

Legacy Preparatory Charter Academy – Mesquite West Secondary Campus Improvement Plan 2017-2018

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MISSION

The mission of LPCA is to provide rigorous, relevant, learning and life experiences so that all students contribute positively to society.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

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THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2017-2018

Data Sources Reviewed:

Demographics

Enrollment, Attendance, Ethnicity Hispanic/Not Hispanic, Gender, Mobility, Special population participation, at-risk students, teacher-student ratios, course assignments, data from parents, federal law, PEIMS

Student Achievement State assessment data, TELPAS, PBMAS, system safeguards, Student grades, Course completion, Classroom and program assessments (common assessments), student work, online academic program scores, data from Achieve3000, iStation, TTM, Carnegie

School Culture and Climate

Interviews, Feedback data, classroom and walkthrough data, staff surveys, parent conferences and meetings, staff meetings and trainings, Tiny Pulse online questions.

Curriculum, Instruction, and Assessment

Foundation course materials, enrichment course materials, technology, standards based curriculum (Texas Essential Knowledge and Skills - TEKS), instructional design and delivery, collaborative grade level and subject based teams, differentiated strategies, common assessments, campus and class schedule, special programs schedules, interviews with teachers, classroom observations and walk-throughs, online instructional resources.

Family and Community Involvement

Parent feedback (written and oral), participation counts, parent demographics, mobility and stability, sign in sheets, partnerships within the community, training for district personnel on parental involvement

School Context and Organization

School structure and organization, Decision making processes, School leadership skill sets and background experience, Master schedule, Support structures: mentor teachers, Supervision structure, Schedule for student support services, School and physical map, Program support services (after school programs), Communication systems, Organizational Chart

Technology

Technology plan at the campus level, Technology policies and procedures, Classroom technology needs, Technology hardware and software, Professional development to support technology implementation, Resource allocations, Assessment of technology skill sets for students, parents, and staff, Online programs to support existing operations and student success: Websmart, ECHO, iStation, A3000, TTM, Carnegie, and Eduphoria.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Total Enrollment: 343 American Indian:	-Legacy Mesquite is considered to be a diverse campus, located in an urban environment, which has made significant academic gains in the majority of STAAR tested subjects since its inception in 2012.	-Strengthen students’ academic intervention beginning earlier in the school year, (ie September)	Continue to invest time and money in marketing so that the campus diversity continues to reflect the local community demographics of Mesquite, Texas.

<p>Asian: 5</p> <p>African American: 55</p> <p>Hispanic: 256</p> <p>Two or More: 6</p> <p>Caucasian: 21</p>	<p>-Programs are offered that meet the needs of the LEP, SPED, GT, Low Income, and At-Risk students.</p> <p>- Spanish is taught in all grades.</p> <p>-Free or reduced breakfast and lunch are served daily to meet the needs of our low socioeconomic scholars.</p> <p>-Legacy offers a PBL curriculum that has a positive impact on our students' learning outcomes and college/career readiness.</p> <p>-Alignment of curriculum and assessment of state standards</p>	<p>-Parent involvement and support program to assure the success of the scholars in the classroom</p> <p>-An active PTO needs to be re-established and meet at least quarterly.</p> <p>-Annual teacher retention needs to increase to at least 75%.</p>	<p>More frequent parent meetings on and off campus to help parents help students with academics</p> <p>Provide training to parents on PTO so they feel more comfortable in contributing to the PTO meeting through attendance and input</p> <p>Provide increased teacher support, mentoring, and coaching to increase teacher effectiveness.</p> <p>Focus needed intervention on specific sub-populations that need increased academic intervention and/or parental involvement.</p>
<p>Student Achievement</p>	<p>-Seventh grade Reading and Writing scores increased from the 2014-2015 school year.</p> <p>-Achieve 3000 data continues to show strong Lexile growth.</p>	<p>-Overall student achievement needs to increase.</p> <p>-The school culture needs to be improved as it relates to student/teacher relationships.</p> <p>-Students need to be reminded of expectations and daily learning objectives.</p>	<p>Higher levels of thinking and higher expectations from both teachers and parents are needed to push students to their full potential.</p> <p>Earlier identification and intervention for struggling students.</p> <p>Increased alignment between classroom grades, state standards, and STAAR results.</p> <p>Increased student assessment data awareness and utilization by teachers in lesson planning and intervention.</p>
<p>School Culture and Climate</p>	<p>Students at Legacy Mesquite West feel that the teachers treat them with respect and care about their education and future. The teachers also feel like the students are respectful and eager to learn.</p>	<p>-Teachers need to increase visibility at school related events, and continue having conversations with students that build positive rapport.</p> <p>-Teachers will also need to increase the volume of phone calls and emails to parents</p>	<p>-Guidance lessons from the school counselor that include lessons on character, moral, and ethics-to increase student awareness of behavior.</p> <p>-Continued surveys, questionnaires, and parent meetings are needed to gather feedback on program effectiveness.</p>

