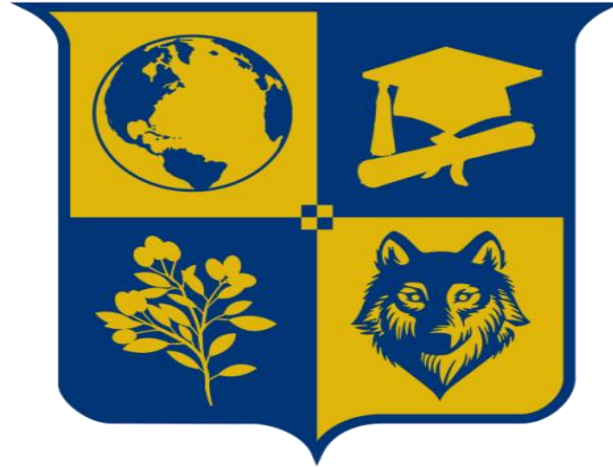


Legacy Preparatory Charter Academy – Mesquite West  
Campus Improvement Plan  
2018-2019  
Dr. Rebecca Good, Superintendent



Campus Advisory Team

Vivian Rivera, Elementary Director Gabrielle Wallace, Middle School Director Javier Chaparro, High School Director Natasha Forge, Counselor Roxana Kerbow, Teacher Sara Vasquez, Parent Anais Cruz, Teacher Roxana Marmolejo, Teacher	Heidi San Miguel, Teacher Nekeya Morgan, Teacher Mariela Delgado, Teacher Jessica Kennedy, Teacher Betty Champion, Parent Florence George-Leopold, Teacher Dawn Cain, Teacher Silvia Barros, Teacher
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## **MISSION**

The mission of LPCA is to prepare scholars for lifelong learning that is beyond college and career ready and to provide the foundation for success as critical thinkers and problem solvers in a global economy.

### **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.

Legacy Preparatory Charter Academy – Mesquite West Campus Improvement Plan  
Revised May 21, 2019

- 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: 2018-2019**

**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	Summary of Needs	Priorities
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	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>Increased enrollment over the past three years Diverse student population Diverse staff population</p> <p>Total Enrollment: 1037 African American: 15% Hispanic/Latino: 78% Two or More: 1% Caucasian: 4% Mobility Rate: 23% At Risk: 61% Econ Disadvantaged: 82% Special Education: 7% ELL: 38% LEP:42% GT: 4% Dyslexia: 3%</p>	<p>-Our six weeks failure rate need to be reduced in Reading, Math, Science and Social Studies in all subgroups. -Campus data reveals a need to improve students' academic achievement in all subgroups. -Students' attendance needs to increase above 96% -Implement strategies for teachers retention -Teachers' absences need to be reduced in at least 3 points from 2018 -Strengthen students' academic intervention beginning earlier in the school year, (i.e. September) -Parent involvement and support program (i.e. Parent University) to assure the success of the scholars in the classroom -An active PTO needs to be re-established and meet at least quarterly -Annual teacher retention needs to increase to at least 75%</p>	<p>-Continue to monitor attendance notification letters to parents -Hold attendance meetings with parents to increase students' attendance -Work with teachers and issue documentation to encourage teachers' attendance -Close achievement gap among different subgroups - Title I -Identify and provide support for At-Risk students -Continue to track student progress and assist teachers with professional development that will increase academic growth for all students within their identified TIER groups - Title I, Title II -Continue to invest time and money in marketing so that the campus diversity continues to reflect the local community demographics of Mesquite, Texas -More frequent parent meetings on and off campus to help parents help students with academics - Title I -Provide training to parents on PTO so they feel more comfortable in contributing to the PTO meeting through attendance and input - Tile I</p>

