

Legacy Preparatory Charter Academy – Mesquite West
Campus Improvement Plan
2017-2018
Dr. Rebecca Good, Superintendent



Campus Advisory Team

Vivian Rivera, Elementary Director Stacy Maxwell, Secondary Director Keshunia Hood, Counselor Roxana Kerbow, Teacher Sara Vasquez, Parent Anais Cruz, Teacher	Tera Murphy, Teacher Heidi San Miguel, Teacher Nekeya Morgan, Teacher Mariela Delgado, Teacher Jessica Kennedy, Teacher Betty Champion, Parent
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MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

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THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2017-2018

Data Sources Reviewed:

Demographics

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

Student Achievement State assessment data (STAAR), TELPAS, PBMAS, System safeguards, Student grades, Course completion, Classroom and program assessments (Common Assessments), Student work, Online academic program scores, Data from Achieve3000, iStation, Imagine Math, MAP Testing.

School Culture and Climate

Interviews, Feedback data, Classroom and walkthrough data, Staff surveys, Parent conferences and meetings, Staff meetings and trainings, Tiny Pulse online questions.

Staff Quality/Professional

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

Curriculum, Instruction, and Assessment

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

Family and Community Involvement

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

School Context and Organization

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

Technology

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

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<p>Demographics</p> <p>Total Enrollment: 1028</p> <p>American Indian: 1</p> <p>Asian: 10</p> <p>African American: 183</p> <p>Hispanic/Latino: 778</p> <p>Two or More: 20</p> <p>Caucasian: 36</p> <p>Program Coding</p> <p>At Risk: 483</p> <p>Special Education: 70</p> <p>LEP: 444</p>	<p>-Legacy Mesquite is considered to be a diverse campus, located in an urban environment</p> <p>-Programs are offered that meet the needs of the LEP, SPED, GT, Low Income, and At-Risk students</p> <p>-Weekly Special Education Meetings are held to provide information about our students who qualify for Special Education Services</p> <p>- Spanish is taught in all grades</p> <p>-Free or reduced breakfast and lunch are served daily to meet the needs of our low socioeconomic scholars</p> <p>-Legacy offers a PBL curriculum that has a positive impact on our students' learning outcomes and college/career readiness</p> <p>- Attendance rates have remained constant with a campus attendance rate that averages around 95%</p>	<p>-Strengthen students' academic intervention beginning earlier in the school year, (i.e. September)</p> <p>-Parent involvement and support program (i.e. Parent University) to assure the success of the scholars in the classroom</p> <p>-An active PTO needs to be re-established and meet at least quarterly</p> <p>-Annual teacher retention needs to increase to at least 75%</p>	<p>-Continue to invest time and money in marketing so that the campus diversity continues to reflect the local community demographics of Mesquite, Texas</p> <p>-More frequent parent meetings on and off campus to help parents help students with academics</p> <p>-Provide training to parents on PTO so they feel more comfortable in contributing to the PTO meeting through attendance and input</p> <p>-Provide increased teacher support, mentoring, and coaching to increase teacher effectiveness.</p> <p>-Focus needed intervention on specific sub-populations that need increased academic intervention and/or parental involvement</p> <p>-Support for Homeless/Foster care – Title I</p>

<p>Bilingual: 274\ ESL: 160 GT: 53 Homeless: 2 Dyslexia: 26</p>			
<p>Student Achievement</p>	<ul style="list-style-type: none"> -U.S. History students had a 96% passing rate on the STAAR EOC -Algebra students had a 70% passing rate on the STAAR EOC -Achieve 3000 data continues to show strong Lexile growth -LPCA Mesquite West works with EL Centro Community College and Eastfield Community College to provide scholars with the opportunity to earn college credit while still in high school. Several students at Mesquite West Campus attend 4-year TexPREP Summer Program at local colleges every year 	<ul style="list-style-type: none"> -State assessment scores reveal that students' overall achievement needs to increase -Ensure mastery learning in reading and math for Students Success Initiative (SSI) grade levels 5th and 8th -Students need to be reminded of expectations and daily learning objectives Provide differentiated instruction and resources for new scholars enrolling with academic gaps that need to be addressed 	<ul style="list-style-type: none"> -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) -Increased alignment between classroom grades, state standards, and STAAR results. -The Math Instructional Coaches will continue to support teachers in math instruction - Title I -The Elementary ELA Coach and the Secondary ELAR /Writing Coach will continue to assist, coach, and train teachers in the best reading and writing best practices - Title I