	<p>-Staff members and students believe the mission and vision of the school is being followed in a positive manner.</p> <p>-Scholars understand the STRR culture and are expected to abide by this vision.</p> <p>-Scholars believe the school is preparing them to be college ready.</p> <p>-Overall, the campus discipline issues are minor, such as dress code violations and not completing assignments, as opposed to weapons on campus and things of this nature.</p>	<p>in order to increase parental awareness and/or involvement.</p> <p>-Although staff members expressed the small size of the campus helped them be connected, they are stressed by the lack of resources such as projectors, books, and other materials.</p> <p>-Facilitators would like ongoing training/assistance in the RTI process and also with strategies that will allow them to better assist their SpEd scholars.</p>	<p>-Clear expectations and good classroom management must happen in all classrooms, so there are more than just small pockets of success.</p>
Staff Quality/ Professional Development	<p>19 out of 20 teachers are highly qualified and/or certified in the area they teach. All 20 teachers have expressed content competency in the area they teach.</p>	<p>-Continued use of a mentor program.</p> <p>-Mandatory online PD from Harry Wong and Edutopia, as well as focused face-to-face PD for teachers on a differentiated level.</p> <p>-Because of the high turnover rate, new facilitators will need ongoing PD in content and PBL.</p>	<p>-Teacher certification in bilingual and ESL will be targeted to fill teacher vacancies in areas of high need.</p> <p>-Differentiated professional development based off of teachers' proficiency and/or experience.</p>
Family and Community Involvement	<p>School website, School social media, School messenger system. Parents volunteer to help in different areas of school. AIM for Success, field day, health fair, music program, and award ceremonies.</p>	<p>-Recruiting of parent(s) to help directly in the classroom.</p> <p>-Parent workshops and open computer labs to assist parents with technology needs.</p> <p>-Community volunteer hours for students</p>	<p>-Create a strong sense of academic achievement and parental involvement through partnerships created by school events (such as PTO) and over communication of these events via various modes.</p> <p>-Increase the percent of students reading on grade level by implementing a home literacy project.</p> <p>-Invite parents to the campus during the school day and after school to take part in hands-on activities to bring awareness about the school's initiatives and academic content.</p>

School Context and Organization	<ul style="list-style-type: none"> -Weekly staff meetings used for both logistics and PD twice a month. -Weekly informational flyers sent home -Monthly parent meetings -13 days professional development-district wide -Seven hours of curriculum planning time per week, per teacher. 	<ul style="list-style-type: none"> - Student internship and shadowing program - Content leads will need to over communicate curricular and school related events to his/her team. - Communication between departments to assist with co-planning and horizontal/vertical alignment 	<ul style="list-style-type: none"> -Establish partnerships with nearby colleges, universities, tech companies, and hospitals/clinics. -Sustain a campus climate where effort and accomplishment are recognized. -Implement the required components of the new STEM designation from TEA
Technology	<p>Teachers at Legacy use the following to plan effective projects and instruction. The campus also received a STEM grant, which will also help with technology.</p> <ul style="list-style-type: none"> - Computers - LCD projectors - Wireless printers -Internet -Plan lesson - chat via Google Hangout and/or Skype - draft live documents on Google Drive - Access online drives and media delivery sites - ECHO - Video presentations 	<ul style="list-style-type: none"> -Training on technology based off of teachers' readiness level. -Increased use of technology in lesson plans and actual lesson delivery. - Add additional bandwidth -Require subject based professional development -Computer training for students and parents. -Increased technology equipment in the classroom, i.e. Smart board, doc. camera -Assistive technology for scholars with needs. -Technology centers 	<ul style="list-style-type: none"> -Technology grants -Technology workshops for parents -Focused professional development for teacher on how to efficiently use technology and implement technology into the lesson plan/delivery. -Implementation of National Educational Technology Standards -Train students on how to use laptop software, ie word and excel. -Train the parents on how to create an email and check grades in Websmart and ECHO