			<ul style="list-style-type: none"> <li>-Provide increased teacher support, mentoring, and coaching to increase teacher effectiveness - Title I</li> <li>-Focus needed intervention on specific sub-populations that need increased academic intervention and/or parental involvement - Title I, Title III</li> <li>-Support for Homeless/Foster care – Title I</li> </ul>																																
<p><b>Student Achievement</b></p>	<p>STAAR EOC Biology scored 77% Approaching in 2018          STAAR EOC Algebra Scored 78% Approaching in 2018          STAAR EOC US History score at 98% Approaching in 2018  <b>In 2019, Reading and Math STAAR scores show double digit gains across the board, Approaches, Meets, and Masters.</b></p> <p style="text-align: center;"><b>Reading:</b></p> <table border="1" data-bbox="495 943 961 1065"> <thead> <tr> <th>Year</th> <th>Approaches</th> <th>Meets</th> <th>Masters</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>26.0%</td> <td>3.3%</td> <td>0%</td> </tr> <tr> <td>2019</td> <td>70%</td> <td>37%</td> <td>19%</td> </tr> <tr> <td>Diff.</td> <td>44%</td> <td>33.7%</td> <td>19%</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Math:</b></p> <table border="1" data-bbox="495 1101 961 1222"> <thead> <tr> <th>Year</th> <th>Approaches</th> <th>Meets</th> <th>Masters</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>33.0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2019</td> <td>75%</td> <td>41%</td> <td>5%</td> </tr> <tr> <td>Diff.</td> <td>41%</td> <td>41.0%</td> <td>5%</td> </tr> </tbody> </table>	Year	Approaches	Meets	Masters	2018	26.0%	3.3%	0%	2019	70%	37%	19%	Diff.	44%	33.7%	19%	Year	Approaches	Meets	Masters	2018	33.0%	0%	0%	2019	75%	41%	5%	Diff.	41%	41.0%	5%	<p>In 2018,          Algebra II 41.51% Approaching          English II 50% Approaching</p> <ul style="list-style-type: none"> <li>-Increased students’ academic achievement in Writing 4th and 7th grade</li> <li>-Increased students’ academic achievement in Reading 3rd through 8th grade</li> <li>-Increased students’ academic achievement in Math 3rd through 8th grade</li> <li>-Increased students’ academic achievement in Science 5th and 8th grade</li> <li>-Increased students’ academic achievement in Social Studies 8th grade</li> <li>-Increased students’ academic achievement in Writing 4th and 7th grade</li> <li>-Increased students’ academic achievement in English I</li> <li>-Increased students’ academic achievement in English II</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom Observations and feedback within 48 hours with follow up observations to ensure feedback implementation</li> <li>-Professional Development on:             <ul style="list-style-type: none"> <li>-Alignment</li> <li>-Engagement</li> <li>-Pacing</li> <li>-Lesson Delivery</li> </ul> </li> <li>-PLC meetings will continue to be implemented throughout the year for all the core content departments.</li> <li>-Differentiation in all subjects to assist different subgroups in need.</li> <li>-Teachers to focus on determining specific subgroups needs based on data analyzed.</li> <li>-Strategies to support different subgroups of students’ learning.</li> <li>-Inclusion teacher to follow their schedule with fidelity to provide support to SPED population - IDEA B funds</li> </ul>
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		<p>-Increased students' academic achievement in Algebra II</p>	<p>-Continue to hold Data Driven Instructional Meetings scheduled after we receive results from assessments.</p> <p>-Continue to use Eduphoria to collect and analyze data.</p> <p>-Interventions will be created for those students achieving lower than 70% in the form of after school tutoring or pull out sessions and Saturday School - Title I funds</p> <p>-Interventions to begin as early as October 2018.</p> <p>Intervention sessions may include:</p> <ul style="list-style-type: none"> <li>▪ Achieve 3000</li> <li>▪ Imagine Math</li> <li>▪ Lexia Learning</li> <li>▪ Kahn Academy</li> <li>▪ Direct teaching</li> <li>▪ Small Groups</li> <li>▪ One-on-one</li> <li>▪ Use Title I funds for interventions</li> <li>▪ Use Title II and Title III funds to provide professional development described above.</li> </ul> <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>
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			<ul style="list-style-type: none"> <li>-Increased alignment between classroom grades, state standards, and STAAR results.</li> <li>-The Math Instructional Coaches will continue to support teachers in math instruction - Title I</li> <li>-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</li> <li>-The Elementary ELA Coach will monitor the effective implementation of the Balanced Literacy Program - Title 1</li> <li>-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</li> <li>-Higher levels of thinking and higher expectations from both teachers and parents are needed to push students to their full potential.</li> <li>-Continue with Guided Reading program - Title II</li> <li>-Earlier identification and intervention for struggling students</li> <li>-Increase the number of scholars at postsecondary readiness by aggressively encouraging dual credit enrollment and enrollment in challenging programs such as</li> </ul>
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			the 4-year TexPREP Summer Program - Title I
<p><b>School Culture and Climate Source:</b></p>	<ul style="list-style-type: none"> <li>-Staff members share a common understanding of the vision, mission, and values.</li> <li>-The leadership team and staff demonstrate support for the school vision, mission, goals, and values.</li> <li>-Campus practices and policies demonstrate high expectations and shared ownership for student success.</li> <li>-Data systems (Skyward, Edugence) tracks all discipline referrals, attendance and interventions.</li> <li>-We have a system (Tiny Pulse) to collect data on climate and culture Classroom and School Walkthrough Data Parent Conferences, Meetings, Tiny Pulse, etc.</li> <li>-1<sup>st</sup> Week - What two things stood out most to you during your first week on the job? 23% participation (3 out of 13)</li> <li>-2<sup>nd</sup> Week - How would you rate your onboarding experience thus far? 15% Participation (2 out of 13), 7.9% Positive answers</li> </ul>	<ul style="list-style-type: none"> <li>-Tiny Pulse collects data but there is not a systematic way to disaggregate the data to analyze it.</li> <li>-Teachers need to increase visibility at school related events, and continue having conversations with students that build positive rapport</li> <li>-Teachers will also need to increase the volume of phone calls and emails to parents in order to increase parental awareness and/or involvement.</li> <li>-Although staff members expressed the small size of the campus helped them to be connected, they are stressed by the lack of resources such projectors, books, and other materials</li> <li>-Facilitators would like ongoing training/assistance in the RtI process and also with strategies that will allow them to better assist with scholars who qualify for Special Education Services</li> <li>-Only few individuals answer the tiny Pulse surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure immediate feedback after classroom observations take place (within 48 hours)</li> <li>-Increase the number of Teachers' appreciation activities</li> <li>-Continue to create weekly newsletters sharing information to the community, featuring (optional example**one staff member and one role model student**) every week.</li> <li>-Continue to hold Teacher Appreciation Week</li> <li>-Hold End of the Year Faculty and Staff Awards.</li> <li>-Immediate response to discipline referrals within 24 hours of issuance</li> <li>-Communication with teachers on consequence assigned for SCC violations</li> <li>-Monitoring of discipline referrals for the different categories</li> <li>-Provide professional development for teachers on classroom management and discipline management</li> <li>-Promote the completion of Tiny Pulse surveys among faculty members</li> </ul>