			<ul style="list-style-type: none"> -The Elementary ELA Coach will monitor the effective implementation of the Balanced Literacy Program - Title 1 -The Science Coach will support teachers with creation of PBL, Co- design lab activities with facilitators, and support scholars in developing Science Fair projects for regional competition - Title I -Higher levels of thinking and higher expectations from both teachers and parents are needed to push students to their full potential. -Continue with Guided Reading program - Title II -Earlier identification and intervention for struggling students -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 - Title I
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<p>School Culture and Climate</p>	<ul style="list-style-type: none"> -Safety is our number one priority - the campus meets with the safety committee on a quarterly basis to evaluate the best practices regarding safety and security of our students and staff. - The Director of operations meets with campus director to evaluate Campus Safety Operation Plans (CSOP) and safety practices in our school buildings annually -Students at Legacy Mesquite West feel that the teachers treat them with respect and care about their education and future -The teachers also feel like the students are respectful and eager to learn -Staff members and students believe the mission and vision of the school is being followed in a positive manner -Scholars understand the STRR culture and are expected to abide by this vision 	<ul style="list-style-type: none"> -Teachers need to increase visibility at school related events, and continue having conversations with students that build positive rapport -Teachers will also need to increase the volume of phone calls and emails to parents in order to increase parental awareness and/or involvement -Although staff members expressed the small size of the campus helped them be connected, they are stressed by the lack of resources such projectors, books, and other materials -Facilitators would like ongoing training/assistance in the RTI process and also with strategies that will allow them to better assist their SpEd scholars 	<ul style="list-style-type: none"> -Morning circle time will be done daily, and restorative practices will continue to be implemented. -Send a facilitator to earn certification as a Certified Specialist in Restorative Practice who will assist facilitators with implementation of restorative practices in their classrooms -Guidance lessons from the school counselor that include lessons on character, moral, and ethics-to increase student awareness of behavior -Continued surveys, questionnaires, and parent meetings are needed to gather feedback on program effectiveness -Clear expectations and good classroom management must happen in all classrooms, so there are more than just small pockets of success -Continue 3 uninterrupted hours of planning per week in addition to regular planning periods allows structured dialogue to discuss the impact of instructional practices on scholar success.
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	<p>-The facilitators meet with the campus director weekly on Mondays, to discuss behavioral and safety issues</p> <p>-Overall, the campus discipline issues are minor, such as dress code violations and not completing assignments, as opposed to weapons on campus and things of this nature</p> <p>-Regional Band and Music Coop is available - Title I</p>		<p>-Facilitators will be provided training in cultural sensitivity and diversity (Cultural Connections - Title I)</p> <p>-Grade levels will perform at PTO meetings once a month</p> <p>-Increase the number of scholars participating in wind instruments and brass – Title I</p>
<p>Staff Quality/ Professional Development</p>	<p>-Campus hiring practices help to ensure quality teachers are working with student population</p> <p>-New teachers begin “New Staff Orientation” training that is facilitated at the district level</p> <p>-Professional development opportunities are provided throughout the year for all areas of needed growth based on data gathered from various sources such as STAAR data, universal screeners</p>	<p>-Continued use of a mentor program</p> <p>-Mandatory online PD from Harry Wong and Edutopia, as well as focused face-to-face PD for teachers on a differentiated Level</p> <p>--More focus and direction with Professional Development, New Tech Training, PBL Training</p>	<p>-Teacher certification in bilingual and ESL will be targeted to fill teacher vacancies in areas of high need - Title I</p> <p>-Differentiated professional development based off of teachers’ proficiency and/or experience</p> <p>-Increase staff retention - science and math stipends - Title II.</p> <p>-Courageous Principal Training for directors to improve conversations and staff engagement</p>

