

Legacy Preparatory Charter Academy, Plano

Campus Improvement Plan

2017-2018



Campus Advisory Team

Gary Johnson	Director	Stacy Desmond	Parent
Doris Garrett	Director	Beatrice Cordova	Parent
Amelia Zambrano	Counselor		
Karia Reeves	Special Education Department		
Kristen Collins	English		
Monica Portillo	English		
James Pacheco	Science		
Obed Thomas	Parent		
Lisa Keaveney	Math		

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.

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.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2015-2016

Data Sources Reviewed:			
<ul style="list-style-type: none"> Enrollment, attendance, special program participation, TELPAS, STAAR, Woodcock Munoz Language Survey, Early Reading Indicator, common assessment scores, New Tech Network Student Survey, teacher certification/qualification data, parent, student and teacher surveys, Kilgo, Achieve 3000, TTM, iStation, and Carnegie reports, Eduphoria, master schedule, duty rosters, tutoring logs and attendance, Tiny pulse results, PD calendar, student and teacher interviews, observations 			
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	small classroom number, balance of male and female students, smaller ratio of students to teacher, culturally even distribution, small at-risk population, diagnostic of all students	Sped and low SES support, enroll in CNP snack program, more programs/courses/extracurricular activities that interest secondary students, increase number of computers for students w/ reading, writing, and vocabulary programs loaded	more support for Sped - IDEALB more support for low SES students - increase enrollment of MS and HS students -
Student Achievement	student choice in how they show mastery and are not forced down a particular path, teachers are free to create their curriculum according to student need, building the skill of collaboration in the student for future workplace excellence, community relationships - being able to have these public audiences, the coming dual credit opportunities for the students later in high school	State assessment scores reveal a need for strengthened writing curriculum and ELL academic support. The WMLS and early reading indicator reveal that the younger scholars are in need a guided reading program that better boosts their reading fluency and comprehension.	Reading/Writing curriculum –ELA Coach Achieve 3000- Title 1 More support for ELLs –Title III Guided reading program –Title II Literature in PBL program –PBL coach-Title 1 STAAR Prep Sat school Title 1 PBL Coach Title 1 ELA coach Title I Math support Math Instructional coach 501 Support for Homeless/Foster care –Title Enrichment Summer school ESL-Title III
School Culture and Climate	Students understand STRR principles, Students feel respected and safe, Students understand teachers have high expectations, Students enjoy coming to school and they feel that they are learning and working, teachers feel	Overall, students enjoy coming to our school and they feel safe, respected and loved by their teachers. However, scholars need to feel that some behavior issues are being resolved (to have more support from administration with discipline and safety).	Campus grade level planning – Restorative Practice Consistently enforced consequences in regard to student discipline – STRR Culture

	supported by the administrators	Behavior problems need to be approached with clear and practical solutions. Most of the teachers feel supported and valued by administration. However, some feel some improvement could take place in district level planning and discipline issues in the classroom	
Staff Quality/ Professional Development	Highly Qualified Teachers, Ability to gain experience very quickly, Lots of Professional Development, Increasingly better new teacher training, More focus and direction with Professional Developments, New Tech Training, BIE/PBL Training, Slow improvement when it comes to consistency in dealing with discipline issues	High need for more training with Special Education, especially in the area of RTI and how to differentiate properly, High need for competitive salaries to recruit and retain teachers, High need for administration to hire qualified teachers and not just teachers that are certified in a specialty (eg. Bilingually certified), High need for safe environment where staff can share concerns without risk of retribution (confidentiality is a huge concern from most staff with regards to sharing concerns with administration), High need for training in the area of lesson planning within the PBL setting, lesson planning as a team, and team teaching, Need for administration to work towards a better solution for extra requirements for schools with less staff (Saturday school for testing grades and our district being in session more days than other districts), More modeling from administration on how to do instead of just receiving a professional development and being expected to do it, We (staff & administration) need to work as a team to come up with how we can retain good scholars so that we can stop attracting scholars who have been kicked out of numerous other schools (this comes back to we MUST have a safe environment	Increase staff retention –Stipend for secondary math/science teacher Title II Targeted training in areas of need – RTI, differentiation and planning with PBL Multicultural Training Professor Freedom Dr. Rivera Title 1 Teacher certification Title 1 PD for teachers/administrators Title II, Title III

