

Orange County Public Schools

Legacy High Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Legacy High Charter

1550 E CROWN POINT RD, Ocoee, FL 34761

<https://hopecharter.org/>

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.

The mission of Legacy High Charter School is twofold. First, it is our desire to provide an academic environment in which each child will thrive and succeed, regardless of the individual's learning style and academic strengths or weaknesses, thereby enabling each child to have the opportunity to reach his or her full potential. Second, we want to provide an inclusion model for autistic children that would allow a gradual transition from the ESE classroom to a regular education classroom, thus offering the same opportunity for them to reach their full potential.

The State of Florida requires that a Charter School be unique, offering an education that raises a higher standard and provides learning opportunities not offered in the regular public school setting. Legacy High Charter School is committed to offering a program that will allow each child to grow academically, socially, physically and emotionally. A variety of innovations will be used to accomplish these goals.

Provide the school's vision statement.

Our vision is to create a learning environment that is safe, excellent, interesting and motivating. We want it to be challenging and affirming. A small, intimate atmosphere will encourage friendship, partnership and understanding among all the participants, whether teachers, students, parents, or community volunteers. Children will learn to value each other based on nothing more than that each person is worthy of being valued, and will embrace the uniqueness each brings to the school. We believe that Legacy High Charter School will become known for all that is accomplished in the lives of its students because lives will be changed as a result of their experience at Legacy.

We would like to see community businesses partner with the school to accomplish great things in the lives of the students because the businesses are aware of the fact that making an investment in the students truly is an investment in their own future.

We have a dream of being an instrument of peace and reconciliation among the various ethnic groups in our community so that a generation from now there will be common ground where division once abounded. We have a desire to see Legacy High Charter School truly become a beacon of hope in this community.

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
Yoakum, Crystal	Chief Executive Officer	Budget creation and monitoring, grant submissions and reimbursements as well. Liaison between school and board, responsible to District and State of Florida for reports, accountability, capital outlay, and certification. All insurances, property and buildings, employees and students are ultimately responsibilities of the CEO. Responsible for re-accreditation team, behavior team, administrative team and ESE team.

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.

Parents are required to volunteer at least 20 hours per year, and some have more time and inclination than others. Those are the parents that are involved. Student leaders such as class officers, NHS officers and student tutors have been chosen. Several of our vendors have been included because of their involvement such as Boosterthon, ProGreen and Riddell. ESE and Reading teachers are included as well..

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))

Legacy qualifies to be an A school for the 2022-2023 and has been an A or B school for the past 5 years, with a 100% graduation rate since 2009. The ESE students have a record of 80% of them reaching at least 80% of their goals This has been consistent since 2009. as has the graduation rate. All students who test at a level one or two in Reading or have not passed the Reading exam will be in Intensive Reading until they pass and are eligible for graduation. Any student not at a level 3 in math will be in intensive Math daily and receive tutoring to improve understanding. All ESE students are in Learning Strategies and are constantly monitored by an ESE Math and Reading teacher. The lowest quartile is the focus, although any struggling student will be given attention in order to succeed. Therefore, the leadership team along with teachers and ESE staff will continue to monitor students and staff/teachers for adherence to the SIP and student progress as indicated by progress monitoring for continuous improvement, just as Legacy has always done.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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*	62	49	50	63	49	51	60		
ELA Learning Gains				46			63		
ELA Lowest 25th Percentile				43			55		
Math Achievement*	86	34	38	53	36	38	65		
Math Learning Gains				41			41		
Math Lowest 25th Percentile				40					
Science Achievement*	76	66	64	79	31	40	75		
Social Studies Achievement*	76	66	66	53	43	48	85		
Middle School Acceleration					44	44			
Graduation Rate	100	87	89	100	62	61	100		
College and Career Acceleration	57	65	65	61	70	67	55		
ELP Progress		45	45						

* 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	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