	<p>-Week 4 - How effective has the onboarding, process been in setting you up for success in your role? 23% Participation (3 out of 13) 7.7% Positive answers</p> <p>-Week 12 - Looking back on your first three months, how would you rate your overall onboarding experience? 23% Participation (3 out of 13) 7.5% Positive answers</p>		<p>-Morning circle time will be done daily, and restorative practices will continue to be implemented.</p> <p>-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</p> <p>-Guidance lessons from the school counselor that include lessons on character, moral, and ethics-to increase student awareness of behavior</p> <p>-Continued surveys, questionnaires, and parent meetings are needed to gather feedback on program effectiveness</p> <p>-Clear expectations and good classroom management must happen in all classrooms, so there are more than just small pockets of success</p> <p>-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.</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>
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<p><b>Staff Quality/ Professional Development</b></p>	<p>-In Secondary School, we have 32 teachers, 10 of them with a Teaching Certificate (31.25%)          -Data Driven Instruction (DDI) meetings consistently held after assessments are administered          -PL for teachers during PLC time          -Restorative Discipline Circles every day are scheduled in each grade level.          -Campus hiring practices help to ensure quality teachers are working with student population          -The District partners with Region 13 Spain Initiative to recruit bilingual teachers in Spain          -The District conducts a teacher job fair in Puerto Rico to recruit bilingual teachers</p> <ul style="list-style-type: none"> <li>● The Human Resources Department provides prep testing for the non-Bilingual/ESL certified teachers - certification study materials can be checked out from the HR's office - Title I</li> </ul> <p>-New teachers begin "New Staff Orientation" training that is facilitated at the district level          -Professional development opportunities are provided</p>	<p>- Low retention of our highly qualified and experienced teachers.          - Focus on the recruitment of personnel in core content tested subjects.          - Classrooms observations indicate a need of professional development on alignment, engagement, questioning, and lesson delivery          - Instructional coaches to invest additional time in classrooms to support teachers - Title I          - Continued use of a mentor program          - Mandatory online PD from Harry Wong and Edutopia, as well as focused face-to-face PD for teachers on a differentiated instruction          - More focus and direction with Professional Development, New Tech Training, PBL Training</p>	<ul style="list-style-type: none"> <li>● Participate in job fairs, recruit from AC Program, and consult with Human Capital Management (HCM) recruitment personnel to support hiring of teachers</li> <li>● A balance of experienced and novice teachers to be recruited and hired (80-20)</li> <li>● Recruiting and hiring of high caliber teachers</li> <li>● Provide professional development on alignment, engagement, questioning, and lesson delivery strategies</li> <li>● Identify master teachers that can model good teaching practices and deliver hands-on professional development on the areas mentioned above.</li> <li>● Use Title I and Title III funds to support professional development mentioned above</li> </ul> <p>-Teacher certification in bilingual and ESL will be targeted to fill teacher vacancies in areas of high need - Title I          -Differentiated professional development based off of teachers' proficiency and/or experience</p>
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	<p>throughout the year for all areas of needed growth based on data gathered from various sources such as STAAR data, universal screeners (MAP), formative and summative, etc.</p> <ul style="list-style-type: none"> <li>-Ongoing monitoring through classroom walk-throughs, and informal observations to help improve instructional practices</li> <li>-High percentage of bilingual teachers</li> <li>-Professional Learning Communities (PLCs) provide teachers with avenue for collaboration, planning, and data dissemination</li> <li>-Increase staff retention - science and math stipends - Title II.</li> </ul>		<ul style="list-style-type: none"> <li>--Courageous Principal Training for directors to improve conversations and staff engagement - Title II</li> <li>-Use of Tiny Pulse to facilitate communication from staff to administration</li> </ul>
<p><b>Curriculum, Instruction, and Assessment</b></p>	<ul style="list-style-type: none"> <li>-Held DDI Meetings after each grading period</li> <li>-The use of Domain I Monitoring Tool as a data collection and analysis tool across tested subjects</li> <li>-Our teachers are better equipped with tools to create common assessments (TRS, YAG, etc.)</li> <li>-Strong involvement of Instructional Coaches and Content Directors in supporting teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom observations reveal a need for alignment, pacing, engagement and rigor</li> <li>-Classroom observations feedback not consistently implemented in the classroom</li> <li>-Classroom management is a challenge for novice teachers</li> <li>-Facilitators will continue to develop their familiarity with TEKS Resource System in planning their lessons using its scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>More effective and efficient Long Planning sessions, coordinated for both campuses</li> <li>-Ensure backwards design takes place (Assessments-Instructional Calendars-Lesson Plans-Strategies-Materials)</li> <li>-Provide professional development on alignment, pacing, engagement and rigor</li> <li>-Provide additional administrative support to Humanities teachers</li> </ul>