		where we can share thoughts and concerns with administration), We must have more consistency with discipline issues, and there should NEVER be any scholars who can disrespect a teacher over and over again (foul language as an example) and remain at the school. This does not show a need for respect to the other scholars, who feel they can get away with it. Nor does it show support from administration., Consistency between campuses with teaching	
Curriculum, Instruction, Assessment	Kilgo is aligned to state TEKS, Eduphoria has larger test bank for all contents, Project Based Learning Foundation, Assessments are often, Support in lesson planning, less homework/more school work-projects	Facilitators need to consistently implement Kilgo pacing/scope and sequence, Facilitators need Spanish resources in order to properly teach Spanish in all required contents (K-3), Because STAAR maker is better aligned to TEKS and STAAR test, it's more beneficial than Eduphoria, One of the greatest needs is the ability for facilitators to plan for their own class/scholars. It is imperative that all campuses teach for the same common assessment and TEKS, but lesson plans should be individual to fit the facilitator's scholars., Facilitators need intensive training on PBL and aligning projects with TEKS., Parents need to see the common assessment, not just the mile markers., Either classes need to be smaller or teachers need to be better prepared to deal w/ larger class sizes.	More efficient test maker program – Intensive training in the bilingual structure – Intensive training in special populations - TEKS Resource System Add more choices elective band Title 1
Family and Community Involvement	Community Service, Activities with director and parents, Garden, Newsletter - Calendar Alert, Playground, Emails from teachers, student led morning announcements, call message service,	The benefits of parent involvement are clear. A growing body of research shows that successful parent involvement improves student behavior, attendance, and student achievement. Parents are	Parent survey/feedback too l – Student agenda/planner – Increase in community public audience – Community Liaison Title 1 Parental Involvement Conference Title 1

	remind 101/Class dojo, PTO monthly lunch	sometimes hesitant to become involved in school because they don't have extra time or because they don't speak fluent English. Parent involvement needs to be much more than conferences and PTOs. We would like to see a Parent Activity Evaluation and feedback tool. Student achievement books would be great to involve students in their learning. We need parent surveys. A suggestion box for parents at the front office would be fantastic	Concilio Title 1
School Context and Organization	Cheers! Tiny Pulse, Multicultural Diverse Groups, Creativity in Lesson Planning, STAAR Testing Success	Our summary of needs includes improving communication, procedures and decision making. The goal is to implement better communication between staff, departments and satellite schools. In like manner defining staff roles will help our school in avoiding ongoing miscommunications. Also a time to discuss certain issues is a need. Facilitators believe that additional teaching materials will greatly enhance the learning environment. By the same token it is believed that a (better balance of duties and responsibilities will eliminate high stress and work overload). Ongoing professional development will also help teachers to cope with behavior issues and/or burn out. The professional development could be geared toward daily issues. To conclude, communication, defining staff roles, balance and professional development are what is needed to improve our school context and organization.	Define staff roles – Enhance communication in regard to policies, procedures, and decision-making – Ongoing targeted professional development –
Technology	Eduphoria, Achieve 3000, Websmart JR3, Google Products, Projectors, Think	As a technology based school we are lacking in resources and ongoing training,	Intensive training in the school systems – Document cameras for classroom use –

	Through Math, IStation, Technology for PBL	Need more laptops and a computer lab, Need Elmos, projectors w/speakers and screens, Introduce and provide monthly training for available applications, New teacher IT training program, student document storage via network or provided thumb drive, Centralized phone system with bell, keyboarding class	Electronic document storage for students –
--	--	--	--

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 and paraprofessional.
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 literacy 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.

