

2017-2018 DISTRICT WIDE IMPROVEMENT PLAN

Legacy Preparatory Charter Academy



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The LPCA District Improvement Plan (DIP) was prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of scholar performance for all scholar groups in order to attain state standards in respect to academic excellence indicators.

The DIP is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable district performance objectives
- Strategies for improvement of scholar performance
- Strategies for providing secondary scholars with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible for accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2017-2018 DIP, the LPCA District Advisory Committee (DAC) met to review the Needs Assessment and proposed Performance Objectives and Targets. During the months of April and May, the District Leadership Team has completed the new Comprehensive Needs Assessment and Community and Staff Survey, and will review and update the DIP for the 2017-2018 school year. The Superintendent will present the DIP to the Board of Trustees for final approval at the August Board Meeting.

Development of the District Advisory Committee

To establish the parameters for the District Wide Improvement Plan, LPCA worked with the District Advisory Committee, representatives from each campus, parents, community members, and the Superintendent. The committee established parameters in the six areas mandated by the state: goal setting, curriculum, budgeting, staffing patterns, school organization, and staff development.

The Chair of the District Advisory Committee is Dr. Rebecca Good, Superintendent.

The District Advisory Committee members are:

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Dr. Rebecca Good, Superintendent/CEO
Dr. Mary Kahama, Federal Programs Officer
Laura Hyatt, Sr. Director for STEM
Boby John, Director of Operations
Lolita Looney, Secondary Senior Curriculum Director
Stacy Maxwell, Academic Systems Director
Lucas Jiménez, Director of Elementary Curriculum and Instruction
Nicole May, Director, Legacy Plano
Annie Boerm, Director, Mesquite West Secondary
Vivian Rivera, Director, Mesquite West Elementary
Dr. Syrinithnia Mann, Special Education Coordinator
Ida Dominguez, Special Programs Coordinator

Elizabeth Brazil, Parent, Mesquite West
Ashleigh Eustice, Parent, Mesquite West
Beatrice Cordova, Parent, Plano
Jammie Oliva, Parent, Plano
Ilse Acosta, Community Liaison

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District Vision Statement

LPCA Preparatory Charter Academy will develop innovative citizens ready to serve and transform our global society.

District Mission Statement

The mission of Legacy Preparatory Charter Academy is to prepare all students to become college and career ready by promoting individual ownership of the learning process through development of intellectual and emotional independence, while instilling the values needed to become successful leaders in the 21st century.

District Level Planning and Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long term interests of all scholars.

We believe...

- In the worth and dignity of each individual, both scholars and staff. We will constantly strive to ensure the right of each scholar to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for scholars and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all scholars. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

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- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

Comprehensive Needs Assessment Findings and Recommendations

Data Sources Reviewed:

1. Demographics

- Enrollment
- Attendance
- Race/Ethnicity
- Gender
- Mobility
- Special Program Participation
- At-Risk Scholars
- Economic Disadvantage
- LEP
- Bilingual
- ESL
- GT
- Homeless
- Facilitator-Scholar Ratios
- Course Assignments
- Data from Parents
- Federal Law
- PEIMS

2. Scholar Achievement

- State of Texas Assessments of Academic Readiness (STAAR)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI)

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- Measure of Academic Progress (MAP)
- TAPR, PBMAS, System Safeguards
- Texas Success Initiative (TSI) data
- PSAT
- Progress reports
- Report card grades
- Course grades
- Classroom and Program Assessments (Common Assessments)
- Scholar Work
- IStation Indicators of Progress (ISIP)
- Imagine Math scores
- Achieve 3000 scores

3. School Culture and Climate

- Survey for Campus Culture and Safety
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings

4. Staff Quality, Recruitment, and Retention

- Facilitator Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Mobility
- Special Program Qualifications (Bilingual, Special Education)
- Professional Developmental Data
- Facilitator-Scholar Ratio
- Recruitment and Retention Strategies and Other Data
- Job Fair Information
- Resumes of candidates for the following year's positions

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5. Curriculum, Instruction, and Assessment

- Standards-based Curriculum Resources and Materials
- Scope and Sequence
- Foundation Course Materials
- Enrichment Course Materials
- Technology
- Instructional Design/Delivery
- Collaborative Teams
- Differentiated Strategies
- Common Assessments
- Class, School, and Special Programs Schedule
- Interviews with Facilitators
- Walk-throughs
- Classroom Observations

6. Family and Community Involvement

- Participation Counts
- Parent Volunteer Information
- Parent Activity Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- Interviews with Parents
- PTO Meetings

7. School Context and Organization

- School Structure or Make-Up
- Decision-Making Processes
- Master Schedule
- Leadership
- Supervision Structure

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- Duty Rosters
- Schedule for Scholar Support Services
- School Map and Physical Environment
- Program Support Services (After School Activities)
- Communication
- Organizational Chart

8. Technology

- Technology Infrastructure, Networks
- Technology Hardware, Software
- Classroom Technology Needs
- Professional Development
- Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Scholars and Staff
- Skyward
- Echo

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Summary of Findings from the Needs Assessment

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 programs funds will be used?
<p>1.</p> <p>Demographics</p> <p>Total Enrollment: 1329</p> <p>Hispanic: 66.5% African American: 21.1% Caucasian: 7.9% Asian: 1.6% Two or More: 2.4%</p> <p>Gender Breakout: Female: 49.5% Male 50.4%</p> <p>Special Populations: SPED: 7.9% ELL: 36.7% Bilingual: 22.9% ESL: 13.39% GT: 6.7% Homeless: 0.9%</p> <p>At Risk: 42.2% Dyslexia: 2.4%</p>	<p>Legacy PCA has a diverse student population that is welcoming to all regardless of cultural background.</p> <p>Legacy PCA provides environment where cultural diversity is embraced and celebrated.</p> <p>The input the district receives from parents reflect ideas and opinions from all racial, ethnic, and socioeconomic groups in the schools.</p>	<p>Effective programs to support the growing numbers of English Learners (EL)</p> <p>Comprehensive plan to recruit and retain to ensure parents know the benefits of staying in Legacy PCA. This will help reduce student mobility rates.</p>	<p>Train administrators and facilitators on Rtl, 504, and ARD decision making</p> <p>Anticipate a larger scholar population on both campuses in 2018-2019 school year.</p>

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<p>2.</p> <p>Scholar Achievement</p>	<p>Legacy PCA provides a supportive learning environment where each student can reach his/her full potential.</p> <p>Legacy PCA analyze data for each scholar and utilize effective teaching and assessment practices to ensure student achievement gains.</p> <p>Utilize instructional coaches to implement strategies and intervention to support struggling scholars.</p>	<p>State assessment scores reveal that students' overall achievement needs to increase.</p> <p>Ensure mastery learning in reading and math for Student Success Initiative (SSI) grade levels 5th and 8th.</p> <p>Provide differentiated instruction and resources for new scholars enrolling with academic gaps that need to be addressed.</p>	<p>Students who demonstrate a need for additional targeted instruction in order to meet the challenging State academic standards will be provided Saturday school and after school STAAR preparation tutorials (STAAR Prep Sat school - Title 1)</p> <p>District assessment for all STAAR subjects and grades will be reviewed with interventions implemented for all scholars</p> <p>Increase the number of scholars at postsecondary readiness by aggressively encouraging dual credit enrollment and enrollment in challenging programs such as the 4-year TexPREP Summer Program</p> <p>Reading and Math will continue to be a main focus for all grade levels and all content areas.</p>
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<p style="text-align: center;">3. School Culture and Climate</p>	<p>Safety is our number one priority – we have several hard and soft practices that we have added to our previously safety plan. These includes:</p> <ul style="list-style-type: none"> • Locks to doors on both campuses • Panic buttons at the front office • “Bullet proof” film on the glass at the front office doors and other vulnerable areas that will help slow down the entrance of someone trying to force their way in. • Ongoing training on safety practices <p>In addition:</p> <ul style="list-style-type: none"> • The campuses meet with the safety committees on a quarterly basis to evaluate the best practices regarding safety and security of our scholars and staff. • The Director of operations meets with campus directors to evaluate Campus Safety Operation Plans (CSOP) and safety practices in our school buildings annually 	<p>Increase staff understanding and knowledge of social emotional learning and how it impacts students</p> <p>There is room for improvement for communication between facilitators and campus administration.</p>	<p>Facilitators will be provided training in cultural sensitivity and diversity (Cultural Connections – Title I)</p> <p>Continue involvement of facilitators and scholars in school sponsored extracurricular activities.</p>