	<ul style="list-style-type: none"> <li>-SPED and EL TAs with specific caseloads to support students at risk</li> <li>-Intervention in the form of after school and Saturday school started early (Sept 2018 and Jan 2019) - Title I, SCE</li> <li>-TEKS Resource System is aligned to state TEKS</li> <li>-Eduphoria allows us to create targeted assessments using the TEKS</li>   <li>-About 75% of facilitators are proficient in Eduphoria</li> <li>-Scheduled Common Assessment</li> <li>-Web-based and in-person support for PBL through New Tech Network</li> <li>-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</li> <li>-Support in lesson planning (Coordinators, Curriculum Directors, Campus Director, PBL Consultant)</li> <li>-Facilitators receive frequent feedback from district staff</li> </ul>	<ul style="list-style-type: none"> <li>-Limited number and scope of electives.</li> <li>-Additional focus on cross-curricular thematic units of study in Secondary</li> <li>-Readily accessible plans that a substitute facilitator will be able to utilize</li> <li>-Continue to utilize data to inform instruction through monthly data meetings.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure feedback to teachers is consistently provided within 48 hours after Classrooms observations</li> <li>-Schedule follow up observations within 48 hours after feedback has been provided to ensure implementation for low performing teachers</li> <li>-Administrators to provide face-to-face feedback per teachers after observations.</li> <li>-Provide opportunities for teachers to observe master teachers' classes</li>   <li>-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</li> <li>-Facilitators will continue with in depth training on the data tracking tool, Eduphoria, to analyze data to plan for instruction and tutoring</li> <li>-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</li> <li>-Directors will review documentation from feedback sessions between instructional coaches and facilitators, as well as conduct</li> </ul>
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			<p>targeted walk through based on struggling areas observed</p> <ul style="list-style-type: none"> <li>-Identify a lead facilitator in each core subject and Special Education</li> <li>-Intensive training in the structure of Bilingual classes – (BE/ESL Coordinator)</li> <li>-Intensive training in special populations - Differentiation, SIOP, Sheltered Learning, Individualization, Enrichment - Title I, Title II</li> <li>-Increased number of electives</li> </ul>
Family and Community Involvement	<ul style="list-style-type: none"> <li>-We continued to offer English classes for parents - Title I</li> <li>-Hold PTO meetings each month</li> <li>-Held Hispanic Heritage Event with participation of parents and students</li> <li>-Held Fall Festival with participation of parents, students, and community from both campuses</li> <li>-Kept community informed about upcoming events, testing, meetings, and other important information via School website, newsletters, call outs, and other means of communication</li> <li>-A staff member attends the chamber of commerce meetings to increase community involvement at the campus</li> </ul>	<ul style="list-style-type: none"> <li>-There is a need to have classes for parents addressing skills/topics related to upcoming six weeks to support parental involvement academically.</li> <li>-Attendance to PTO meetings is low for secondary school</li> <li>-Only few PTOs where students from secondary school students perform</li> <li>-Parent training and workshops on academics and child behavior.</li> <li>-Recruiting of parent(s) volunteers to help directly in the classroom</li> <li>-Parent workshops and open computer labs to assist parents with technology needs</li> <li>-Community volunteer hours for students</li> <li>-STEM night activities quarterly</li> <li>-Increase in community public audience</li> <li>-Parental Involvement Conference</li> </ul>	<ul style="list-style-type: none"> <li>-Provide opportunities for parents to engage in the overview of the upcoming six weeks with strategies of implementation at home.</li> <li>-Incorporate secondary students programs to increase parental participation in PTO meetings</li> <li>-Continue to offer English classes for parents and use Title I funds support this initiative</li> <li>-Create a strong sense of academic achievement and parental involvement through partnerships created by school events (such as PTO) and over communication of these events via various modes</li> <li>- Community liaison will continue with English and GED classes for parents, along with weekly College and Career Awareness</li> </ul>