Ideal State: Goal 1 All students will perform at or above grade level							
Objective(s): Increase the percentage of Level II student performance on all STAAR writing tests up to 80% with 10% meeting Level III in 4 th , 7 th , and 9 th grade including SPED, GT, and LEP students.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
All students in grade K-11 will write across all content areas as modeled by experts	Classroom teachers, content leads, ELAR coach	Notebooks, training by ELAR coach and other vendors State funding, Title I \$27,500 Title II \$4,500	Monthly	Notebooks will be available for review and up to date	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2,3,4,5,7,8
All teachers will follow a campus wide writing plan including grammar and the writing process	Classroom teachers, content leads, ELAR coach	Campus wide writing plan State funding, Title I \$27,000 Title II \$4,500	Every 6 weeks	Lesson plans, walkthroughs, journals, common assessments, practice writing prompts	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2,
4 th and 7 th and 9 th grade teachers will use ongoing assessment data to identify students in need of remediation and objectives that need to be retaught	4 th and 7 th grade teachers	Assessment data State funding, Title I \$27,500	Every 6 weeks	Assessment data, tutoring logs and lesson plans	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	8,9

4 th and 7 th and 9 th grade teachers will emphasize writing workshops emphasizing mini lessons on purpose, planning, drafting, editing, conferencing, revising and publishing Legacy will continue employing the elementary reading coach and will hire a secondary reading coach to further support reading instruction.	4 th and 7 th grade teachers, content leads, ELAR coach	Writing workshop training by ELAR coach State funding, Title I \$27,500 Title II \$4,050 Title II \$500	Every 6 weeks	Lesson plans, published student work, anchor charts, walkthroughs	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2,4
Teachers in all grades will incorporate language activities to require use of complete sentences, total participation techniques, non-verbal representation, and cold calling	Classroom teachers, content leads, ELAR coach, administrators, reading specialist	7 Steps to a Language Rich Interactive Classroom, training facilitated by ELAR coach State funding, Title I \$27,500 Title III \$3,000	Every 6 weeks	Lesson plans, walkthroughs	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	3,4
4 th and 7 th and 9 th grade teachers will incorporate writing binder to help students organize their writing course work	Classroom teachers, content leads, ELAR coach, administrators	Binder with tabs, training facilitated by all instructional coaches State funding, Title I \$27,000	Monthly	Binder, writing samples, walkthroughs	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2,4
ELL, GT, and SPED students will receive additional support through implementation of IEPs and/or ELPS and GT extensions. Student's coded homeless will receive all needed support to ensure	Classroom teachers, content leads, LPAC coordinator, ELAR coach, administrators,	ELPS training, SPED training, SIOP training, GT training 6400 Title I \$1660.00	6 weeks	Green folders, Red folders identifying students and accommodations, data analysis of specific	Students will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2

academic progress.	GT coordinator			populations			
Ideal State: Goal 2							
Close achievement gaps among all student groups.							
Objective(s): Increase Reading STAAR results for ELLs up to 80% meeting the state passing standard and 100% meeting growth progress expectation including GT and SPED scholars who are ELLs.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Provide continual PD in best practices for teaching reading to ELLs including live classroom modeling and teachers	ELAR coach, administration, Reading specialist	Region 10 consultant Title III \$700, Title III \$3,100	6 weeks	Increased reading fluency score and Lexile level according to Achieve 3000	ELLs will pass the Reading portion of STAAR	CA/STAAR	3,5,9
Increase access to Achieve 3000 to all 2 nd -8 th grade scholars	Director of Academic Systems, classroom teachers, all instructional coaches	Achieve 3000 Title I \$27,500	By summer 2017	Lesson plans, Achieve 3000 usage reports	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4
Kindergarten and 1 st grade scholars will have Literacy Days where they are paired with a scholar from higher grade levels	Classroom teachers, Reading specialist, administration	Appropriate and sufficient number of books for each level State funding, Title I \$27,500	Quarterly	100% of scholars in Kinder/1 st will participate a minimum of 4 times	ELLs will pass the Reading portion of STAAR	CA/STAAR	8, 9
Increase amount of time in guided reading with additional support from support staff and tutoring	Classroom teacher, reading specialist,	Guided reading books, time added to ELL	Monthly	Increased reading fluency and	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4

for beginning and intermediate ELLs	support staff	guided reading group in lesson plan and extended to tutoring Adapted short stories Books on CD Easy Readers - high interest, low readability National Geographic Title II \$4,050		comprehension at MOY and EOY benchmarking; lesson plans			
Continue foundation skills time using the 1000 word challenge	Classroom teachers	Copies of 1000-word challenge, Fry words website State funding	Monthly	Lesson plans; increased score on TPRI for K/1 scholars from BOY to EOY	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4,8
Utilize bilingual dictionaries in all classrooms	Classroom teachers	Dictionaries distributed in all classrooms State funding, Title III, \$500	Monthly	Administration of CA will include accommodations of bilingual dictionaries	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2
Ideal State: Goal 2 Close the achievement gaps among all students.							