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	<ul style="list-style-type: none"> • The facilitators meet with the campus directors weekly on Mondays, to discuss behavioral and safety issues. <p>Legacy PCA strives to create a culture and climate that is safe, and caring, so that all students reach their maximum potential.</p> <p>Legacy PCA facilitators monitor scholars and provide individualized attention.</p> <p>Scholars are encouraged to participate in a number of extra-curricular activities which fosters team building and a sense of belonging.</p> <p>The Safety, Trust, Respect, Responsibility (STRR) culture is being strengthened every day with the continual implementation of Safety/Trust/Respect/Responsibility traits. No gangs and no substance abuse issues have been reported.</p>		
<p>4. Staff Quality, Recruitment, and Retention</p>	<p>District hiring practices have ensured quality teachers are working with student population.</p> <p>Background of faculty and staff reflect the population/community they serve</p>	<p>Build a cohesive professional learning communities which contributes to teacher retention</p>	<p>The District will implement aggressive strategies to retain and recruit experienced facilitators</p>

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	<p>Relevant professional development opportunities are provided to all professional staff members for the purpose of meeting district needs based on data gathered from various sources.</p> <p>Raise staff awareness of laws regarding bullying and David’s Law.</p> <p>Use tools such as Tiny Pulses to recognize excellence and work performance by staff members</p> <p>Teachers receive training on how to effectively utilize the TEKS Resource System to complete lesson plans which align to standards and that also include researched based strategies to improve learning</p> <p>Legacy PCA pays for numerous test preparations for bilingual facilitators; study groups have been organized and monitored by campus directors.</p>	<p>Assign a mentor to all new facilitators with 2 or less years teaching experience</p>	<p>Provide longevity stipends to teachers entering their third year with the district</p> <p>Certification manuals will be purchased to give teachers wider access to various training styles. Certification will be checked out and then returned. Mock certification testing will be offered Saturdays to gauge progress.</p> <ul style="list-style-type: none"> ● Hire a Science Coach to work with Facilitators on the following: <ul style="list-style-type: none"> ● Science Fair Science Fair Projects Creation of Science PBLs and lab activities ● Assist with Science Common Assessments and Semester Exams Monitor Science lab materials and maintain inventory ● Notify Central staff of Science lab needs
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<p style="text-align: center;">5. Curriculum, Instruction, Assessment</p>	<p>Teachers were trained in TEKS Resource System in August 2017. Tested subject areas received an additional 3 hours of training.</p> <p>Facilitators have data meetings with grade level teams and individual teachers to discuss data and next steps</p> <p>Data dig analysis provides proactive, data driven interventions to meet the needs of scholars.</p> <p>All teachers utilize guided reading and writing program to increase Lexile levels.</p> <p>Instructional coaches and tutors offer additional support to classroom facilitators.</p>	<p>Continue training on how to effectively utilize the TEKS Resource System to complete lesson plans which align to standards and that also include researched based strategies to improve learning.</p> <p>In depth training on the data tracking tool, Eduphoria, to analyze data to plan for instruction and tutoring</p> <p>Differentiation in classrooms to meet the needs of individuals' students as identified after studying the data</p>	<p>Directors and Instructional Coaches will provide inexperienced teachers with ongoing professional learning in project-based learning (PBL) and problem based learning (PrBL)</p> <p>Facilitators work together to develop lesson plans and implement feedback provided during campus walk throughs</p> <p>Continued support on implementation of the Literacy Balanced Program (K-3rd)</p>
<p style="text-align: center;">6. Family and Community Involvement</p>	<p>Delightful customer service (DCS) is non-negotiable when interacting with family and community partners.</p> <p>Wednesday newsletter, calendar alerts, and phone communications are used to keep parents informed of campus</p>	<p>Offer flexible number of meeting times, such as during school, after school to provide family literacy programs</p>	<p>Continue working hard to provide DCS and build rapport with parents and community.</p>

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	<p>activities and to encourage parent participation.</p> <p>STEM Advisory Committee – both parents and community are involved.</p> <p>The following activities are being consistently implemented: -</p> <ul style="list-style-type: none"> ● Wednesday Communication Folders ● Restorative circles- Trust Cards ● Weekly staff newsletters with instructional focus ● Weekly Learning Walks ● Monthly PTO meeting <p>Community Liaison provides English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects.</p> <p>LPCA offers a variety of activities to increase parent and family engagement (PFE) such as:</p> <ul style="list-style-type: none"> ● Scholastic Book Fair ● Family Literacy Night ● Health Fair ● Veteran Day’s Program ● Winter Celebrations from around the world 	<p>Community resources to assist with the mental health needs of our scholars and their families</p>	<p>Parent academies on literacy, adolescent children, college and career readiness, behavior</p> <p>Content nights will be held where parents can learn different strategies to help their students at home</p>
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	<ul style="list-style-type: none"> ● Art Purchase Night ● Morning Coffee Chat with parents ● Grandparents' breakfast ● Community partnerships ● Music Coop 		
<p style="text-align: center;">7. School Context and Organization</p>	<p>Wednesday leadership meeting -- a partnership between campus and central leadership.</p> <p>Legacy PCA supports leadership development opportunities for campus directors and facilitators.</p> <p>LPCA's onboarding process for substitutes, ensures high quality instruction when facilitators are absent.</p> <p>Increase in partnership and relationships with the community – Legacy presence at Plano, Richardson, and Mesquite Chamber of Commerce.</p>	<p>Continue to develop opportunities for scholar participation in STEM including Robotics and participating in team events/tournaments</p> <p>Better monitoring of the PBL components.</p>	<p>Promote the importance of connecting the business community to our scholars and welcoming businesses' and organization's support</p> <p>Continue networking to locate real world PBL opportunities for scholar experience in post-secondary pursuits</p>

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<p style="text-align: center;">8. Technology</p>	<p>Strong media presence though Facebook, district/school website, twitter.</p> <p>Use of one-on-one laptops for all our secondary scholars.</p> <p>Legacy PCA career and technology education (CTE) programs address scholar interest and potential career goals.</p> <p>Legacy PCA integrates technology to expand student learning opportunities (iStation, Imagine Math, Achieve 3000, Renzulli Learning, ECHO, Google Suite)</p>	<p>Focused professional development for facilitators on how to use technology in lesson plan/delivery</p> <p>Replacement of outdated technology hardware</p>	<p>Continue the use of technology to give students access to and practice of 21st century skills so they will be prepared for college and the changing world of technology</p> <p>Ensure campus technology support is available at all times to support staff and students in technology use and implementation</p>

TITLE 1, PART 1 SCHOOLWIDE COMPONENT

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- 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 scholar academic achievement standards described in section 111(b)(1).
- 2 School wide **reform strategies** that provide opportunities for all children to meet the State’s proficient and advanced levels of scholar 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 scholar academic achievement standards who are members of the target population of any program that is included in the school wide program.
- 3 **Instruction by highly qualified facilitators.**
- 4 In accordance with section 1119 and subsection (a)(4), high-quality and ongoing **professional development** for facilitators, 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 scholar academic achievement standards.
- 5 Strategies to **attract high-quality** facilitators 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 **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 **facilitators 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 scholars and the overall instructional program.
- 9 Activities to ensure that scholars 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** to scholars which shall include measures to ensure that scholar 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.

The STAAR has four levels of performance. The first level is “Did Not Meet Grade Level” indicating a student did not earn a passing score and needs significant, on-going intervention to be successful in the next grade level. The next level of performance is “Approaches Grade Level” which indicates a student is likely to succeed in the next grade level with targeted academic intervention. The third level is “Meets Grade Level” which

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indicates a student will likely be successful in the next grade or course with short-term academic intervention. The highest level of performance is “Masters Grade Level” which indicates students are expected to be successful in the next grade or course with little or no academic intervention. For high school EOC’s, this level indicates a student is well prepared for post-secondary success.