Ideal State: ELL students will receive academic support to increase English proficiency in all contents.								
Objective(s): When administered the Spring 2017 TELPAS, 85% of ELLs will increase to the next proficiency level. 85% of the ELLs will meet the state progress measure, as measured by the STAAR.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	Funding Sources
ELLs will show academic progress on common assessments and state assessments.	LPAC chair LPAC Admin	Grade reports Achieve 3000 Bilingual TA Rosetta Stone Bilingual dictionaries	Every 6 weeks	LPAC meeting minutes for progress monitoring	Increased scores on classwork and English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork	1,2,9,10	State BEA Title III Title I
Teachers will receive training and coaching on ELPS, SIOP	Special populations coordinator	Region X Coach	Twice per semester	Sign in sheets Coaching observation forms	Increased English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork	1,2,9,10	BEA Title III
Identify ELLs through an oral proficiency test	LPAC Chair LPAC Admin	IPT test	No later than 20 days after students' enrollment	IPT Reports Students are coded appropriately Students are given needed linguistic accommodations	Increased English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork IPT	1,2	State BEA
ELL training will be given to teachers to support classroom instruction	LPAC Chair LPAC Admin	PD Modules	Monthly	Sign in sheets Agendas	Differentiated instruction	Common Assessments STAAR/EOC	1,2,10	State BEA Title III

				Classroom observations	Increased scores on assessments Increased English proficiency levels	TELPAS Classwork		
<p>Staff will improve the quality of instruction and projects by engaging students in work that requires higher levels of thinking to increase student mastery of content.</p> <p>Objective(s): At least 75% of students will meet the minimum satisfactory standard on the state assessment. No less than 75% of the students will demonstrate mastery of TEKS assessed on common assessments.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources
Evaluate teacher created formal and informal assessment data to drive instruction	Campus Admin Teachers Instructional Coaches	Eduphoria iStation STAAR Results TELPAS Results PBMAS	Every 6 weeks	Mile markers Data action plans	Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8,10	State Title I
Extended learning opportunities will be provided to students	Teachers Campus Admin	Extended day facilities Afterschool academic clubs Online enrichment programs	weekly	Sign in sheets	Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8,9,10	State Title I
Reading and writing will be implemented across the contents	ELAR Instructional Coach Campus Admin	Achieve 3000 iStation TTM Carnegie Region X Consultant	Every 6 weeks	Student Content journals and portfolios Quickwrites	Increase in student achievement Mastery of TEKS Increased Lexile levels	STAAR/EOC Common Assessments	1,2,8,10	State Title I

Academic vocabulary will be emphasized across the contents	ELAR/PBL Consultant Teachers	Vocabulary strategies Region X Consultant	weekly	Lesson plans reflecting vocabulary strategies	Academic language is used in the classrooms	STAAR/EOC Common Assessments	1,2,8,10	Title I BEA Title III
Teachers will differentiate instruction to address the needs of high achievers, including GT students, as well as struggling students.	GT Coordinator Sped Coordinator Teachers	Special populations training Achieve 3000	Weekly	Student portfolios Lesson plans	Documented student achievement and Lexie growth	STAAR results Common Assessments	9	State
All 6 th graders will be enrolled in the research and investigations (R&I) course to transition them into the New Tech Network (ECHO)	Counselor	Research and Investigations teacher	End of 1 st week of school	Student schedules	Students are able to navigate ECHO system	Classroom observations Student culture surveys from New Tech	9	State

<p>Ideal State: 100% of students will be educated in a learning environment that is safe, drug-free, and conducive to learning.</p> <p>Objective(s): 100% of classrooms and common areas will be safe and orderly. 100% stakeholders will emphasize and follow the STRR culture.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Source
Train staff, students, and teachers on safety and security, and implement the safety plan as mandated by Section 37.108 of the Texas Education Code.	Campus Admin	Sign in sheets Agendas	End of 1 st six weeks	Monthly drills are conducted	All stakeholders are able to implement the safety procedures.	Observations of drills	1	State
Survey parents and students to measure concerns about safety during the school day.	Campus Admin	Surveys	Once per semester	Completed surveys	Increased feelings of safety, based on survey comparison	Parent and student surveys	1,6,10	State Title I

Assist students with awareness of a healthy lifestyle and STRR culture	-Counselors -PE Teachers -School Nurse -Cafeteria staff	Health pamphlets Nutrition info	Each six weeks	Lesson plans Artifacts posted around campus STRR artifacts posted	Students choosing healthier lifestyles and food choices	Campus observations	10	State
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<p>Ideal State: All students will graduate from high school prepared for college and the workforce.</p> <p>Objective(s): 100% of students in 6th – 11th grades will have a college and career class during their Wednesday enrichment time. All students will be monitored for progress and involvement in STEM activities.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources
Prepare students to be college and career upon graduation	Counselor	College personnel College information Guest speakers	weekly	Sign in sheets Agendas CCR Lesson plans	Students enrolled in dual credit courses MOU with Eastfield college is established	Common Assessments Classwork STAAR/EOC Completed college and/or job applications	1,2,7,9,10	State
Implement STEM in all grades	District personnel STEM Coordinator STEM Coach	Master schedule reflecting STEM courses STEM teachers STEM Blueprint	Every six weeks	Increased number of students enrolled in STEM courses Increase in STEM competitions	Increase in Science and Math scores on assessments	Common Assessments Classwork STAAR/EOC	1,2,8,10	State Title II

