 1 instruction that is aligned to benchmarks, the amount of student proficiency in ELA and Math will increase.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on results of the 2023-2024 FAST PM3, the percentage of students who are proficient in ELA will increase from the following:
3rd grade 31% to 36%
4th grade 37% to 43%
5th grade 40% to 45%

Students proficient in FAST ELA PM3 in the African American subgroup for 2023 are the following:
3rd grade 28% to 33%
4th grade 43% to 48%
5th grade 43% to 48%

Students proficient in FAST ELA PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade 05% to 41%
4th grade 21% to 41%
5th grade 30% to 41%

The percentage of students who are proficient in Math will increase from the following:
3rd grade 41% to 46%
4th grade 54% to 59%
5th grade 34% to 39%

Students proficient in FAST Math PM3 in the African American subgroup for 2023 are the following:
3rd grade 28% to 33%
4th grade 66% to 71%
5th grade 35% to 40%

Students proficient in FAST Math PM3 in the Student with Disabilities subgroup for 2023 are the following:
3rd grade .09% to 41%
4th grade 29% to 41%
5th grade 25% to 41%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Data from FAST PM1 and 2 will be disaggregated and analyzed to determine if we are on target for reaching our objective. Additional data from quarterly District Progress Monitoring Assessments will also be utilized to ensure we are moving student achievement towards our target outcome. Collaborative planning will be structured to meet the need of each grade level after each assessment administration.

Person responsible for monitoring outcome:

Shameka Murphy (shameka.murphy@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition to scripted lessons in ELA and Math, the following ELA/MTSS interventions will be utilized:
Systematic Instruction in Phonological Awareness (SIPPS): Grades K-5 who are deficient in Phonological Awareness
UFLI: Remediate students in Phonics in grades K-3
Read Naturally/Read Live!: Grades 2-5 to increase fluency
Lexia Core5 and Read 180: Students in grades 2-3 (Lexia Core5) and 4th-5th grade (R180) who struggle with vocabulary and/or comprehension
Math interventions: enVision Math Diagnosis and Intervention, B1G-M Strategies for Tiered Support, Do the Math, Hand2Mind Daily Math Fluency Kits, Hands-On Standards Math and i-Ready Toolbox

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When teachers work collectively to deepen their knowledge of the curriculum, it has a positive impact on improving student achievement. Sharing best practices and utilizing instructional materials that align to the depth of the standards also has a positive impact on student achievement. The article written by Carla

Thomas McClure "The benefits of teacher collaboration" it states, "to determine the relationship between teacher
collaboration and student achievement, the researchers used reading and math achievements scores for 2, 536 fourth-graders, controlling for school context and student characteristics such as prior achievement. They found a positive relationship between teacher collaboration and differences among schools in mathematics and reading achievement."

Specific student interventions will be selected and utilized based on individual student need. Data from progress monitoring, or other available data, along with intervention program screeners will be utilized to determine what the greatest area of need is for the student.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide collaboration opportunities every Wednesdays and Fridays of the week for teachers to focus on the following:
• Review one agreed upon CFU or formative assessment data from the week before
• Based on data, how will this standard be retaught
• Discuss the tasks/activities within the scripted lesson plan - how will instruction unfold? (Gradual Release)
• Discuss pacing: How long does it take to complete the tasks/activities
• What do teachers do or say; What do students do or say
(Math/ELA - K-2 alternate Wednesday ELA /Friday Math and 3-5 departmentalized meet every Wednesday and Friday of the week)

Person Responsible: Shameka Murphy (shameka.murphy@marion.k12.fl.us)

By When: Collaboration meetings will begin the week of August 14, 2023.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On average, 89.88% of students attend school daily with 41% chronic absenteeism (Marion County Public Schools, Legacy Elementary 2020-2023 Data Summary). In order to improve the climate and culture of Legacy Elementary School, we will provide opportunities for parents, families, and other community stakeholders 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 at the school.

Social Emotional Learning will continue to be addressed through Caring School Community.
Attendance will be monitored by our Guidance Counselor and Home School Liaison, who will communicate with and offer community resources to the parents of students with chronic absences.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student attendance will increase from 89% to 95%. Chronic absenteeism will decrease from 41% to 36%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our school counselor and Home School Liaison will monitor attendance on a weekly basis and report percentages of student absence to the Leadership Team bi-weekly.