The STAAR 2017 Grade Level performance are provided in the tables below:

Grade 3 STAAR Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	53%	27%	13%
Math	53%	19%	7%

Grade 4 STAAR Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	47%	19%	10%
Math	33%	5%	3%
Writing	39%	14%	3%

Grade 5 STAAR Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	51%	22%	10%
Math	38%	15%	5%
Science	94%	58%	9%

Grade 6 STAAR Performance

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Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	55%	26%	10%
Math	55%	26%	10%

Grade 7 STAAR Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	57%	19%	7%
Math	57%	19%	7%
Writing	68%	29%	3%

Grade 8 STAAR Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Reading	53%	17%	0%
Math	53%	17%	0%
Science	62%	29%	5%
Social Studies	58%	25%	7%

The following End of Course tests will still be required for students to graduate.

STAAR/EOC Algebra I Performance

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Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Algebra I	79%	24%	11%

STAAR/EOC Biology I Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Biology I	96%	59%	9%

STAAR/EOC English I Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
English I	56%	35%	2%

STAAR/EOC English II Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
English II	66%	33%	1%

STAAR/EOC US History Performance

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
US History	93%	48%	16%

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District Goal 1

All scholars will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective:

1. To ensure Legacy Preparatory Charter Academy meets and exceeds State Academic Standards and to prepare college and career ready scholars for the 21st century workplace.
2. All scholars will achieve high academic standards by attaining proficiency or better.
3. All facilitators will continue to use the adopted and initiated district programs, incorporating a planning and revision process, parent community involvement, and growth of staff through researched based resources.

Strategies:

1. Designate times to assess the effectiveness of programs and instructional techniques/delivery.
2. Clarify vision for reform, create a school profile, identify data sources, and analyze data to ensure that the learning needs of every scholar are met.
3. Incorporate Project Based Learning in every grade level and every subject.
4. Assess scholars on different Learning Outcomes rather than just focusing on content.
5. Apply Differentiated Instruction consistently into all content areas.
6. Activities to ensure that scholars who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure that scholars' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Source	Title 1 School wide Component s (Code by #)

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<p>Continue to utilize, assess, and align curriculum by providing a sequence of knowledge and skills and by using the backward design to improve performance.</p>	<p>Campus Directors Curriculum Directors</p>	<p>Project Based Learning TEKS Resource System Kilgo TEKS Texts New Tech/Echo iStation Imagine Math Dual Language</p>	<p>On-going throughout the school year 8/9/18-5/30/18 Professional Development Days: 7/26 – 8/8 9/4/18 10/8/18 1/7/19 2/15/19</p>	<p>-Common Assessments -Authentic Assessments by Professional Community Panels and Reviews -TPRI -Tejas Lee</p>	<p>Cultural Climate Scholar Performance Facilitator Retention</p>	<p>Each 6 week reporting period.</p>	<p>State and local</p>	<p>1, 2, 4,8, 9</p>
<p>Continue to use community resources to develop awareness of current educational methods and programs for all stakeholders.</p>	<p>Campus Directors Curriculum Directors Special Populations Coordinator Special Education Coordinator</p>	<p>Project Based Learning TEKS Resource System Kilgo TEKS</p>	<p>Six week benchmarks</p>	<p>Common Assessments Authentic Assessments by Professional Community Panels and Reviews TPRI Tejas Lee</p>	<p>Cultural Climate Scholar Performance Facilitator Retention Sign In Sheets/Agenda /Minutes</p>	<p>Each six weeks</p>	<p>State and local</p>	<p>4, 6, 8, 10</p>

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	Superintendent	<p>Texts</p> <p>New Tech/Echo</p> <p>iStation</p> <p>Imagine Math</p> <p>Dual Language</p>						
Facilitators will participate in team planning meetings to align and plan rigorous PBL and PRBL Projects. Orientation for new facilitators, district and campus administrators will include PBL 101. PBL/PRBL Coach will continue to provide ongoing support in 2018-19.	<p>Campus Directors</p> <p>Curriculum directors</p> <p>Facilitators</p>	<p>Minutes; Sign-In sheets;</p> <p>Agenda</p>	Weekly	Minutes; Sign-In sheets; Agenda	<p>Assessment Data; Improved Lesson Plans;</p> <p>End of year survey</p>	Weekly	State, local, and Federal Funding	2,4,8,10
The campus will periodically review the Campus Needs Assessment.	<p>Directors Leadership Team</p>	<p>Minutes; Sign-In sheets;</p> <p>Agenda</p>	<p>January benchmark</p> <p>As needed</p>	Minutes; Sign-In sheets; Agenda	Assessment Data; Improved Lesson Plans	<p>October/November benchmark</p> <p>Jan/Feb. benchmark</p> <p>As needed</p>	State, local, federal	2,4,8,9

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<p>A priority will be to support our facilitators in Math instruction, Reading, and Writing instruction to create higher quality projects.</p> <p>The Legacy Math Instructional Coach and the Reading Instructional Coach will continue to support the facilitators with instructional best practices, demonstration lessons, co-teaching, and coaching.</p>	<p>Campus administration Curriculum directors STEM Director Instructional coaches</p>	<p>Grades 6-9 Imagine Math 3-5 Achieve 3000 IStation</p>	<p>Each six weeks</p>	<p>Instructional coaching Lesson demos, planning, co-teaching</p>	<p>Assessment Data; Improved Lesson plans; Improved instruction; Classroom observations</p>	<p>Each 6 week reporting period</p>	<p>Title I \$130,000 (two instructional coaches)</p>	<p>2,4,8,9</p>
<p>A priority will be to support our facilitators in providing quality instruction writing strategies to our scholars. Writing is a component that has been addressed in the needs assessment. The Elementary Coaches will support facilitators and build capacity. The SIOP Coach will work with elementary grade facilitators on writing strategies. The Secondary PBL Consultant will work with ELA and Social Studies facilitators.</p> <p>Electives are incorporating writing.</p>	<p>Campus administration Curriculum director Content leads Literacy coaches Reading/Writing coaches</p>	<p>Achieve 3000 for grades 4,7,9</p>	<p>Six-week benchmark</p>	<p>Achieve 3000 Professional development Literacy coaches for grades 6-9 Incorporate writing across curriculum</p>	<p>Assessment Data; Improved Lesson plans Achieve 3000 usage data 3 times a month</p>	<p>Each 6 week reporting period Three times a month programs usages</p>	<p>Title I (4 coaches \$198409.00) Title III (SIOP Coach \$11,000)</p>	<p>2,4,7,8</p>
<p>Reading in lower grades; monitoring K-2 on the Early Reading Indicator. Implementation of the guided reading program. The Guided Reading Coach and the elementary Reading Coach will work closely with facilitators to improve literacy instruction.</p>	<p>Elementary Reading Coach Curriculum director Elementary Campus director</p>	<p>Guided Reading Phonics and Phonemic Awareness Development Kits</p>	<p>Progress monitoring in September, December, and May Six week benchmarks</p>	<p>Guided Reading</p>	<p>Early Reading Indicator Weekly assessments of reading Informal observations</p>	<p>Six week benchmarks September, December, May, progress monitoring</p>	<p>Title II (Guided Reading Coach \$10,000)</p>	<p>2,4,7,8,9</p>

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					Coaching on guided reading Skills based assessment			
Monitor implementation of practices in K-5 (Guided Reading, Dual Language, SIOP)	Curriculum Directors Elementary Reading Coach	Guided Reading Phonics and Phonemic Awareness Development Kits	On-going throughout the school year Six week benchmarks		Weekly assessments of reading proficiency Informal observations Guided Reading Coaching Skills based assessment	Three and six week benchmarks	State and local, federal Title II (Guided Reading Coach Title III (SIOP Coach \$11,000) Supplies and Materials \$4,000 Professional development \$14,526 (Title I, II, & III)	2,4,7,8,9,10
Support for Dyslexia scholars will be ongoing. Facilitators will receive training and support from Region 10 as well as from the district Dyslexia therapists in working with scholars with dyslexia.	Campus directors Dyslexia Specialist Facilitators 504 Coordinators	Various resources provided by the dyslexia facilitator Parent Contact Facilitator Contact	District/Campus Professional Development Days			District/Campus Professional development days	State and local	1,2,4,7,8