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	18	Yes	2	1
ELL				
AMI				
ASN				
BLK	73			
HSP	72			
MUL				
PAC				

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%
WHT	80			
FRL				

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	1	
ELL				
AMI				
ASN				
BLK	23	Yes	1	1
HSP	58			
MUL				
PAC				
WHT	62			
FRL				

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	62			86			76	76		100	57	
SWD	18										1	
ELL												
AMI												
ASN												
BLK	70			75			75				3	
HSP	57							80		50	4	

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
MUL												
PAC												
WHT	58			97			83	84		56	6	
FRL												

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	63	46	43	53	41	40	79	53		100	61	
SWD				31	33							
ELL												
AMI												
ASN												
BLK	25	20										
HSP	67	41		47	35		100					
MUL												
PAC												
WHT	68	52		56	44		64	54		100	56	
FRL												

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	60	63	55	65	41		75	85		100	55	
SWD	29	42		67								
ELL												
AMI												
ASN												
BLK												
HSP	53	53		64	55			88				
MUL												
PAC												
WHT	62	65	56	62	38		73	82		100	53	

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
FRL												

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
10	2023 - Spring	65%	49%	16%	50%	15%
09	2023 - Spring	60%	46%	14%	48%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	47%	32%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	45%	43%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	63%	14%	63%	14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	62%	16%	63%	15%

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.

The black subgroup performed the worst during the 2022-23 school year. Factors contributing to this situation are (!) A number of new students to our school who were not used to the demand for turning in homework and studying for tests were our new black students. As well, our students are taught to think and reason on assessments and these students had not been here long enough to develop these skills. A number of these students decided to go back to their zoned schools where they felt more relaxed. But for those who chose to stay, tutoring, help after school and learning strategies are available to them to assist in preparing them for the next level and they will be encouraged daily by the teachers and administration to take advantage of what is being offered to them..

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

The greatest decline was experienced in the Social Studies scores, declining 32%. Two Social Studies teachers were not renewed and two new people were hired. They already are indicating improvement in student performance and the students are relating better to the two new teachers. We try very hard to mentor any teacher that seems to be struggling. However, it is obvious by the Social Studies scores that the mentoring was not enough. Even with the teacher shortage in our state we took the risk of letting these poor performing teachers go and were able to find two great teachers.

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 low score of our Black students is alarming and thankfully will get specific attention as is indicated in the specific intervention piece for Black Student achievement. As was stated earlier, a number of black students were admitted in the lottery. Many wanted to attend here to play basketball, but not for the academics. Having to do and turn in homework, study for tests, attend school and be here on time were not habits all of them had. The new Hispanic and white students performed better in those areas. A number of these students chose to return to their zoned school because they felt we had too many rules and expectations. Those who stayed are positive that this is the right environment for them and are glad to do what is necessary to succeed. We look forward to seeing how they do their second year here.

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

The lowest Math quartile improved 19%, which was the highest increase. Legacy Charter High School added a mandatory Intensive Math opportunity daily for anyone not showing success weekly. As well, individual Math teachers were using their lunch and after school time to get with students who needed re-teaching on individual concepts from that day.

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

Student absent 10 or more days. This is 26% and an alarming number for us.

Level 1 on Statewide ELA Assessment. This is 10% and is not acceptable for us.

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

Improve outcomes for ESE students in ELA/Reading

Improve outcomes for Black students particularly in Reading/ELA and Math

Improve outcomes in Social Studies for all students

Improve Math and Reading outcomes for all students

Area of Focus

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

#1. ESSA Subgroup specifically relating to Black/African-American**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.

Black student subgroup was chosen because it is an area in which Legacy High School did not score at 41% in the Federal index. Therefore the subgroup will receive additional focus and resources. A new Reading Intensive program has already been purchased, as well as Math tutors hired to enhance support for this group. weekly monitoring of progress will be performed by the teachers who have these students and the Principal and Senior Administrator will meet with and monitor student progress and teacher diligence.