Objective(s): Increase the percentage of all students on grade level in reading to 85% in grades K-2 including SPED, GT, and LEP students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
All teachers will create guided reading groups and assessments based on students' levels and meet with them on a regular basis	Administration, Reading Specialist, ELAR coach, K-2 Teachers	Guided reading books; training on the proper implementation of the balanced literacy model State funding, Title II \$4,050, Title III \$3,000	Quarterly	Walkthroughs, lesson plans, reading groups by request	Students will read on grade level	CA/STAAR	2,8,9
Teachers will use TPRI data to provide intervention for identified students	K-2 Teachers, Reading Specialist	TPRI assessment data State funding, Title I \$27,500	Every 6 weeks	Classroom observations; lesson plans	Students will read on grade level	CA/STAAR	2,8,9
Teachers will implement a Read Aloud protocol that incorporates student turn and talk and class discussion	K-2 Teachers	Appropriate and sufficient number of leveled books in sets State funding Title I \$27,500	Monthly	Walkthroughs; lesson plans	Students will read on grade level	CA/STAAR	2,8,9
Tier 2 and Tier 3 students will receive interventions during the day and in tutoring	Reading coach, classroom teachers	Adapted short stories Books on CD	Every 6 weeks	Pull-out schedule, progress monitoring from	Students will make significant gains toward reading on grade	CA/STAAR	2,8,9

		Easy Readers – high interest, low readability National Geographic Title I, \$27,500 Title III		TPRI/Tejas LEE	level		
Utilize Rosetta Stone	Classroom teachers	Language program Title III \$700	Monthly	Clocked hours on programs	Students will read on grade level and show proficiency progress on TELPAS and IPT	IPT/CA/TELPAS/S TARR	2,8,9
Ideal State: Goal 2 Close the achievement gaps among all students.							
Objective(s): Increase the percentage of Level II student performance on all STAAR mathematics tests up to 80% with 10% meeting Level III grades 3 rd -10 th , including Algebra 1 and 2 and Geometry.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Use a school wide problem solving model Legacy will hire a Math coach to support teachers in mastering the new TEKS and mastering strategies to reach all students.	Math Content Leads, Math coach, Math teachers, administrators	Problem solving model; PD time for collaboration State funding Title I \$18,333.33	Monthly	Student work, lesson plans, walkthroughs	Students will pass the math portion of STAAR	CA/STAAR	1,2,3,4,5,7,8
Provide new TEKS training	Math Content Leads, Math coach	TEKS State funding,	Monthly	Lesson plans, walkthroughs, teacher collaboration	Students will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8

		Title II					
Ensure that resources are aligned to the new TEKS	Academic Systems Director, Administration, Math coach	TEKS Title I \$27,500, State funding	Monthly	Resource source list, Lesson plans	Students will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8
Provide tutorials for student who are identified as failing or at-risk of failing including language support for beginning and intermediate ELLS Students will participate in Saturday tutoring to receive additional support for the STAAR test.	Teachers	TEKS, tutoring curriculum BEA, Title III, Title I, State funding 6100	Every 6 weeks	Tutoring logs and sign in sheets	Students will pass the math portion of STAAR	CA/STAAR	1,8,9
Ensure data analysis of common assessments and student work to identify areas of improvement	Teachers, math coach, administration	TEKS, curriculum, Eduphoria State funding, Title I \$27,500	Monthly	Target goals after half day data digs	Students will pass the math portion of STAAR	CA/STAAR	1,2,3,4
Ideal State: Goal 2							
Close the achievement gaps among all students.							
Objective(s): Increase the percentage of Level II student performance on all STAAR science tests in the ELL population to a minimum of 80% in 5 th and 8 th grade including ELLs, GT, and SPED students.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Ensure teachers are attending professional development trainings that support linguistic and content advancement of	Administration, Director of Special Populations,	Region 10; SIOP consultant; ELL resources Title III \$3000	Every 6 weeks	Lesson plans, walkthroughs, teacher feedback	Students will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8,9

ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy; as well as, SIOP implementation	Classroom teachers	BEA, Title III \$3,000					
Analyze and monitor data (i.e. TELPAS, common assessments, and IPT) to inform on meeting the needs of ELLs for instruction and accommodations	Administration, Classroom teachers, Science content leads	Progress monitoring form with goals	Every 6 weeks	Completion of progress monitoring form	Students will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize and integrate Engineering is Elementary kits	Classroom teachers	EiE binders and supplies State funding	Every 6 weeks	Lesson plans, displayed student work	Students will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize the science lab	Classroom teachers	Lab materials State funding	Monthly once fully completed	Lab shows evidence of work of students and schedule is optimized	Students will pass the science portion of STARR	CA/STAAR	1,2,3,4
Ideal State: Goal 3 All students will be taught by highly qualified teachers.							
Objective(s): Recruit, retain and develop highly effective staff providing quality staff development that will provide tools that proactively engages students for success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Legacy will recruit, select, and approve only new teachers and paraprofessionals that meet the definition of Highly Qualified.	Human Resources Department; Campus Directors	District Website Title I \$27,500, Title II \$24,000	As needed throughout the school year 8/25/16 - 6/10/17	Checklist in each teacher's file regarding HQ status	HR Certification Records	Ongoing as needed	3,5

Conduct recruitment activities to ensure highly qualified personnel are hired for all positions.	Human Resources Department; Campus Directors	Website Posting Ads Title I \$27,500, Title II \$24,000	December 2017	100% HQ teachers on staff, STAAR results, CA analysis, administrator observations/ walk through	Teacher demographic data, Teacher Recruiting Survey, new hire data	As needed	3,5
Analyze data from all teachers' certification, testing, staff development, and service records to ensure that all meet the highly qualified status.	Human Resources Department; Campus Directors	Personnel Files State funding, Title I \$27,500, Title II \$24,000	March 2017	Data collection on college programs, recruitment schedule with qualifying colleges	Increased percentage of highly qualified	Yearly	1,3,4,5
Evaluate recruiting efforts each season to determine the effectiveness in meeting our district needs. Recruit in colleges with preparation programs in the areas of high needs.	Human Resources Department; Campus Directors	Personnel Files; Recruiting Methods Title II \$24,000	March 2017	School websites, online advertisements, google hangout with colleges	Increased percentage of minority hiring	Yearly	3,4,5
Cooperate with local universities to encourage minority student teachers in all programs, with an emphasis on Bilingual, ESL, Special Education, etc.	Human Resources Department; Campus Directors	College Personnel; Technology; Brochures Title II \$24,000	August 2017 January 2017	Partner with local universities to provide student teachers the opportunities to come observe and serve as interns; LPCA teachers and paraprofessionals could serve as guest speakers in college classes to share about their	HR Certification Records	Twice a year	3,4,5

				experiences and opinions on the needs of these specialized programs.			
Expand the use of technology to effectively recruit prospective professional and paraprofessional staff.	Human Resources Department; Campus Directors	Website State funding, Title II \$24,000	July 2017	School Websites, electronic advertisements, placing ads in education-related job boards	Retention data, New Teacher Survey	Yearly	3, 4, 5
Provide incentives for teachers to attain ESL, Bilingual, and/or GT certification. Provide stipends to secondary Math and Science teachers.	Superintendent Human Resources Department; Campus Directors	Stipends BEA, State funding Title II \$24,000	On-going throughout the school year 8/25/16 - 6/10/17	Documentation of other charter school salaries, Allocating funds to assist in paying for training and certification, providing subs to cover teachers acquiring extra certifications	Retention Data, HR Certification Records, 10% increase in dual certified teachers.	Yearly	3, 4, 5
Provide mentoring to all new teachers through campus mentors.	Human Resources Department; Campus Directors	Mentor Teachers; training State funding	August 2016- August 2017	Master schedule, sign in sheets; provide each new teacher with a veteran mentor from their campus, mentors will meet with their assigned teacher at least once a	Teacher retention rate, increase morale	Ongoing	3, 4, 5