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<p>Project-Based Learning (PBL) and Problem-Based Learning (PrBL) in every grade level.</p> <ul style="list-style-type: none"> Echo Platform (grades K-10) District-wide Collaboration Relevant / Authentic Projects connected to current events 	<p>Facilitators; Campus Directors; Instructional Coaches Curriculum Directors</p>	<p>Echo; computers; Imagine Math; I Station; Dual Language, Kilgo TEKS, Text Books, Pearson Online Books, Kindle Reading Devices; McGraw Hill Resources</p>	<p>On-going throughout the school year Six week benchmarks</p>	<p>Projects on ECHO platform Weekly [daily] district wide planning Scholars collaborating in class on projects</p>	<p>Affiliation with NewTech School culture Scholar performance. District-wide Collaboration Business Professionals in the classrooms presenting, observing and evaluating scholars</p>	<p>Common Assessment Every 3 weeks. Report Cards every 6 weeks</p>	<p>State and local, Federal Title I (NTN Conference)</p>	<p>2,3,4,8,9,10</p>
<p>Integrated Curriculum</p> <ul style="list-style-type: none"> Cross Curricular [Subject] Projects TEKS per Kilgo 	<p>Facilitators; Campus Directors; Curriculum Directors Instructional Coaches</p>	<p>Kilgo TEKS Imagine Math "I Station" Pearson Online Resources</p>	<p>Weekly</p>	<p>Projects on ECHO platform Weekly [daily] district wide planning Scholars collaborating in class on projects</p>	<p>Math and ELA concepts being taught in Electives classes.</p>	<p>Each week</p>	<p>State and local</p>	<p>2,3,4,8</p>
<p>Computer Based Instruction will be closely monitored and gains will be made public. Teachers assistants will be trained on the programs. Accurate logs for the programs will be kept.</p> <ul style="list-style-type: none"> Projects resident on ECHO software (Grades 6-10) IStation 	<p>Facilitators; Instructional coaches Campus Directors; Curriculum Directors</p>	<p>Technology</p>	<p>Every six weeks</p>	<p>Lesson plans</p>	<p>One-on-one laptops for every 6th and 7th grader. Availability of laptops in</p>	<p>Three times a month.</p>	<p>State and local</p>	<p>2,3,4,6,8</p>

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<ul style="list-style-type: none"> ● Imagine Math ● Achieve 3000 					every grade level.			
<p>Echo is the platform for parent communication. 24 / 7 Curriculum Accessibility</p> <ul style="list-style-type: none"> ● Projects resident on ECHO <p>The platform will provide grade expectations, homework assignments, testing dates, information for parents.</p>	<p>Facilitators; Campus Directors; Curriculum Directors</p> <p>Technology Coordinator</p>	Echo	On-going throughout the school year	Lesson plans posted on Echo	<p>Web-based Learning Management System.</p> <p>Projects and Curriculum posted on Echo.</p> <p>Project Briefcase and Grades on ECHO.</p>	Once a week	State and local	2,3,4,6,8
<p>Special emphasis will be placed on providing differentiated instruction to our special populations. Ongoing learning opportunities will be provided to teachers in how to use the best strategies to reach all their students. The collaboration between general education and special education teachers will be strengthened.</p> <ul style="list-style-type: none"> ● Special Education ● ELLs ● 504 ● RtI ● GT 	<p>Campus directors</p> <p>Facilitators</p> <p>Special Education Coordinator</p> <p>Special Programs Coordinator</p> <p>Federal Programs Officer</p>	<p>Scholar laptops</p> <p>Kindles</p> <p>InFocus Machines</p> <p>Speaker systems</p> <p>IPhones</p> <p>IPads</p>	Weekly	Lesson plans, Small Groups Observation	Progress Reports, Failure Reports, Six weeks test scores	Weekly lesson plans	<p>State and local</p> <p>Title III</p> <p>IDEA B</p>	1,2,3,8,9

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Legacy will continue to identify and support homeless students as well as students in foster care by providing affective and academic support.	Campus directors Counselors Federal Programs Officer	Provide access to counselors	Weekly	Enrollment updates from Skyward	Progress Reports, Failure Reports, Six weeks test scores	Once every three weeks	State, local, Title I (\$2,000 Homeless services)	2,4,8,9
Scholar Centered Learning <ul style="list-style-type: none"> Scholar participation in project planning when appropriate. Scholars able to interface with Professionals who will evaluate final products for authenticity in PBL Scholar Peer review & evaluation Facilitators primarily there to facilitate learning [guide on the side] 	Facilitators Campus directors Curriculum directors	Parents Community involvement Business professionals - Partnerships	Six week benchmarks	Scholar led research and discussions Scholar involvement in Project creation K/NTK Critical Friends Peer review	Progress Reports, Failure Reports, Six weeks test scores	Twice every weeks	State and local	1,2,3,4,6,9
Focus on RtI. All facilitators will implement RTI and additional tutoring for scholars who need more academic support. Facilitators will receive ongoing professional development in RTI and the process will be closely monitored.	Classroom Facilitators Counselors RtI Coordinators Campus Directors	I Station; Think Thru Math Differentiated Instruction	Training on early release days	Small Groups; Observations; Documentation	Progress Reports, Failure Reports, Six weeks test scores	Every 3 weeks (progress reports & 6 weeks report cards)	State and local	1,2,3,7,8,9
General Ed Facilitators and SPED Facilitators will engage in on-going collaboration to meet the needs and goals of SPED scholars.	All Facilitators Directors	Allocated Time	Weekly throughout the school year	Sign in sheets; agenda; minutes	Improved SPED grades and performance; lesson plans	Weekly	State and local IDEA B	1,2,6,8,9,10

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	Special Education Coordinator							
Set up expectations and protocols for facilitator collaboration for a more effective use of the time.	Content leads Facilitators Curriculum directors		Weekly throughout the school year	Lesson Plans, Modifications for Special Populations in the lesson plans	Improved grades for all scholars	Weekly	State and local	1,2,6,8,9,10
Provide more opportunities for vertical collaboration.	Campus directors	Allocated Time	Once a month (Monday)	Sign-ins, agenda	Grades 6-9 planning together	Monthly	State and local	1,2,6,8,9,10
Provide one hour each day of planning time.	Campus Directors	Instructional Binder (TEKS) -Google Hangout	On-going throughout the school year	Plan of Action Lesson Plans Agenda	Plan of Action submission Lesson Plans Agenda	Ongoing	State and local	3,8,9
Provide one-three hour plan period each week.	Campus directors	Instructional Binder (TEKS) -Google Hangout	On-going throughout the school year	Plan of Action Lesson Plans Agenda	Plan of Action submission Lesson Plans Agenda	Ongoing	State and local	3,8,9

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Analyze data and allow scholars to complete a mile marker after each common assessment.	Facilitators Campus directors	Instructional Binder (TEKS) -Google Hangout -Common Assessment Data	Every three weeks throughout the school year	Backward Design Model Common assessment data Mile Markers	-Plan of Action submission -Lesson Plans -Agenda	Every three weeks	State and local	2,3,8,9
Implement the backward design model.	Facilitators Campus Directors Curriculum Directors	Instructional Binder (TEKS) -Google Hangout	Weekly throughout the school year	Backward Design Model	Plan of Action submission Lesson Plans Agenda	Weekly	State and local	2,3,8,9
Legacy will strive to attract and to retain high school scholars.	Campus directors	High expectations of academic achievement	Throughout the school year	Recruiting Events Flyers	Enrollment numbers	Each semester	State and local	1,2,6,9
All facilitators will be able to address the needs of the scholars who are at-risk.	Facilitators Campus directors Curriculum Directors Instructional	Curriculum materials	Weekly throughout the school year	Lesson Plans Clearly stated differentiation strategies for at-risk scholars	Plan of Action Lesson Plans	Weekly	State and local	1,2,6,7,9

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	Coaches RtI Coordinators							
Legacy will use Restorative Discipline practices.	Campus administrators Facilitators	Training materials Sign-in sheets	Weekly throughout the school year	Lesson Plans Plan of action	Mentoring logs Fewer discipline referrals	Weekly	State and local	1,2,6,9
Reading and writing will continue to be the main focus in all grade levels and all content areas (cross curricular writing, Achieve 3000). Training in the writing process will be provided early in the school year.	Campus administrators Curriculum Directors Instructional coaches Facilitators	Project Based Learning Kilgo TEKS Texts New Tech/Echo IStation American Reading Company Dual Language	Every six weeks throughout the school year	Lesson Plans	ELA/English STAAR Scores Common assessments	Every 3 weeks (progress reports & 6 weeks report cards)	State and local Title I	1,2,4,7,9