Person responsible for monitoring outcome:
Dedra Fowler (dedra.fowler@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Caring School Community will continue to be implemented as our Social Emotional Learning program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Caring School Community is the District approved SEL program. Components of the program include topics such as bullying, teasing, happiness, courage and perseverance, along with skills to cope with them.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Identify students with chronic absences
2) Meet with students to discuss why they are absent
2) Schedule CST meetings with parents as needed
3) Provide teachers with additional training in the Caring School Community program.
4) Pull attendance data weekly (Guidance Counselor & Home School Liasion), report data to Leadership Team bi-weekly

Person Responsible: Dedra Fowler (dedra.fowler@marion.k12.fl.us)

By When: Attendance monitoring, meeting with students and scheduling CST meetings is ongoing. Additional teacher training/refresher for Caring School Community will be conducted by October 18, 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Legacy is identified as a ATSI school. In order to ensure resources are appropriately identified, allocated, and utilized, open and frequent collaboration with district staff and other stakeholders. Data will be reviewed quarterly, or as needed, and will be presented to staff during quarterly "Data Digs". Information about the interventions and data will also be presented to our School Advisory Board. Data will be disaggregated to look for a correlation between student achievement gains and the program being utilized for that group of students. Student performance will also be monitored through our MTSS program, and then discussed during quarterly PMP meetings, which will also assist in determining if the intervention program is appropriate for the student.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Results of the 2023 statewide progress monitoring assessment, indicated that the following are not on track to score Level 3 or above:

Students below Level 3 in FAST PM3 Reading/ELA assessment are the following:

Kindergarten (Star Reading) 51%
1st grade (Star Early Literacy) 77% and (Star Reading) 68%
2nd grade (Star Reading) 56%%

As a result, one area of focus for the 2023-2024 school year is providing teachers with supported collaboration opportunities focusing on improving Tier 1 instruction through the use of scripted, benchmark based lesson plans in ELA (emphasis on what teachers and students do and say during the lesson). By improving the delivery of Tier 1 instruction that is aligned to benchmarks, the amount of student proficiency in Reading/ELA will increase.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Results of the 2023 statewide assessment, indicated that the following were below Level 3:

Students below Level 3 in FAST PM3 Reading/ELA assessment are the following:

3rd grade 69%
4th grade 63%
5th grade 60%

As a result, one area of focus for the 2023-2024 school year is providing teachers with supported collaboration opportunities focusing on improving Tier 1 instruction through the use of scripted, benchmark based lesson plans in ELA (emphasis on what teachers and students do and say during the lesson). By improving the delivery of Tier 1 instruction that is aligned to benchmarks, the amount of student proficiency in Reading/ELA will increase.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Results of the 2023 statewide progress monitoring assessment, indicated that the following are not on track to score Level 3 or above:

Students below Level 3 in FAST PM3 Reading/ELA assessment are the following:

Kindergarten (Star Reading) 51%
1st grade (Star Early Literacy) 77% and (Star Reading) 68%
2nd grade (Star Reading) 56%%

On the 2024 statewide progress monitoring tool the following grade levels will be on track to score Level 3 or above:

Kindergarten - 50%
1st grade - 50%
2nd grade - 50%

Grades 3-5 Measurable Outcomes

Results of the 2023 statewide assessment, indicated that the following were below Level 3:

Students below Level 3 in FAST PM3 Reading/ELA assessment are the following:

3rd grade 69%
4th grade 63%
5th grade 60%

The 2024 Reading/ELA FSA statewide assessment data will show the following percent of grades 3-5 students scoring level 3 or higher:
3rd grade - 36%
4th grade - 42%
5th grade - 45%

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

K-5: Progress Monitoring throughout the year
3-5: District progress monitoring assessments
Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. During classroom walk throughs levels of student engagement will be noted by administration and feedback will be provide to teachers.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Murphy, Shameka , shameka.murphy@marion.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In addition to scripted lessons in Reading/ELA the following ELA/MTSS interventions will be utilized:
Systematic Instruction in Phonological Awareness (SIPPS): Grades K-5 who are deficient in Phonological Awareness.
UFLI: Remediate students in Phonics in grades K-3
Read Naturally/Read Live!: Grades 2-5 to increase fluency
Lexia Core5 and Read 180: Students in grades 2-3 (Lexia Core5) and 4th-5th grade (R180) who struggle with vocabulary and/or comprehension