	<p>- Clay Leadership provides “Parent University” Workshops - Title I</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 - Title I</p> <p>-Community liaison offers English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects - Title I</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"> <li>▪ Newsletter</li> <li>▪ Emails from facilitators</li> <li>▪ Automated Calling System (Skylert)</li> <li>▪ “Push Notification” through District App to staff and parents</li> <li>▪ Remind 101/Class dojo</li> <li>▪ Facebook</li> </ul>		<p>meetings and multicultural reading projects - Title I</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"> <li>▪ Twitter</li> <li>▪ Smore</li> <li>▪ Ask Dr. B. Good Podcast</li> </ul>		
School Context and Organization	<ul style="list-style-type: none"> <li>-Staff Newsletters issued once a week provide information on upcoming events, and provide relevant information.</li> <li>- We use tools such as Tiny Pulse to recognize excellence and work performance by staff members (Cheers!)</li> <li>-Weekly staff meetings used for both logistics and PD twice a month</li> <li>-Weekly informational flyers sent home</li> <li>-Monthly parent meetings</li> <li>-13 days of professional development-district wide</li> <li>-Seven hours of curriculum planning time per week, per teacher</li> <li>-LPCA’s onboarding process for substitutes, ensures high quality instruction when facilitators are absent</li> <li>- Robotics After School Club is research-supported and aligns with district’s STEM programs and high school IT Pathway – Small group of scholars in Mesquite West Campus</li> </ul>	<ul style="list-style-type: none"> <li>-New Teacher Mentor Program needs to be activated.</li> <li>- Student internship and shadowing program</li> <li>- Content leads will need to over communicate curricular and school related events to his/her team</li> <li>- Communication between departments to assist with co-planning and horizontal/vertical alignment</li> <li>-Continue to develop opportunities for scholar participating in STEM including Robotics and participating in team events/tournaments</li> </ul>	<ul style="list-style-type: none"> <li>-Activate the New Teacher Mentor Program</li> <li>-Establish partnerships with nearby colleges, universities, tech companies, and hospitals/clinics</li> <li>-Sustain a campus climate where effort and accomplishment are recognized</li> <li>-Implement the required components of the new STEM designation from TEA</li> <li>-Encourage teacher leaders to take an active role in campus improvement</li> <li>-Scholars should present their work or compete with their robots – Title IV</li> </ul>