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<p>According to the Early Reading Indicator (K-2), more elementary scholars need support in getting on grade level reading. The Elementary Reading Coach will continue to assist, coach, and train facilitators in best practices. She will model and coach on the American Reading Company, STAAR quality assessments, and IStation.</p> <p>The Reading Consultant will support the district in designing a very structured reading framework.</p> <p>The Reading coach will offer more support for IStation and will closely monitor its use.</p> <p>K-3 – Guided Reading 4-6 – Literature Circles and Writer’s Workshop</p>	<p>Curriculum directors Elementary Reading Coach Campus administrators</p>	<p>Project Based Learning Kilgo TEKS Texts IStation Dual Language</p>	<p>Every six weeks throughout the school year September and May - ERI</p>	<p>Lesson Plans Coaching Logs</p>	<p>Early Reading Indicator Reading test scores TPRI Tejas Lee</p>	<p>Every 3 weeks (progress reports & 6 weeks report cards)</p>	<p>State and local Title I</p>	<p>1,2,7,9</p>
<p>The district will address the African American achievement gap. Region 10 will offer support in data digs of all subgroups and their performance on state assessments. Professor Freedom will mentor scholars after school.</p>	<p>Campus administrators Curriculum directors Lead facilitators Facilitators</p>	<p>Project Based Learning Kilgo TEKS Texts IStation</p>	<p>Every six weeks throughout the school year</p>	<p>Lesson Plans with clear differentiating instruction strategies Coaching Logs Cultural Sensitivity Training</p>	<p>STAAR scores ERI scores Common Assessments</p>	<p>Every 3 weeks (progress reports & 6 weeks report cards)</p>	<p>State and local</p>	<p>1,2,6,9</p>

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		American Reading Company Dual Language		Rtl				
Legacy will address the academic gaps of the new scholars enrolling at Legacy.	Campus administrators Facilitators	Curriculum Resources	Every six weeks throughout the school year	Lesson Plans with clear differentiated instruction strategies Rtl	STAAR scores ERI scores Common Assessments	Every 3 weeks (progress reports & 6 weeks report cards)	State and local	1,2,6,9
A Programs Manual with clear processes and procedures for all programs used in the district will be created. The Manual will offer more clarity about who oversees each program, the calendar, the monitoring, and the accountability.	Curriculum directors Lead facilitators	Different Curriculum Resources and Procedures	Beginning of school year	Final draft of Programs Manual	Better communication of processes and procedures	Ongoing	State and local	1,2,3
New facilitators will be offered support in understanding and using the TEKS. Human Resources will notify Central Staff on the starting date for new facilitators hired during the school year. Training will be set up by the academic directors.	Curriculum directors Lead facilitators Campus administrators	TEKS ELPS Kilgo	Beginning of school year	Sign-in sheets, Agenda	Lesson plans Common Assessments	Ongoing	State and local	1,2,8,9

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<p>Facilitators will be involved in decision making regarding resources and materials – Curriculum and Materials Resources Committee.</p>	<p>Curriculum directors</p>	<p>Publisher Catalogs</p>	<p>Beginning of school year</p>	<p>Sign-ins, Agendas, Publisher Presentations, List of resources to purchase</p>	<p>Lesson plans with appropriate differentiation Facilitator surveys, assessment results</p>	<p>Beginning of school year</p>	<p>State and local</p>	<p>1,2,8,9</p>
<p>Instructional training in technology will be on-going and differentiated for entire staff. The technology plan for elementary grades will be implemented.</p>	<p>Lead technology facilitator Technology department</p>	<p>Instructional Technology Plan</p>	<p>Weekly throughout the school year</p>	<p>Sign-ins, Agendas, Presentations</p>	<p>Lesson plans with appropriate differentiation Use of technology in the classroom</p>	<p>Weekly</p>	<p>State and local</p>	<p>1,2,8,9</p>
<p>Scholars who do not have computers/tablets at home will receive additional support at school.</p>	<p>Campus administrators Facilitators</p>	<p>School computers</p>	<p>On-going throughout the school year</p>	<p>Before and after school access to technology</p>	<p>Performance on assessments Completion of projects</p>	<p>Ongoing</p>	<p>State and local</p>	<p>1,8</p>

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Legacy will provide additional elective opportunities to scholars such as band. This will contribute to a better connection between sciences and the arts (STEAM).	Campus directors Band director	Band instruments	Throughout the school year	During band class	Band performance Student attendance and grades	Every month	State, local, and Title I (\$30,000)	1,2,3,8,9,10
Legacy will hire a Social Studies tutor to work with small groups of scholars and meet the state standards on the STAAR assessment.	Secondary Campus directors Secondary Curriculum Director		Project Based Learning Resources TEKS	Starting 2018-2019 school year Scheduled common assessments	Scores on common assessments, STAAR benchmarks	Scholar performance of common assessments Each six week reporting period	\$20,000 Title I funds	1,2,4,8

District Goal 2

All English language learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective:

1. School wide reform Strategies. LPCA will establish systems for continuous improvement of our Bilingual/ESL program.

Strategies:

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1. Closely monitor ELL scholars' academic progress as well as progress in the TELPAS domains of listening, speaking, reading, and writing.
2. Offer quality training in SIOP strategies and the ELPS to all staff.
3. Offer ongoing coaching to facilitators in order to be able to address the needs of their ELL scholars.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Sources	Title 1 School wide Components (Code by #)
Provide and prepare Spring 2018 grade level TELPAS status reports so facilitators can assess the data. Eduphoria training will be provided so that facilitators are able to view reports related to their ELLs.	Administrators Special Programs Coordinator LPAC Coordinators	Documents, computers, printers	Beginning of school year Early release days – data dig days	Distributed TELPAS Results	Monitoring scholars at the beginning and intermediate levels	Beginning of school year	State and local	1,2,8,9
Legacy will purchase materials and resources for facilitators to use with beginner and intermediate ELLs such as Rosetta Stone and high interest low readability materials.	Facilitators Curriculum directors Special Programs Coordinator Federal Programs Officer	Rosetta Stone online program Reading resources	End of each six weeks or end of trimesters	Lesson Plans Tutoring logs	Scholar grades	Every six weeks	Title III (\$4,000) BEA	1,2,8,9
Continue training of facilitators in differentiation strategies to address the needs of BE/ESL	Campus directors	Professional development modules	Second Mondays	Facilitators using the strategies to	Facilitator feedback	Every month	State and local	1,2,4,8,9

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scholars. Legacy will continue to work with a Region 10 SIOP coach who will coach facilitators on all three campuses one day a month for nine months.	Special Populations Director Region 10 Instructional Coach Federal Programs Officer	Coach feedback and support	Three days a month SIOP coaching	make content comprehensible to ELLs.	throughout the year Monitoring the implementation of strategies		Title III (SIOP Coach)	
The bilingual TA will support beginning and intermediate ELL scholars in secondary grades.	Campus directors Special Programs Coordinator	Different ELL resources	Monthly	Facilitator assistant reports and facilitator feedback.	Facilitator feedback throughout the year Monitoring the implementation of strategies	Every six weeks	State and local BEA	1,2,4,8,9
Each facilitator will complete and use in instruction an Accommodations Checklist for ELL scholars. The checklist will be updated BOY, MOY, EOY.	Campus administrators LPAC Coordinators Facilitators	Accommodations Checklist	September January May	Facilitators using the accommodations to make content comprehensible to ELLs.	Scholar success.	September, January, May	State and local	1,2,4,8,9
All Legacy facilitators will attend the two-day SIOP training provided by Region 10 as well as the mandatory ELPS training.	Campus administrators	Professional development modules	September, October, 2018	Facilitators using SIOP strategies to make content	Monitoring implementation of strategies.	Beginning of school year.	State and local Title III	1,2,4,8,9