Measurable Outcome:

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

The desired measurable outcome chosen is for this subgroup to attain at least a score of 45% on the federal index during the 2023-2024 school year. Weekly monitoring done by teachers and monthly monitoring done by administration will be conducted all year. Student progress will be tracked for fidelity.

Monitoring:

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

Teachers will monitor this subgroup of students for weekly progress using ELA performance, Math performance, Science performance and Social Studies performance. If using progress monitoring is not sufficient, additional interventions will be chosen to meet the specific needs of each child.

Person responsible for monitoring outcome:

Crystal Yoakum (crystal.yoakum@ocps.net)

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.)

Intensive Reading will required of every student in the subgroup that has not met the graduation requirement of passing the 10th grade reading exam.

Intensive Math will required of every student in this subgroup who hasn't passed the Algebra 1 exam necessary for graduation, and for whatever Math course they are in, math tutoring will be required if the student is scoring lower than a C in weekly tests. Constant monitoring and intervention will be conducted as long as the student is struggling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy ensures that each struggling student in the subgroup is receiving not only direct instruction in the subjects most important for graduation but intervention daily as well, given by certified teachers in the area of Reading and Math.

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.

If students are not already in Intensive Math and Intensive Reading courses daily, have registrar add these courses to their schedules. If students struggle with Math add the student to after school math tutoring. Weekly monitoring of progress must be reported to principal at a scheduled weekly meeting. If the student isn't succeeding in any other courses, principal must be notified and teachers of any other subject must join in the weekly data meeting. If the student begins to success in all classes the meetings may be changed to monthly.

Person Responsible: Crystal Yoakum (crystal.yoakum@ocps.net)

By When: September 8, 2013

#2. ESSA Subgroup specifically relating to Students with Disabilities**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.

Students with Disabilities constitutes a subgroup that did not perform at least a 41% on the federal index, causing this subgroup to be required to be an area of focus.

Measurable Outcome:

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

The specific outcome desired is that the SWD subgroup scores at least a 45% on the federal index for the 2023-2024 assessments. This is a data based objective outcome, measured by the high stakes testing done statewide annually.

Monitoring:

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

The ELA and Math performance of each student in this subgroup will be monitored weekly based on weekly classroom assessments. As well, Intensive Math and Reading will be assigned to any SWD student who has not achieved a level 3 on FAST Tests three times a year. Weekly assessments will be monitored in Intensive Reading and Math classes watching ongoing performance. Additional strategies will be created by the ESE staff to meet the needs ongoing of any students who are not progressing and will be monitored by classroom and ESE teachers.

Person responsible for monitoring outcome:

Crystal Yoakum (offive@hopecharter.org)

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.)

Intensive Reading and Intensive Math will be used for each student in this subgroup who is not performing at a level 3 on Fast Tests. Teachers are certified in thee subjects and they are in close contact with the ESE department for input and for changing strategies if interventions being used are not successful. Weekly discussions with the team will keep monitoring current and suggestions for improvement fresh.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are research based and utilized for students who have not mastered the particular subjects. The student must pass the 10th grade Reading assessment and the Algebra 1 state assessment to qualify for graduation. Therefore these are the first interventions ton which to focus.

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.

Students must be scheduled into Intensive Reading and Intensive Math if they are not already in those courses daily. Administration must set up weekly meetings to monitor teachers with these student in their classes in order to keep up with progress, and to change interventions if necessary.

Person Responsible: Crystal Yoakum (crystal.yoakum@ocps.net)

By When: By September 8, 2023

#3. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

No action steps were entered for this area of focus

#4. 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.