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

When teachers work collectively to deepen their knowledge of the curriculum, it has a positive impact on improving student achievement. Sharing best practices and utilizing instructional materials that align to the
depth of the standards also has a positive impact on student achievement. The article written by Carla Thomas McClure "The benefits of teacher collaboration" it states, "to determine the relationship between teacher
collaboration and student achievement, the researchers used reading and math achievements scores for 2, 536 fourth-graders, controlling for school context and student characteristics such as prior achievement. They found a positive relationship between teacher collaboration and differences among schools in mathematics and reading achievement."

Specific student interventions will be selected and utilized based on individual student need. Data from progress monitoring, or other available data, along with intervention program screeners will be utilized to determine what the greatest area of need is for the student.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Provide collaboration opportunities every Wednesdays and Fridays of the week for teachers to focus on the following: • Review one agreed upon CFU or formative assessment data from the week before • Based on data, how will this standard be retaught • Discuss the tasks/activities within the scripted lesson plan - how will instruction unfold? (Gradual Release) • Discuss pacing: How long does it take to complete the tasks/activities • What do teachers do or say; What do students do or say (Math/ELA - K-2 alternate Wednesday ELA /Friday Math and 3-5 departmentalized meet every Wednesday and Friday of the week)	Murphy, Shameka , shameka.murphy@marion.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Legacy's School Improvement Plan will be presented to all staff members on an early release day faculty meeting. The plan will also be presented to our School Advisory Committee when approved. Data will then be reviewed quarterly, and shared with staff during quarterly "Data Digs". Data will also be presented to our School Advisory Board which also meets quarterly. Data will be analyzed to determine if we (Legacy) are on track to meet our goals that are outlined in the SIP.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Legacy Elementary will provide opportunities for parents, families, and other community stakeholders to participate in quarterly events that will build positive relationships and assist in fulfilling the school's mission and to support the needs of our students. The parents, families, and other community stakeholders will have
opportunities to make suggestions and give feedback about the programs currently being utilized at the school through parent surveys that are distributed during events and through SAC meetings. .

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Legacy's area of focus for the 2023-2024 school year is providing teachers with supported collaboration opportunities focusing on improving Tier 1 instruction through the use of scripted, benchmark based lesson plans in ELA and Math (emphasis on what teachers and students do and say during the lesson). By improving the delivery of Tier 1 instruction that is aligned to benchmarks, the amount of student proficiency in ELA and Math will increase. The scripted lessons have time frames embedded in them to assist teachers with the pacing of the lesson, thus increasing the amount of quality instruction by decreasing the amount of off-task behavior which leads to classroom interruptions and misuse of valuable instructional time. Additionally, our Master Schedule and classroom assignments have been developed to increase instructional time by decreasing excess transitions and movement. Grade levels now have a common MTSS time; for example, 4th and 5th grade, 3rd and 2nd grades share the same MTSS block, which allows us to maximize resources and decrease the number of students with phonological deficits in a group.The smaller group sizes will allow teachers to hone in on specific areas of deficit for their specific MTSS group.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Legacy implements our SEL, Caring School Community, on a school wide basis through our morning show. The "soft skill" of the month (for example, "empathy" is the focus for August) is highlighted and discussed each morning, with examples and nonexamples given. The principal signs off each month that Caring School Community has been implemented each month. Follow up lessons are given in the classroom, when the lesson calls for it. Additionally, our "PAWsitive Referrals" are tied to the month's soft skill. Teachers submit the names of students who have exhibited the soft skill of the month. Legacy also utilizes the counseling services of the outside agency Ocala Consulting and Prevention, and the

mentoring program "SKIP". Our EBD students also receive counseling services on a weekly basis in addition to our morning Caring School Community lesson.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are made aware of postsecondary opportunities and also in the workforce by emphasizing instruction in Science, Technology, Engineering, Art and Math (STEAM). Fifth grade students have biweekly hands on science activities in our Science Lab, along with hands on classroom activities for our K-4 students. Additionally, all 4th and 5th grade students are required to submit a STEAM Showcase project. Fourth grade students learn about careers in the horse industry through our county's Black Stallion project.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a