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	Special Populations Director	Coach feedback and support		comprehensible to ELLs.				
ELL Professional Development Training will be provided for all facilitators. Facilitators will also be able to participate in local, state, and national Conferences or Workshops pertaining to ELLs.	Campus administrators Special Programs Coordinator LPAC Coordinators Federal Programs Officer	Professional development modules	Once a month throughout the school year. As needed.	Facilitators using the information to address the needs of their ELL scholars.	Monitoring implementation of strategies.	Monthly benchmarks	State and local Title III (NABE, Title III Symposium)	1,2,4,8,9
ELL scholars in grades 6-11 will receive additional writing tutoring during the Wednesday and Thursday rotations to help enhance their writing skills.	Directors Campus Writing Specialist Writing Tutors	Resources will be provided by classroom facilitators as well as Campus Writing Specialist	Throughout the school year	Sign-ins Writing Portfolios	Increase of STAAR and TELPAS writing scores	Monthly benchmarks	Title III (\$6,500)	1,2,8,9
Timely identification of BIL/ESL scholars through screenings.	Campus directors Special Programs Coordinator LPAC Coordinators	Technology, Time and Assessments	On-going throughout the school year	Increase in BIL/ESL scholars	Additional resources purchased	Monthly	State and local BEA	1,2,8,9,10

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<p>Legacy will provide enrichment summer school to beginner and intermediate ELLs.</p> <p>Legacy will employ student interns to support summer school instruction.</p>	<p>Summer school facilitators</p> <p>Campus administrators</p> <p>Special Programs Coordinator</p> <p>Federal Programs Officer</p>	STEM Project Kits	Summer 2017	Increase English language proficiency	STEM Project Kits	Beginning and end of program	Title III (\$8,500)	1,2,8,9,10
<p>Continue summer school for bilingual scholars transitioning to 1st grade.</p>	<p>Summer school facilitators</p> <p>Campus Administrators</p> <p>Special Programs Coordinator</p> <p>Elementary Curriculum Director</p> <p>Federal Programs Officer</p>	Books, computers, lesson plans	June/July 2018	Sign-in sheets, Scholar roster	Pre-test, post-test	June/July	State and local	1, 2,7
<p>Legacy has to anticipate and prepare for a larger ELL population on all three campuses with a diversity of languages on the Plano campus.</p>	<p>Campus Directors</p> <p>LPAC Coordinators</p> <p>Special Populations Director</p>	ELL Identification Testing	Beginning of school year	Test results	PEIMS data	August, September, 2018	State and local Title III	1,2,4,7
<p>Legacy will continue to ensure that ELL scholars are equitably represented in the Gifted and Talented program. Facilitators</p>	<p>Facilitators</p> <p>LPAC Coordinators</p>	Professional Development	August/September	GT Identification	PEIMS data	August/September	State and local	1,2,4,7,8,9

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will receive additional training on how to identify GT scholars who are ELLs at a low English proficiency level.	Instructional Coaches Special Programs Coordinator							
ELPS implementation will be a priority with appropriate support and monitoring. Legacy wants to ensure that ELL students make adequate progress on TELPAS. During data analysis days, teachers will monitor closely ELL student progress in language acquisition.	Campus directors Facilitators Curriculum directors	Professional development	On-going throughout the school year	Lesson Plans with specific strategies to address the different levels of English language proficiency	TELPAS data	Each six week grading period Data Analysis days	State and local	1,2,4,8,9
Facilitators will receive substantial training in administering TELPAS so that they could rate proficiency levels accurately.	Testing Coordinator Campus Directors	TELPAS Training Modules	February, 2019	Accurate rating	TELPAS Proficiency levels	April	State and local	1,2,4,8,9

District Goal 3

All scholars will be taught by facilitators who meet the state certification standards for charter schools.

Objective:

- 1 Recruit highly effective staff that proactively engages scholars for success.
- 2 Retain and develop highly effective staff that proactively engages scholars for success.
- 3 Quality staff development will provide staff with tools to proactively engage scholars for success.

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Strategy:

- 1 100% of all professional and paraprofessional employees will meet the definition of state certification standards for charter schools.
- 2 Increase the percentage of minority professional staff to more closely align with the District's scholar demographics.
- 3 District will retain 90% of professional staff each year.
- 4 100% of facilitators and administrators will be trained on enhancing the quality of instruction.
5. Continue to offer effective and relevant Professional Development for facilitators, staff, and community members.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Sources	Title 1 School wide Components (Code by #)
Legacy will continue to recruit, select, and approve only new facilitators and paraprofessionals that meet the charter certification requirements. Legacy will continue to explore other areas such as Puerto Rico and Spain to recruit bilingual facilitators.	Human Resources Department; Campus Directors	District Website	On-going throughout the school year Job Fairs in Mach/April	Checklist in each facilitator's file regarding HQ status	HR Certification Records	September December March	Title I (\$2,000 teacher certification preparation courses)	3,5
Conduct recruitment activities to ensure highly qualified personnel are hired for all positions.	Human Resources Department; Campus Directors	Website Posting Ads	On-going throughout the school year	100% HQ facilitators on staff, STAAR results, CA analysis, administrator observations/ walk throughs	Facilitator demographic data, Facilitator Recruiting Survey, new hire data	As needed	Title I Title II	3,5
Legacy will continue to analyze data from all facilitators' certification, testing, staff development, and service records to ensure that all meet the	Human Resources Department; Campus Directors	Personnel Files	August/September, 2018	Data collection on college programs, recruitment schedule with qualifying colleges	Increased percentage of certified facilitators	August/September	State and local	1,3,4,5

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charter requirements for certification.								
Legacy will continue to evaluate recruiting efforts each season to determine the effectiveness in meeting our district needs. Legacy will recruit in colleges with preparation programs in the areas of high needs.	Human Resources Department; Campus Directors	Personnel Files; Recruiting Methods	March 2019	School websites, online advertisements, google hangout with colleges	Increased percentage of minority hiring	August/September	Title I Title II	3,4,5
Legacy will cooperate with local universities to encourage minority scholar facilitators in all programs, with an emphasis on Bilingual, ESL, Special Education, etc.	Human Resources Department; Campus Directors	College Personnel; Technology; Brochures	On-going throughout the school year	Partner with local universities to provide scholar facilitators the opportunities to come observe and serve as interns; LPCA facilitators and paraprofessionals could serve as guest speakers in college classes to share about their experiences and opinions on the needs of these specialized programs.	HR Certification Records	Twice a year	Title I Title II	3,4,5
Expand the use of technology to effectively recruit prospective professional and paraprofessional staff.	Human Resources Department; Campus Directors	Website	On-going throughout the school year	School Websites, electronic advertisements, placing ads in education-related job boards	Retention data, New Facilitator Survey	Yearly	State and local	3, 4, 5
Provide incentives for facilitators to attain ESL, Bilingual, and/or GT certification.	Superintendent Human Resources	Stipends	On-going throughout	Documentation of other charter school salaries, Allocating funds to assist in	Retention Data, HR Certification Records,	Yearly	State and local Title II	3, 4, 5

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	Department; Campus Directors		the school year	paying for training and certification, providing subs to cover facilitators acquiring extra certifications	10% increase in dual certified facilitators.			
Legacy will provide a more structured mentoring program to all new facilitators through campus mentors.	Human Resources Department; Campus Directors	Mentor Facilitators; training	On-going throughout the school year	Master schedule, sign in sheets; provide each new facilitator with a veteran mentor from their campus, mentors will meet with their assigned facilitator at least once a week to provide feedback/ support, mentors will receive training regarding mentorship program	Facilitator retention rate, increase morale	Every six weeks	State and local Title II	3, 4, 5
Maintain competitive salaries and benefits with comparison charters.	Superintendent Human Resources Department; Campus Directors		July 2018 (BEFORE facilitator orientation)	Master Schedule; Meeting agendas and/or documentation and sign-in sheets	Facilitator retention rate, increase morale	Yearly	State and local Title II	1,2,3,4, 5
Integrate Region 10 Training and support as a part of ongoing professional development.	Campus directors Curriculum Directors	Region 10	On-going throughout the school year	Certificate of completion	Increase rigor in classroom and improved grades and test scores	Monthly	State and local Title I Title II Title III	3,4,5

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	Federal Programs Officer							
<p>Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams.</p> <p>Provide training on meeting norms and protocols.</p> <p>Provide common planning periods on each campus master schedule.</p> <p>Provide other incentives such as stipends, pay for classroom materials, perfect attendance bonuses, staff breakfast and lunch for PD days to help facilitators appreciated and supported.</p>	<p>Superintendent</p> <p>Human Resources Department</p> <p>Campus Directors</p>		On-going throughout the school year	Facilitators Development attendance rosters	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Monthly	State and local	3, 4
<p>All staff will participate in three days of Project-Based Professional Development.</p>	<p>Superintendent</p> <p>Campus Directors</p>	Project-Based PD	August, 2018	Attendance rosters for face to face workshops, online training.	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Yearly	State and local	3, 4, 5