	became involved and worked to build a robot – Title IV		
Technology	<p>-We have all classrooms with COWS (Computers on Wheels).</p> <p>-All subjects use Eduphoria to collect and analyze data</p> <p>-We use several computer resources to help instruction, such as Achieve 3000, Lexia, Imagine Math, I-Station, Dreambox, etc.</p> <p>-We have projectors in each classroom</p> <p>Teachers at Legacy use the following to plan effective projects and instruction:</p> <ul style="list-style-type: none"> <li>▪ Computers</li> <li>▪ LCD projectors</li> <li>▪ Wireless printers</li> <li>▪ Internet</li> <li>▪ Chat via Google Hangout and/or Skype</li> <li>▪ Zoom Video Conferences</li> <li>▪ Draft live documents on Google Drive</li> <li>▪ Access online drives and media delivery sites</li> <li>▪ ECHO</li> <li>▪ Video presentations</li> </ul>	<p>We need to continue to offer professional development in the use of technology, Echo, Skyward, Eduphoria, etc. for newly hired teachers.</p> <p>-We have a number of classrooms with whiteboards that need to be replaced or upgraded</p> <p>-Training on technology based off of teachers’ readiness level</p> <p>-Increased use of technology in lesson plans and actual lesson delivery</p> <p>-Require subject based professional development</p> <p>-Computer training for students and parents.</p> <p>-Increased technology equipment in the classroom, i.e. Smart board, doc. camera</p> <p>-Assistive technology for scholars with needs.</p> <p>-Technology centers</p>	<p>-Procure professional Development on the use of the different platforms used in our daily activities for newly hired teachers</p> <p>-Technology grants</p> <p>-Technology workshops for parents</p> <p>-Implementation of National Educational Technology Standards</p> <p>-Train students on how to use laptop software, i.e. word and excel</p> <p>-Train the parents on how to create an email and check grades in Skyward and ECHO</p>

	-The campus also received a STEM grant, which will also help with technology		
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<p>Ideal State: EL students will receive academic support to increase English proficiency in all contents.</p>								
<p>Objective(s): When administered the Spring 2019 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.</p>								
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.	Campus Admin LPAC Admin	Grade reports Achieve 3000 Lexia Learning Bilingual TAs 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 Teacher Assistants dedicated to ELLs, will receive the same training.	Campus Admin	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 II Tile III

Identify ELLs through an oral proficiency test	LPAC Admin Special Pops Coordinator Campus Admin	IPT test	Within four weeks of 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
EL training will be given to teachers to support classroom instruction	Special Pops Coordinator Campus 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 Ensure Content Directors create, approve, or release common assessments on a timely basis.	Campus Admin Teachers Instructional Coaches	Eduphoria iStation STAAR Results TELPAS Results PBMAS	Every 6 weeks	Mile markers Data action plans	Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8, 10	State Title I
Extended learning opportunities Will be provided to students Saturday school will be planned to take place earlier in the year in such a fashion the dates do not include long weekends and special events (Health Fair, etc.) so that we can increase the number of students participating in the Saturday Camps. Also, after school tutoring and Saturday school will be opened for all the students and the interventions will be tailored to the needs of the students, Low/Medium/Advanced to ensure our Meets and Masters levels increase accordingly.	Teachers Campus Admin	Extended day facilities After School 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 SCE
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 Quick writes	Increase in student achievement Mastery of TEKS	STAAR/EOC Common Assessments	1,2,8, 10	State Title I