	<p>(MAP), formative and summative, etc.</p> <ul style="list-style-type: none"> -Ongoing monitoring through classroom walk-throughs, and informal observations to help improve instructional practices -High percentage of bilingual teachers -Professional Learning Communities (PLCs) provide teachers with avenue for collaboration, planning, and data dissemination 		<ul style="list-style-type: none"> -Use of Tiny Pulse to facilitate communication from staff to administration
<p>Curriculum, Instruction, and Assessment</p>	<ul style="list-style-type: none"> -TEKS Resource System is aligned to state TEKS -Eduphoria allows us to create targeted assessments using the TEKS -About 75% of facilitators are proficient in Eduphoria -Scheduled Common Assessment -Web-based and in-person support for PBL through New Tech Network 	<ul style="list-style-type: none"> -Facilitators will continue to develop their familiarity with TEKS Resource System in planning their lessons using its scope and sequence -Limited number and scope of electives. -Additional focus on cross-curricular thematic units of study in Secondary -Readily accessible plans that a substitute facilitator will be able to utilize 	<ul style="list-style-type: none"> -Facilitators will continue to 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 -Facilitators will continue with in depth training on the data tracking tool, Eduphoria, to analyze data to plan for instruction and tutoring

	<p>-3 uninterrupted hours of planning per week in addition to regular planning periods allows structured dialogue to discuss the impact of instructional practices on scholar success</p> <p>-Support in lesson planning (Coordinators, Curriculum Directors, Campus Director, PBL Consultant)</p> <p>-Facilitators receive frequent feedback from district staff</p>	<p>-Continue to utilize data to inform instruction through monthly data meetings.</p>	<p>-All facilitators will utilize the guided reading and writing program to increase Lexile levels, and the Reading coach will assist struggling facilitators with implementation – Title I</p> <p>-Directors will review documentation from feedback sessions between instructional coaches and facilitators, as well as conduct targeted walk throughs based on struggling areas observed</p> <p>-Identify a lead facilitator in each core subject and Special Education</p> <p>-Intensive training in the structure of Bilingual classes – (BE/ESL Coordinator)</p> <p>-Intensive training in special populations - Differentiation, SIOP, Sheltered Learning, Individualization, Enrichment</p> <p>-Increased number of electives</p>
<p>Family and Community Involvement</p>	<p>-A staff member attends the chamber of commerce meetings to increase community involvement at the campus</p> <p>- Clay Leadership provides “Parent University” Workshops</p>	<p>-Recruiting of parent(s) to help directly in the classroom</p> <p>-Parent workshops and open computer labs to assist parents with technology needs</p>	<p>-Create a strong sense of academic achievement and parental involvement through partnerships created by school events (such as PTO) and over</p>

	<p>-Front office staff have a very welcoming nature and they work very hard to provide delightful customer service (DCS)</p> <p>-We have parent and community members who participate in our campus based Decision Making Committee</p> <p>-Community Liaison assists in promoting parental and community involvement in school and in student extracurricular activities</p> <p>Community liaison offers English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects</p> <p>-The school uses various methods to keep parents informed on upcoming events and emergencies such as:</p> <ul style="list-style-type: none"> ● Newsletter ● Emails from facilitators ● Automated Calling System (Skylert) 	<p>-Community volunteer hours for students</p> <p>-STEM night activities quarterly</p> <p>-Increase in community public audience Parental Involvement Conference</p>	<p>communication of these events via various modes</p> <p>- Community liaison will continue with English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects</p> <p>-Continue to increase parent and family engagement - Clay Leadership parent training and Sankofa Educational Services - Title 1</p> <p>-Increase the percent of students reading on grade level by implementing a home literacy project</p> <p>-Invite parents to the campus during the school day and after school to take part in hands-on activities to bring awareness about the school’s initiatives and academic content</p> <p>-Grade levels will perform at PTO meetings once a month</p>
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	<ul style="list-style-type: none"> ● “Push Notification” through District App to staff and parents ● Remind 101/Class dojo ● Facebook ● Twitter ● Smore 		
School Context and Organization	<p>- We use tools such as Tiny Pulse to recognize excellence and work performance by staff members (Cheers!)</p> <p>-Weekly staff meetings used for both logistics and PD twice a month</p> <p>-Weekly informational flyers sent home</p> <p>-Monthly parent meetings</p> <p>-13 days of professional development-district wide</p> <p>-Seven hours of curriculum planning time per week, per teacher</p> <p>-LPCA’s onboarding process for substitutes, ensures high quality instruction when facilitators are absent</p> <p>-FIRST LEGO Tech Challenge Robotics is research-supported and aligns with</p>	<p>- Student internship and shadowing program</p> <p>- Content leads will need to over communicate curricular and school related events to his/her team</p> <p>- Communication between departments to assist with co-planning and horizontal/vertical alignment</p> <p>-Continue to develop opportunities for scholar participating in STEM including Robotics and participating in team events/tournaments</p>	<p>-Establish partnerships with nearby colleges, universities, tech companies, and hospitals/clinics</p> <p>-Sustain a campus climate where effort and accomplishment are recognized</p> <p>-Implement the required components of the new STEM designation from TEA</p> <p>Encourage teacher leaders to take an active role in campus improvement</p> <p>Scholars should present their work or compete with their robots – Title IV</p>