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All facilitators will attend some form of PBL training every year.	Campus directors Curriculum directors	Region 10; Other Source of Training	On-going throughout the school year	Documentation of contracts and sign out sheets	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Yearly	State and local Title I (NTAC Conference)	3,4,5
Job fairs to recruit certified facilitators; Setting up a process to ensure that all facilitators who are hired meet the charter certification requirements.	Human Resources Superintendent	Campus websites	March-June 2018	Sign-in, agendas, contact information for participants	Select HQ facilitators that would fit the vision and mission of Legacy PCA and contribute in a positive way to scholar achievement.	March-June	Title I	3,4,5
Legacy will continue to offer facilitators training in cultural connections in order to address Legacy diverse culture.	Campus directors	Facilitator and surveys	Throughout the school year	Sign-in, agendas, contact information for participants	Improved grades and behavior; Facilitator retention rate, increase morale	End of each semester	Title I (Professor Freedom \$30,000 and Mr. Lopez \$30,000)	1,3,4,5
The teacher turnover rate for the 2016 -2017 school year was 69%. 41% are facilitators in their first year of teaching. A structured mentoring	Superintendent Campus directors	Mentoring Plan	Throughout the school year	Sign-in, agendas	Higher test scores, fewer discipline referrals,	Every six weeks	Title II	1,2,3,4,5

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program will be implemented to support facilitators new to the profession.	Human resources Curriculum directors				facilitator retention rate, increased morale			
Legacy will continue to provide stipends to Math and Science teachers to attain teacher retention.	Human resources		Throughout the school year	Pay schedule	Facilitator retention	Monthly	Title II (\$37,672)	
Legacy will continue to use Tiny Pulse and improve the use of the Tiny Pulse data to address facilitator concerns.	Superintendent Campus directors Curriculum directors	Tiny Pulse Surveys	Weekly throughout the school year.	Tiny Pulse information	Facilitator retention and increased morale	Weekly	State and local	1,2,3,4,5

District Goal 4

All scholars will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective:

- 1 Promote a healthy, safe, and orderly learning environment.

Strategies:

- 1 Develop and implement survey to measure scholar concerns about bullying and feeling safe during the school day.
- 2 Train and Implement on Safety and Security training mandated by Section 37.108 of the Texas Education Code.
- 3 Increase awareness of healthy lifestyles.

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- 4 Implement breakfast and lunch programs.
- 5 Modify the campus for safety from the environmental elements by installing covered sidewalks, drinking fountains, and additional well-stocked restrooms.
- 6 Install clear and visible School Zone signs including directional, speed, and no electronic devices.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Source	Title 1 School wide Component s (Code by #)
Conduct annual Safe and Drug Free School activities such as Red Ribbon Week.	Counselors Campus Directors	Meeting; Trainings; Surveys	Twice a year	Survey	An increase in the number of staff members, scholars and parents who feel safe at school	End of School Year	State and local	1,2,8,10
100% participation relative to lockdown & crisis management training. All interior windows will be covered with blinds.	Campus Directors	Meeting; Agenda, Sign-In Sheets; Trainings;	Twice a year	Observations; Agenda, Sign-In Sheets; Minutes	Faster drill times	End of School Year	State and local	1,2,8,10
Implement and assess the effectiveness of anti-bullying programs with the goal to decrease discipline referrals district-wide	Counselor	Survey, Meetings, Agenda, Sign-in sheets	Twice a year	Observations; Agenda, Sign-In Sheets; Minutes	Decrease in the number of tallies and bullying reports.	Every six weeks	State and local	1,2,4,9,10
Provide training and campus-based programs promoting good character traits and respect	Campus Directors	Meetings, Agenda,	On-going throughout	Discipline Referral Report	Decrease in the number of tallies and	Every six weeks	State and local	1,2,4,9,10

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<ul style="list-style-type: none"> ● Character Counts 	Counselors	Sign-in sheets	the school year	Character Lesson Plans	bullying reports.			
<p>Implement a district policy, awareness education program, and training for staff members in the following areas:</p> <ul style="list-style-type: none"> ● Bullying and Cyber-bullying ● Child Abuse or neglect ● Sexting ● Dating violence, including enforcement of protective orders ● Binge Drinking ● Child Obesity ● Suicide prevention ● Sexual abuse <p>Guidance counselors, police department, and guest speakers will contribute to promoting awareness in all these areas.</p>	Counselors Campus Directors Nurse	Meetings, Agenda, Sign-in sheets, Region 10, Community	On-going throughout the school year	Observations; Agenda, Sign-In Sheets; Minutes	Reduction in the number of bully reports and Safety Alert referrals Reduction in the number of scholar referrals to the counselors	Every six weeks	State and local Title I (\$3,000 Parental Involvement Conference)	1,2,4,9,10
Assist scholars in increasing their awareness of maintaining a healthy lifestyle.	Campus Directors Nurse Director of Nutrition	Meetings, Agenda, Sign-in sheets, Region 10, Community	Every six weeks throughout the school year	Observations; Agenda, Sign-In Sheets; Minutes	Decrease nurse referrals; increase parent involvement	Every six weeks	State and local	1,2,4,9,10
Implement federal lunch program. Promote lunch program to scholars, if possible one day without meat. Promote healthy nutrition and	Director of Food Nutrition Service	Meetings, Agenda, Sign-in sheets, Region 10	On-going throughout the school year	Increase reduce lunch application	Increase free/reduce lunches being served	End of School Year	State and local	1,2,7,10

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increase awareness of healthy foods.								
Evaluate and possibly implement the construction of covered sidewalks, bathrooms, covered common areas, drinking fountains.	Administration Building Owner	Meetings, Agenda, Sign-in sheets,	Annually	Meetings, Agenda, Sign-in sheets,	Meetings, Agenda, Sign-in sheets,	End of School Year	State and local	10
Evaluate and possibly implement the construction of, but not limited to, school zone signs including directional, speed, and no electronic devices.	Administration Building Owner	Meetings, Agenda, Sign-in sheets,	Annually	Meetings, Agenda, Sign-in sheets,	Meetings, Agenda, Sign-in sheets,	End of School Year	State and local	10
Counselors and nurses will support scholars' emotional development.	Counselors Nurses	The Mind Up Curriculum Grades 6-8	Weekly throughout the school year 8/17/18 - 6/02/19	Lesson Plans for The Mind-Up Curriculum Scholar feedback Facilitator feedback	Meetings, Agenda, Sign- in sheets,	Every Week		2,4,8, 10
Scholars will receive on-going training on the dangers of the internet/technology.	Counselors Administrators	Meetings, Agenda, Sign- in sheets,	Every six weeks throughout the school year	Lesson Plans for presentations Scholar feedback Facilitator feedback	Meetings, Agenda, Sign- in sheets,	Every six weeks	State and local	2,4,8, 10

District Goal 5

All scholars will graduate from high school and be college ready.

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Objective:

1. School wide reform Strategies.

Strategies:

1. Closely monitor all scholars and monitor college readiness.
2. Increases scholar awareness in college opportunities.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Sources	Title 1 School wide Compone nts (Code by #)
Legacy will continue to expose scholars to different careers and opportunities available after high school focusing on STEM careers and aligned curriculum.	All Staff	Speakers, Presentations	On-going throughout the school year	Schedules, Agendas, Minutes, Sign in Sheets	Increased scores on assessments.	Throughout the school year	State and local	1,2,9,10
Focus on Individual Graduation Plans for scholars where they choose STEM related endorsements. Legacy will ensure that scholars will graduate with at least 12 hours of college credit aligned to the MOU with community colleges.	Administration, Facilitators; Counselors	Parents Community involvement Business professionals - Partnerships	Every six weeks throughout the school year	Minutes; Sign-In sheets; Agenda	Learning Outcomes beyond the State Standards Facilitators/Facilitators model cultivating the intellect for the sheer joy of learning. Instructors promote their Colleges in the classroom as	Every six weeks	State and local	1,2,10

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					positive examples of higher learning			
Legacy will intentionally prepare scholars for PSAT exams in the hopes that we will have National Merit Scholars.	Administration, Facilitators, Counselors	PSAT Practice tests Tutoring sessions	Twice a year	Minutes; Sign-In sheets; Agenda	Increased scores on assessments	Twice a year	State and local	6,10
Increase scholar awareness of and access to career and college planning information Schedule College Night, Career Night, and College Funding Opportunities Session at each campus. Scholars will participate in field trips to college campuses in the area.	Campus Directors Staff	Flyers and Brochures	Ongoing throughout the school year	Sign-in Sheets Agenda/Minutes	Improved lesson plans and increase in scholar/parent attendance.	Annually	State and local Title I (Professor Freedom)	3,4,5,6
Counselors will attend national and state conferences to receive the most updated information on college and career issues.	Counselors	Conference Brochures	Twice a year	Conference Brochures	College readiness initiatives	Twice a year	State and local	5,9,10
Legacy will provide more structured volunteering opportunities for the scholars.	Counselors Campus directors		Throughout the school year		Volunteering logs	Every month	Stat and local	5,9,10

District Goal 6

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Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.