				week to provide feedback/ support, mentors will receive training regarding mentorship program			
Maintain competitive salaries and benefits with comparison charters.	Superintendent Human Resources Department; Campus Directors	Title I \$27,500, Title II \$24,000, Local State and Federal Funds	July 2017 (BEFORE teacher orientation)	Master Schedule; Meeting agendas and/or documentation and sign-in sheets	Teacher retention rate, increase morale	Yearly	1,2,3,4, 5
Integrate Region 10 Training and support as a part of ongoing professional development.	Campus Administrators Curriculum Directors Special Populations Director	Title II \$3,100	On-going throughout the school year 8/25/16 - 6/10/17	Certificate of completion	Increase rigor in classroom and improved grades and test scores	Ongoing	3,4,5
Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams. Provide training on meeting norms and protocols. Provide common planning periods on each campus master schedule.	Superintendent; Human Resources Department; Campus Directors	State funding Title I \$1,500	As needed	Teachers Development attendance rosters	Increase rigor in classroom and improved grades and test scores; Teacher retention rate, increase morale	Yearly	3, 4

All administrators and New Tech core teachers will attend New Tech training every year.	Superintendent; Campus Directors	New Teach Training State funding, Title II \$15,000	July 2017	Attendance rosters for face to face workshops, online training.	Increase rigor in classroom and improved grades and test scores; Teacher retention rate, increase morale	Yearly	3, 4, 5
All teachers will attend some form of PBL training every year.	Teachers	Region 10; Other Source of Training Title II \$15,000, State funding	On-going throughout the school year 8/25/16 - 6/10/17	Documentation of contracts and sign out sheets	Increase rigor in classroom and improved grades and test scores; Teacher retention rate, increase morale	Yearly	3,4,5
Ideal State: Goal 4							
Comply with coordinated health program requirements.							
Objective(s): Students and staff will achieve health and fitness through the implementation of health activities, participation in physical activities, improvement of Fitnessgram results for all students, and compliance with the nutrition guidelines and staff wellness.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Comply with the Federal, State, and Local wellness policy by making healthy nutrition choices and sharing information with campus staff, parents, and students to	CNP Coordinator; Director of Operations, parents	Nutrition resources State funding, Title I \$27,500	Monthly	Menu and other health news distributed in the weekly calendar alert	Calendar alert		6,10

positively influence the health of students and community members		6100					
Continued implementation of the Mind Up curriculum	Counselors, Classroom teachers	Mind Up curriculum State funding, Title I \$27,500	Monthly	Lesson plans, walkthroughs, student interviews	Students will be able to exercise mental calming and focus strategies		4,9,10
Ensure student participation in moderate to vigorous physical activity during PE and brain breaks	PE Teachers, classroom teachers, administration	Safe area for activity State funding	Every 6 weeks	Lesson plans, walkthroughs	Students will be able to focus and work well in class		8,10
Improve campus Fitnessgram scores	PE teachers	Safe area for activity Local and state funding	Every 6 weeks	Fitnessgram data	Fitnessgram scores will increase		10
Provide health food alternatives for students, parents, and teachers when food and beverages are served.	Administration	None State and local funding	Monthly	Agenda menus	Student, parent and teacher feedback		6,10
Offer at least 3 staff wellness opportunities per year	Administration; District Nurse	None State and local funding	Quarterly	School calendar of events	Participation numbers		10
Ideal State: Goal 5 All students will graduate from high school and be college ready.							
Objective(s): School wide reform Strategies.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

Expose students to different careers and opportunities available after high school.	All Staff	Speakers, Presentations Title I \$27,500, State funding	On-going throughout the school year 8/25/16 - 6/10/17	Schedules, Agendas, Minutes, Sign in Sheets	Increase scores on assessments.	Throughout the school year	1,2,9,10
Focus on College / Career Readiness	Administration, Teachers;	Parents Community involvement Business professionals – Partnerships State funding, Title I \$27,500	On-going throughout the school year 8/25/16 - 6/10/17	Minutes; Sign-In sheets; Agenda	Learning Outcomes beyond the State Standards Teachers/Facilitators model cultivating the intellect for the sheer joy of learning. Instructors promote their Colleges in the classroom as positive examples of higher learning	Ongoing	6,10
Increase student awareness of and access to career and college planning information Schedule College Night, Career Night, and College Funding Opportunities Session at each campus	Campus Directors Staff	Flyers and Brochures State funding, Title I \$5,400	Fall 2017	Sign-in Sheets Agenda/Minutes	Improved lesson plans and increase in student/parent attendance.	Annually	3,4,5,6
Ideal State: Goal 6 Legacy will encourage and promote a climate that fosters family engagement in the education of all students.							