	<p>district’s STEM programs and high school IT Pathway – Small group of scholars in Mesquite West Campus became involved and worked to build a robot – Title IV</p>		
<p>Technology</p>	<p>Teachers at Legacy use the following to plan effective projects and instruction.</p> <ul style="list-style-type: none"> - Computers - LCD projectors - Wireless printers -Internet - chat via Google Hangout and/or Skype - draft live documents on Google Drive - Access online drives and media delivery sites - ECHO - Video presentations <p>-The campus also received a STEM grant, which will also help with technology</p>	<ul style="list-style-type: none"> -Training on technology based off of teachers’ readiness level -Increased use of technology in lesson plans and actual lesson delivery - Add additional bandwidth -Require subject based professional development -Computer training for students and parents. -Increased technology equipment in the classroom, i.e. Smart board, doc. camera -Assistive technology for scholars with needs. -Technology centers Replacement of outdated technology hardware 	<ul style="list-style-type: none"> -Technology grants -Technology workshops for parents -Focused professional development for teacher on how to efficiently use technology and implement technology into the lesson plan/delivery -Implementation of National Educational Technology Standards -Train students on how to use laptop software, i.e. word and excel -Train the parents on how to create an email and check grades in Skyward and ECHO -Implement Laptop Replacement Program

Ideal State: ELL students will receive academic support to increase English proficiency in all contents.								
Objective(s): When administered the Spring 2018 TELPAS, 85% of ELLs will increase to the next proficiency level. 85% of the ELLs will meet the state progress measure, as measured by the STAAR.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	Funding Sources
ELLs will show academic Progress on common assessments and state assessments	LPAC Admin	Grade reports Achieve 3000 Bilingual TA Bilingual dictionaries	Every 6 weeks	LPAC meeting minutes for progress monitoring	Increased scores on classwork and English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork	1,2,9,10	State BEA Title III Title I
Teachers will receive training and coaching on ELPS, SIOP	Special populations coordinator	Region 10 Coach	Twice per semester	Sign in sheets Coaching observation forms	Increased English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork	1,2,9,10	BEA Title III

Identify ELLs through an oral proficiency test	LPAC Admin	IPT test	No later than 20 days after students' enrollment	IPT Reports Students are coded appropriately Students are given needed linguistic accommodations	Increased English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork IPT	1,2	State BEA
ELL training will be given to teachers to support classroom instruction	LPAC Admin	PD Modules	Monthly	Sign in sheets Agendas Classroom observations	Differentiated instruction Increased scores on assessments Increased English proficiency levels	Common Assessments STAAR/EOC TELPAS Classwork	1,2,10	State BEA Title III
<p>Staff will improve the quality of instruction and projects by engaging students in work that requires higher levels of thinking to increase student mastery of content.</p> <p>Objective(s): At least 70% of students will meet the minimum satisfactory standard on the state assessment. No less than 70% of the students will demonstrate mastery of TEKS assessed on common assessments.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources

Evaluate teacher created formal And informal assessment data to Drive instruction	Campus Admin Teachers Instructional Coaches	Eduphoria iStation STAAR Results TELPAS Results PBMAS	Every 6 weeks	Mile markers Data action plans	Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8, 10	State Title I
Extended learning opportunities Will provided to students	Teachers Campus Admin	Extended day facilities Afterschool academic clubs Online enrichment programs	weekly	Sign in sheets	Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8, 9,10	State Title I Title IV
Reading and writing will be implemented across the contents	ELAR Instructional Coach Campus Admin	Achieve 3000 iStation Imagine Math Carnegie Region 10 Consultant	Every 6 weeks	Student Content journals and portfolios Quickwrites	Increase in student achievement Mastery of TEKS Increased Lexile levels	STAAR/EOC Common Assessments	1,2,8, 10	State Title I
Academic vocabulary will be emphasized across the contents	ELAR/PBL Consultant Teachers	Vocabulary strategies Region 10 Consultant	weekly	Lesson plans reflecting vocabulary strategies	Academic language is used in the classrooms	STAAR/EOC Common Assessments	1,2,8, 10	Title I Title I, Priority Grant BEA Title III
Teachers will differentiate instruction to address the needs of high achievers, including GT students, as well as struggling	GT Coordinator Sped Coordinator Teachers	Special populations training Achieve 3000	Weekly	Student portfolios Lesson plans	Documented student achievement	STAAR results Common Assessments	9	State

students					and Lexie growth			
All 6 th graders will be enrolled in the research and investigations (R&I) course to transition them into the New Tech Network (ECHO)	Counselor	Research and Investigations teacher	End of 1 st week of school	Student schedules	Students are able to navigate ECHO system	Classroom observations Student culture surveys from New Tech	9	State

Ideal State: 100% of students will be educated in a learning environment that is safe, drug-free, and conducive to learning.								
Objective(s): 100% of classrooms and common areas will be safe and orderly. 100% stakeholders will emphasize and follow the STRR culture.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Source
Train staff, students, and teachers on safety and security, and implement the safety plan as mandated by Section 37.108 of the Texas Education Code	Campus Admin	Sign in sheets Agendas	End of 1 st six weeks	Monthly drills are conducted	All stakeholders are able to implement the safety procedures.	Observations of drills	1	State

Survey parents and students to measure concerns about safety during the school day	Campus Admin	Surveys	Once per semester	Completed surveys	Increased feelings of safety, based on survey comparison	Parent and student surveys	1,6,10	State Title I
Assist students with awareness of a healthy lifestyle and STRR culture	-Counselors -PE Teachers -School Nurse -Cafeteria staff	Health pamphlets Nutrition info	Each six weeks	Lesson plans Artifacts posted around campus STRR artifacts posted	Students choosing healthier lifestyles and food choices	Campus observations	10	State

<p>Ideal State: All students will graduate from high school prepared for college and the workforce.</p> <p>Objective(s): 100% of students in 6th – 11th grades will have a college and career class during their Wednesday enrichment time. All students will be monitored for progress and involvement in STEM activities.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Sources

Prepare students to be College and career upon graduation	Counselor	College personnel College information Guest speakers Naviance – K-2 College and Career Readiness Solution 4-year TexPREP Summer Program	Weekly Summer 2018	Sign in sheets Agendas CCR Lesson plans	Students enrolled in dual credit courses MOU with Eastfield college is established	Common Assessments Classwork STAAR/EOC Completed college and/or job applications	1,2,7,9,10	State Title I
Implement STEM in all grades	District personnel STEM Coordinator STEM Coach	Master schedule reflecting STEM courses STEM teachers STEM Blueprint	Every six weeks	Increased number of students enrolled in STEM courses Increase in STEM competitions	Increase in Science and Math scores on assessments	Common Assessments Classwork STAAR/EOC	1,2,8,10	State Title II Title IV
Conference with students who are not successful in two or more classes at the end of a six weeks	Counselor Campus admin	Student learning contracts	Every six weeks	Conference sign in sheets Conference documentation forms	Decrease in failing grades	Common Assessments Classwork STAAR/EOC	2,10	State Title I