First of all, this area of focus is required by the SIP. However, Legacy Charter High School is in total agreement that a positive culture is essential for student performance. Students must be able to connect emotionally in a positive way in order to succeed at school. The brain will shut down if there are negative or anxious thoughts and/or feelings for the student. That is why Legacy requires as part of the student handbook students treat each other with kindness, respect and encouragement. A school principal was just replaced who was here for three years who didn't value the handbook in this area and the culture suffered. The new principal is reclaiming the culture for our staff and students and already this year there is a vast improvement in student attitudes and the way they treat one another. Bullying and verbal abuse are not tolerated, cyber bullying is not tolerated, and student who engage in this type of treatment have consequences that include meeting with an administrator several times to determine what choices should be made instead of the choices that were made as well as lunch detentions..

Measurable Outcome:

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

The measurable outcome will be increased academic performance and increased perception of the school's positive environment. Struggling students will be mentored by a staff member they feel comfortable talking to. Increased academic performance will follow the student's attitude turning positive because the brain, instead of shutting down will be opening up to receive and retrieve information.

Monitoring:

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

As each student is given a mentor staff person that they choose as someone they are able to relate to and share with, they will keep a journal that they share with the staff member either weekly or daily, depending upon need. They will be asked questions such as "how are you feeling about your performance, your teachers, your fellow students, " etc. Over time the student will respond positively, have a more positive outlook on school, want to attend and will feel better about progress made. The second thing to be done will be to assign a student mentor to come along side and be a friend, Also to be a resource for navigating campus, making other friends, seeking out assistance from staff members, etc. The adult member will ask how that relationship is going as well so it can be tracked.

Person responsible for monitoring outcome:

Crystal Yoakum (crystal.yoakum@ocps.net)

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.)

This intervention was described in the previous section under monitoring. Brain based research tells us that the happier or joyful a student is, the better the brain receives information and retrieves it. We can't change the atmosphere at home, poverty issues, support or non support from home. However, we can provide support from staff, teachers and students. We can increase the way the student perceives the school experience by being more actively involved. The child's perception of the world can be changed, thus changing the way the child's world is experienced.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is something Legacy High School has done well in the past and has found to be successful in undergirding the student personally. This then supports the student in all areas of their experience at

school. Because we are a small school, there are more adults per students. The adults have a greater opportunity to positively impact the student. Self confidence and a positive mindset begins to take over, thus equipping the student with the tools needed to succeed.

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.

All staff and faculty will read and be in agreement with the student handbook expectations, making sure all students are held to the same standards. All students will be given the handbooks and will be able to receive a presentation so all understand expectations, especially how they treat one another. Students will sign the handbooks indicating that they understand the expectations and will follow them. Struggling students will be able to identify a staff mentor they trust and feel they could relate to and with whom they are able to converse. They will meet weekly with this person, share journal entries that concern how they are feeling about school. Any issues will be worked out with the principal, teacher, dean or other students so the individual will be able to feel successful and supported.

Person Responsible: [no one identified]

By When: Handbooks have already been dispensed, presented and signed. Staff assignments will be made by September 8, 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).

Spending is conservative and focuses on classroom materials, textbooks, technology and resources for low performing students. This will continue with particular attention on the SWD subgroup and the black student subgroup. Resources to meet individual needs academically will be prioritized particularly in ELA, Math, Social Studies and Science. Additional teacher assistants will be hired to give additional support and Reading and Math personnel will be expended to meet the needs. The board of Legacy High School will expect the CEO and the principal to report at every board meeting of the 2023-2024 school year what expenditures have been made and what the results currently are. The board is responsible for budgets and budget revisions throughout the school year. As well, the board chair is available to meet with the CEO to check on progress on any issue brought before the board. The administration will meet weekly with the CEO to keep a current needs assessment updated for the two targeted subgroups that will need ongoing interventions and possible continued expenditures.

A new intensive reading program has been purchased for the 2023-2024 year that will be monitored for success monthly. If the students are not responding to it another supplemental program will be chosen. Online Math programs that provide additional practice for struggling students have been purchased and will be utilized as well. New Science and Social Studies teachers have been hired to give support to the two subgroups as well. The principal weekly will monitor these new teachers and mentor if and when necessary.