					Increased Lexile levels			
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 BEA Title III
Teachers will differentiate instruction to address the needs of high achievers, including GT students, as well as struggling students Provide Social Emotional Professional development to all the teachers at the beginning of the school year.	GT Coordinator Sped Coordinator Teachers	Special populations training Achieve 3000 Renzulli Learning	Weekly	Student portfolios Lesson plans	Documented student achievement and Lexie growth	STAAR results Common Assessments	9	State
All 6 <sup>th</sup> 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 <sup>st</sup> 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 School Marshall	Sign in sheets Agendas	End of 1 <sup>st</sup> six weeks	Monthly drills are conducted	All stakeholders are able to implement the safety procedures.	Observations of drills	1	State Title IV
Survey parents and students to measure concerns about safety during the school day	Campus Admin School Marshall	Surveys	Once per semester	Completed surveys	Increased feelings of safety, based on survey comparison	Parent and student surveys	1,6,10	State Title I Title IV
Assist students with awareness of a healthy lifestyle and STRR culture	-Counselors -PE Teachers -School Nurse -Cafeteria staff	Health pamphlets Nutrition info	Each six weeks	Lesson plans Artifacts posted around campus STRR artifacts posted	Students choosing healthier lifestyles and food choices	Campus observations	10	State

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<p><b>Ideal State:</b> All students will graduate from high school prepared for college and the workforce.</p> <p><b>Objective(s):</b> 100% of students in 6<sup>th</sup> – 11<sup>th</sup> 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	Weekly	Sign in sheets Agendas CCR Lesson plans	Students enrolled in dual credit courses MOU with Eastfield college is established	Common Assessments Classwork STAAR/EOC Completed college and/or job applications	1,2,7,9,10	State Title I



		Readiness Solution 4-year TexPREP Summer Program	Summer 2019					
Implement STEM in all grades. Organize, plan, and execute field trips for 9 <sup>th</sup> through 12 <sup>th</sup> grade students to all the universities in the area and at least one outside the Dallas area but within the State of Texas Organize, plan, and execute a field trip for 11 <sup>th</sup> and 12 <sup>th</sup> grade students to NASA Houston	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 six weeks. Conference and maintain a conference log with students and parents for poor attendance starting the first month of school	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: Highly qualified teachers will teach all students.</p> <p>Objective(s): Recruit and hire teachers and paraprofessionals who are fully certified or highly qualified according to ESSA. 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
<p>Provide competitive Salaries with stipend for science, math, bilingual, and SPED positions. Implement a teacher evaluation system to be able to grow our facilitators in areas of need Increase the number of certified teachers by</p>	Human Resource Campus Admin	Budget Board members Job fairs	April 2018- August 2019 (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

encouraging current teachers to get certified or hiring already certified teachers in the tested subjects and grade levels Provide stipend to those facilitators teaching Dual Credit								
Assign a mentor teacher to all teachers new to the field as well as all teachers new to Legacy Implement the NTA – New Teacher Academy to provide new teachers with different PL opportunities once a month	Campus Admin	Harry Wong videos Edutopia CHAMPS	August 2018-June 2019	Mentors assigned Documented mentor/mentor 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. Provide Professional Learning Communities training to all the teachers	Instructional Coaches Central Admin Staff	Region 10 Consultants New Tech Coaches	July 2018-May 2019	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

<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	8/15/18-5/26/19	-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, uniforms, free school meals, as needed transportation, immediate enrollment in school	8/15/2018 - 6/9/2019	-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
Survey parents to seek ways to improve family engagement	Community Liaison Campus Admin	-Created survey	September 2018-June 2019 (one per semester)	-Completed parent surveys -Parent sign in sheets	Increased parent engagement and volunteers	Formative assessment of surveys	1,6	State Title I

				Parent volunteer forms completed				
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**

Initial (Beginning) December, 2018	Comments and Recommendations: The Campus Advisory Team will review all goals and measures during the April, 2019 meeting. The Comprehensive Needs Assessment (CNA) committees will meet to discuss their committee information.
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Interim (Formative) April-May, 2019	<p>Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees will meet to discuss, review, and construct goal statements in the areas of:</p> <ul style="list-style-type: none"> <li>● Staff Quality, Recruitment, and Retention</li> <li>● District Culture and Climate</li> <li>● Student Achievement</li> <li>● Curriculum, Instruction, and Assessment</li> <li>● Technology</li> <li>● District Context and Organization</li> <li>● District Demographics</li> <li>● Family and Community Involvement</li> </ul> <p>Each committee will present information in the areas of strengths, needs, and a summary report for construction in the DIP.</p>
Summative June 11, 2019	Comments and Recommendations
Final, June 1, 2019	The CIP was reviewed by the Campus Advisory Team
August 21, 2019	The CIP was presented and approved by the Board of Trustee