Conference with students who are not successful in two or more classes at the end of a six weeks	Counselor Campus admin	Student learning contracts	Every six weeks	Conference sign in sheets Conference documentation forms	Decrease in failing grades	Common Assessments Classwork STAAR/EOC	2,10	State Title I
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<p>Ideal State: All students will be taught by highly qualified teachers.</p> <p>Objective(s): Recruit and hire teachers and paraprofessionals who are fully certified or highly qualified according to NCLB. Retain 75% of staff.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources
Provide competitive salaries with stipend for science, math, bilingual, and SPED positions.	Human Resource Campus Admin	Budget Board members Job fairs	April 2017-August 2018 (and as needed)	Educator SBEC certification Educator college transcripts	100% of HQ teachers	Increased teacher retention	5	State BEA Title II IDEA B
Assign a mentor teacher to all teachers new to the field as well as all teachers new to Legacy.	Campus Admin	Harry Wong videos Edutopia CHAMPS	August 2017-June 2018	Mentors assigned Documented mentor/mentee observations and feedback meeting	Increased knowledge of logistics and teacher best practices	Increased student achievement	3,5	State

Implement professional development that will lead to higher levels of thinking for the students and effective instruction through projects.	Instructional Coaches District Academic Coordinators	Region X Consultants New Tech Coaches	July 2017-May 2018	Sign in sheets Agendas Classroom observations to monitor implementation of new learning	Increased teacher capacity to implement effective projects Increased student learning and levels of thinking	Teacher observations using T-TESS rubric	3,4,5,10	State BEA Title I Title III
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<p>Ideal State: Encourage and promote a climate that fosters family engagement in the education of all students.</p> <p>Objective(s): At least 70% of families will become a part of the PTO. All homeless families will be offered available resources to encourage continued family encouragement.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources
Develop and sustain a Parent/Teacher Organization (PTO) with active and involved officers/members	-Campus Leadership -Teachers -Community Liaison	-Parents -Community members -Presenters	8/15/17-5/26/18	-PTO Meetings -Agendas -Minutes -Sign-in -PTO Membership roster	-Increased PTO membership -Increased parental involvement -Increased school based activities	Formative assessment of PTO	6	Title I

					sponsored by the PTO			
Provide information and resources for homeless families	-Community Liaison -Campus Admin -Registrar	-Community Liaison	8/15/2017 - 6/9/2018	-Registrar will forward contact info to Community Liaison to assist family	-Homeless families are enrolled without complications are provided resources by community liaison	Survey of services from homeless families	1,6	Title I
Survey parents to seek ways to improve family engagement	Community Liaison	-Created survey	September 2017-June 2018 (one per semester)	-Completed parent surveys -Parent sign in sheets Parent volunteer forms completed	Increased parent engagement and volunteers	Formative assessment of surveys	1,6	State Title
Facilitate content related family events to educate families on strategies to help students at home.	Community Liaison Teachers Campus Admin	-Community Liaison	Monthly	Sign in sheets Meeting artifacts	Increased parental involvement Increased student achievement	Increased parent engagement	6	State Title I

Benchmark Timeline

Initial (Beginning) March 2017	Comments and Recommendations: The Campus Advisory Team reviewed all goals and measures during the April, 2016 meeting. The Comprehensive Needs Assessment (CNA)
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	<p>committees were formed and assigned meeting dates to discuss their committee information.</p>
<p>Interim (Formative) April, 2017</p>	<p>Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees met to discuss, review, and construct goal statements in the areas of:</p> <ul style="list-style-type: none"> ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Student Achievement ● Curriculum, Instruction, and Assessment ● Technology ● District Context and Organization ● District Demographics ● Family and Community Involvement <p>Each committee presented information in the areas of strengths, needs, and a summary report for construction in the DIP.</p>
<p>Final (Summative) June 20, 2017</p>	<p>Comments and Recommendations:</p> <p>The Board of Trustees will receive a new copy of the CIP at the beginning of the 2015-2016 school year. All changes and updates were noted and presented to the executive for inclusion in all Campus Improvement Plans.</p>

Approved	----- by the District Advisory Team
Revised	----- to include additional strategies to address the LEP and homeless population