<p>Ideal State: All students will be taught by highly qualified teachers.</p> <p>Objective(s): Recruit and hire teachers and paraprofessionals who are fully certified or highly qualified according to NCLB. Retain 75% of staff.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components	Funding Sources
Provide competitive Salaries with stipend for science, math, bilingual, and SPED positions	Human Resource Campus Admin	Budget Board members Job fairs	April 2017-August 2018 (and as needed)	Educator SBEC certification Educator college transcripts	100% of HQ teachers	Increased teacher retention	5	State BEA Title I Title II IDEA B
Assign a mentor teacher to all teachers new to the field as well as all teachers new to Legacy	Campus Admin	Harry Wong videos Edutopia CHAMPS	August 2017-June 2018	Mentors assigned Documented mentor/mentee observations and feedback meeting	Increased knowledge of logistics and teacher best practices	Increased student achievement	3,5	State

Implement professional development that will lead to higher levels of thinking for the students and effective instruction through projects.	Instructional Coaches Central Admin Staff	Region 10 Consultants New Tech Coaches	July 2017-May 2018	Sign in sheets Agendas Classroom observations to monitor implementation of new learning	Increased teacher capacity to implement effective projects Increased student learning and levels of thinking	Teacher observations	3,4,5,10	State BEA Title I Title III
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<p>Ideal State: Encourage and promote a climate that fosters family engagement in the education of all students.</p> <p>Objective(s): At least 70% of families will become a part of the PTO. All homeless families will be offered available resources to encourage continued family encouragement.</p>								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components	Funding Sources

Develop and sustain a Parent/Teacher Organization (PTO) with active and involved officers/members	-Campus Leadership -Teachers -Community Liaison	-Parents -Community members -Presenters	8/15/17- 5/26/18	-PTO Meetings -Agendas -Minutes -Sign-in -PTO Membership roster	-Increased PTO membership -Increased parental involvement -Increased school based activities sponsored by the PTO	Formative assessment of PTO	6	Title I
Provide information and resources for homeless families	-Community Liaison -Campus Admin -Homeless Liaison -Counselor	We connect families with the following local resources in our area: food assistance, rent assistance, clothing assistance agencies, shelter We provide the following services to homeless families: school supplies,	8/15/2017 - 6/9/2018	-Registrar will forward contact info to Community Liaison to assist family Dart passes	- Consistent attendance -Participation in all school activities and programs	Survey of services from homeless families	1,6	Title I

		uniforms, free school meals, as needed transportation, immediate enrollment in school						
Survey parents to seek ways to improve family engagement	Community Liaison Campus Admin	-Created survey	September 2017-June 2018 (one per semester)	-Completed parent surveys -Parent sign in sheets Parent volunteer forms completed	Increased parent engagement and volunteers	Formative assessment of surveys	1,6	State Title
Facilitate content related family events to educate families on strategies to help students at home.	Community Liaison Teachers Campus Admin	-Community Liaison Clay Leadership will provide "Parent University" Workshops Sankofa Educational Services	Monthly Quarterly Professor Freedom meets with Mesquite PTO on alternating months		Increased parental involvement Increased student achievement	Increased parent engagement	6	State Title I

Benchmark Timeline

<p>Initial (Beginning) December, 2017</p>	<p>Comments and Recommendations: The Campus Advisory Team reviewed all goals and measures during the April, 2018 meeting. The Comprehensive Needs Assessment (CNA) committees were formed and assigned meeting dates to discuss their committee information.</p>
<p>Interim (Formative) April-May, 2018</p>	<p>Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees met to discuss, review, and construct goal statements in the areas of:</p> <ul style="list-style-type: none"> ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Student Achievement ● Curriculum, Instruction, and Assessment ● Technology ● District Context and Organization ● District Demographics

	<ul style="list-style-type: none"> • 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>
Summative June 11, 2018	Comments and Recommendations
Final, June 1, 2018	The CIP has been reviewed by the Campus Advisory Team
Approved	June 25, 2018 the CIP will be presented to the Board of Trustee.