Objective:

- 1 Establish and maintain active Parent Involvement opportunities on all campuses.

Strategies:

1. Increase parent involvement.

Measure and Indicator (Action Steps)	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Funding Sources	Title 1 School wide Compone nts (Code by #)
<p>Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children.</p> <p>Provide parents the opportunity to receive information about extra-curricular activity opportunities on all Legacy's campuses.</p> <p>Provide parents with information about how the district defines high-quality teaching and learning.</p> <p>The parent liaison will continue to reach out to parents, businesses, and community and to engage them in school and district activities.</p>	<p>Administration PTO Administration Parent liaison</p>	<p>School Messenger Facilitator Web Parent Contact Logs Parent Compacts</p>	<p>Every six weeks throughout the school year</p>	<p>Parent/Facilitator Conference District and Campus Websites Extra-curricular Activity Brochure/flyer Campus Orientations</p>	<p>Sign in Sheet; Increase in parent participation</p>	<p>Every six weeks</p>	<p>State and local Title I (parent liaison)</p>	<p>1,2,6,9,10</p>

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<p>Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: Parent Facilitator Organizations and other volunteer opportunities. Legacy will follow up with parent volunteers.</p> <p>PTOs will meet district wide to collaborate and share ideas.</p>	<p>Campus directors Parent liaison</p>	<p>Volunteer Sign-in Binders (Hour Reports)</p>	<p>On-going throughout the school year</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>Every six weeks</p>	<p>State and local Title I</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 Parent liaison</p>	<p>Compact Document</p>	<p>August 2016</p>	<p>Title I Parent Compact Meeting Sign-in Sheets Meeting agenda</p>	<p>Copies of the Parent Compact for each campus - Title I Parent Information Meeting agenda, sign-in sheet, and minutes</p>	<p>Annually Revise Compact as needed</p>	<p>State and local</p>	<p>1,2,6,9, 10</p>
<p>Engage parents in writing a Parental Involvement Policy. Meet as many times as needed to change and update the policy.</p>	<p>Campus directors</p>	<p>Parental Involvement Policy</p>	<p>August 2016 and ongoing depending on needs.</p>	<p>Parental Involvement Policy Meeting Sign-in Sheets Meeting agenda</p>	<p>Copies of Parental Involvement Policy for each campus, Meeting agenda, sign in sheets, minutes</p>	<p>Annually Revise Policy as needed</p>	<p>State and local</p>	<p>1,2,6,9,10</p>
<p>Legacy will increase parents' exposure to ECHO portal by ongoing meetings. Parents will have access to ECHO to help monitor scholars' progress. Legacy will share with parents what websites scholars are using</p>	<p>Administration Facilitators Parent liaison</p>	<p>Technology</p>	<p>On-going throughout the school year</p>	<p>Parent Communication; website hits.</p>	<p>Parent/Facilitator communication scholar grades</p>	<p>Ongoing</p>	<p>State and local</p>	<p>2,6,8,9</p>

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(Echo, IStation, Imagine Math, Achieve 3000).								
Legacy will continue to offer parent academies on all campuses (parenting, budgeting, parental literacy, ESL, technology classes etc.).	Campus administrators Parent liaison	Parent resources (books, software, presenters)	Weekly throughout the school year	Meeting Sign-in Sheets Meeting agenda	Parental involvement. Scholar academic progress.	Every six weeks	State and local Title III	1,2,6,9,10
Each semester Legacy will host Family Math and Science Nights to improve proficiency in these content areas.	Directors Math and Science Facilitators Senior STEM director Parent liaison	Math and Science Manipulatives	On-going throughout the school year	Sign in sheets; agenda	Assessment data; report card grades; progress reports	Once a semester	State and local Title I	1,2,6,8,9
Conduct town hall/community meeting to present data and plans for Legacy PCA.	Campus directors Parent liaison	Agenda, Minutes, Sign in sheet	August 2016	Town Hall	Increased Participation	Annually	State and local	1,6,7,9,10
Legacy will develop a strong social media presence with parents (Twitter, Facebook, classroom websites) and will promote programs that engage parents. Legacy will set up emails for all parents.	Campus directors Staff Parent liaison	Technology; Website;	On-going throughout the school year	Website	Website Hits	Every six weeks	State and local	6

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Legacy will provide training to parents on cyberbullying and will invite guest speakers to the meetings.								
Find effective ways to communicate with parents.	Campus directors Staff Parent liaison	Agenda, Minutes, Sign in sheet	Weekly throughout the school year	Agenda, Minutes, Sign in sheet	Increase Participation	Weekly	State and local	6
Work closely with PTO and neighboring businesses and inform them of instructional needs. Have active PTOs that will maintain communication with parents. Continue building a sense of community by collaborating with businesses.	PTO President Parents Campus directors Facilitators Parent liaison	Survey, Sign in sheet, Agenda, Minutes	Throughout the school year	Survey, Sign in sheet, Agenda,	Increase community input	Once a semester	State and local Title I	1,2,8,9,10
Grade-level fundraising efforts to fund needed educational resources.	Parents Administration Facilitators Parent liaison	Survey, Sign in sheet, Agenda, Minutes	Throughout the school year	Survey, Sign in sheet, Agenda,	Increase funds	Twice a year	State and local	1,2,8,9,10
Parents will be more involved in the classroom (help with Wednesday folder, organize	Parents Administration	Survey, Sign in sheet,	Every six weeks throughout	Survey, Sign in sheet, Agenda	Increased number of parents involved	Every six weeks	State and local	1,2,6,9,10

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bookshelves etc.)	Facilitators Parent liaison	Agenda, Minutes	the school year					
Parents of scholars in secondary grades will be encouraged to participate in school activities such as guest speakers and career readiness presentations.	Parents Administration Facilitators Parent liaison	Survey, Sign in sheet, Agenda, Minutes	Every six weeks throughout the school year	Survey, Sign in sheet, Agenda	Increased number of parents involved	Every six weeks	State and local Title I	1,2,6,9,10

Benchmark Timeline

Initial (Beginning) February 2018	Comments and Recommendations: The District Advisory Team reviewed all goals and measures during the May, 2018. The Comprehensive Needs Assessment (CNA) committees were formed and assigned meeting dates to discuss their committee information.
Interim (Formative) April-May, 2018	Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees met to discuss, review, and construct goal statements in the areas of: <ul style="list-style-type: none"> ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Scholar Achievement ● Curriculum, Instruction, and Assessment ● Technology ● District Context and Organization

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	<ul style="list-style-type: none"> ● 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) May 22, 2018</p>	<p>Comments and Recommendations:</p> <p>The Board of Trustees will receive a new copy of the DIP at the beginning of the 2018-2019 school year. All changes and updates were noted and presented to the executive for inclusion in all Campus Improvement Plans.</p>
<p>Approved</p>	<p>May 2018, by the District Advisory Team; Will be presented to the Board of Trustees in August 2018.</p>
<p>Revised October 25, 2018</p>	<p>The District Advisory Committee met to discuss the progress that has been made on each goal of the DIP, to reevaluate the strategies used, and to make recommendations for better addressing the goals.</p>
<p>To be revised by February 4, 2019</p>	<p>The District Advisory Committee met to discuss the progress that has been made on each goal of the DIP, to reevaluate the strategies used, and to make recommendations for better addressing the goals.</p>