Objective(s): Establish and maintain active Parent Involvement opportunities on campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<p>Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children Provide parents the opportunity to receive information about extra-curricular activity opportunities on all Legacy's campuses Provide parents with information about how the district defines high-quality teaching and learning</p>	<p>Administration PTO Administration</p>	<p>School Messenger Teacher Web Parent Contact Logs Parent Compacts Title I \$5,000</p>	<p>(every six weeks)</p>	<p>Parent/Teacher Conference District and Campus Websites Extra-curricular Activity Brochure/flyer Campus Orientations</p>	<p>Sign in Sheet; Increase in parent participation</p>	<p>Annually</p>	<p>1,2,6,9,10</p>
<p>Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: Parent Teacher Organizations and other volunteer opportunities. Legacy will follow up with parent volunteers. PTOs will meet district wide to collaborate and share ideas.</p>	<p>Administration Teachers</p>	<p>Volunteer Sign-in Binders (Hour Reports) Title I \$5,000, State funding</p>	<p>(every six weeks)</p>	<p>Flyers Online Web Calendar of events on school website Volunteer Sign In Log Agendas Volunteer Recognition Luncheon PTO Sign In Logs Agendas</p>	<p>Sign in Sheets; Increase in parent Volunteers</p>	<p>Ongoing</p>	<p>1,2,6,9,10</p>
<p>Develop and implement a Parent Compact to engage parents in their child's educational experience.</p>	<p>Administration</p>	<p>Compact Document</p>	<p>August 2017 and ongoing throughout the</p>	<p>Title I Parent Compact Meeting</p>	<p>-Copies of the Parent Compact for each campus</p>	<p>Annually</p>	<p>1,2,6,9, 10</p>

		Title I \$5,000	school year as needed	Sign-in Sheets Meeting agenda	-Title I Parent Information Meeting agenda, sign-in sheet, and minutes		
Engage parents in writing a Parental Involvement Policy. Meet as many times as needed to change and update the policy.	Campus administration	Parental Involvement Policy Title I \$5,000	August 2017 and ongoing depending on needs.	Parental Involvement Policy Meeting Sign-in Sheets Meeting agenda	Copies of Parental Involvement Policy for each campus, Meeting agenda, sign in sheets, minutes	Annually	1,2,6,9,10
Teacher/Parent Communication Parents can meet with teachers after school each Wednesday. Teachers make positive phone calls and send positive cards every week.	Teachers Campus administrators	Teacher logs State funding, Title I \$5,000	On-going throughout the school year 8/25/16 - 6/10/17	Teacher logs, cards.	Student participation. Student grades. Parent involvement.	On-going throughout the school year 8/25/14 - 6/10/15	1,2,6,9,10
Legacy will offer parent academies on all campuses (parenting, budgeting, parental literacy, ESL, technology classes etc). Hire a parent liaison to reach out to parents and to engage them in school and district activities.	Campus administrators	Parent resources (books, software, presenters) Title I \$16,666.671	On-going throughout the school year 8/25/16 - 6/10/17	Meeting Sign-in Sheets Meeting agenda	Parental involvement. Student academic progress.	On-going throughout the school year 8/25/16 - 6/10/17	1,2,6,9,10

Benchmark Timeline

Initial (Beginning) April 2016	Comments and Recommendations: The Campus Advisory Team reviewed all goals and measures during the April, 2016 meeting. The Comprehensive Needs Assessment (CNA) committees were formed and assigned meeting dates to discuss their committee information.
--------------------------------	---

Interim (Formative) April-May, 2016	<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 CIP.</p>
Summative, June 1, 2016	Comments and Recommendations
Final, June 1, 2016	The CIP has been reviewed by the Campus Advisory Team.
Approved	June 24, 2016 by the Campus Advisory Team; Will be presented to the Board of Trustees on August, 2016.