

Legacy Preparatory Charter Academy, Plano

Campus Improvement Plan

2018-2019

Dr. Rebecca Good, Superintendent



Campus Advisory Team

Nicole May	Director	Rebecca Oliva	Parent
Amelia Zambrano	Counselor		
Pamela Janson	Special Education Department		
Ashley Derrick	Math		
Moises Pagan	English		
Shirley Bagby	Math		
James Pacheco	Science		
Azalia Mueller	Social Studies		
Beatrice Cordova	Parent		
Obed Thomas	Parent		

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The scholar in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The scholars in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The scholars in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The scholars 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: Scholars will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all scholars will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all scholars.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's scholars 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 scholar learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve scholar learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of scholar learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2018-2019

Data Sources Reviewed:
 Enrollment, attendance, special program participation, TELPAS, STAAR, Early Reading Indicator, Common Assessment scores, student work samples, New Tech Network Scholar Survey, facilitator certification/qualification data, parent, scholar and facilitator surveys, TEKS Resource System, Achieve 3000, Imagine Math, iStation, and, Eduphoria, MAP Testing, PEIMS data, master schedule, duty rosters, tutoring logs and attendance, Tiny Pulse results, PD calendar, scholar and facilitator interviews, observations

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<p>Demographics</p> <p>Total enrollment: 355</p> <p>Hispanic/Latino: 38%</p> <p>American Indian: 0.85%</p> <p>Asian: 3%</p> <p>Black/African American: 35%</p> <p>Caucasian: 18%</p> <p>Two or more: 4%</p> <p>Program Coding</p>	<ul style="list-style-type: none"> ● Legacy PCA Plano campus is comprised of a culturally diverse scholar population and facilitators ● The input the campus receives from parents reflect ideas and opinions from all racial, ethnic, and socioeconomic groups in the school ● Small classroom number ● Smaller ratio of scholars to facilitator ● Programs are offered that meet the needs of the LEP, SPED, GT, Low Income, and At-Risk students 	<ul style="list-style-type: none"> ● Sped and low SES support ● Increase number of computers for scholars with pre-loaded reading, writing, and vocabulary programs ● Programs/courses/extracurricular activities that interest secondary scholar 	<ul style="list-style-type: none"> ● More support for scholars who qualify for Special Education services - Improved Inclusion Support, targeted tutorial plans – IDEA-B ● Provide training specially designed for special education facilitator assistants and general education facilitators on the roles and responsibilities of each as it relates to services provided to scholars - Professional Development Activities (Title I) ● More support for low SES scholars - Targeted tutorials for scholars - Title I and SCE ● increase enrollment of MS and HS scholars

<p>At risk: 56%</p> <p>Special Education: 12%</p> <p>LEP: 17%</p> <p>Bilingual: 6%</p> <p>ESL: 11%</p> <p>GT: 7%</p> <p>Homeless: 3%</p> <p>Dyslexia: 3.12%</p>	<ul style="list-style-type: none"> • Weekly Special Education meetings are held to provide information about our special needs scholars • Attendance rates have remained constant with a campus attendance rate that averages around 95% 		<ul style="list-style-type: none"> • Support for Homeless/Foster care – Title I
<p>Scholar Achievement</p>	<ul style="list-style-type: none"> • Algebra 1 scholars had an 80% passing rate on the STAAR EOC in 2018 • Biology scholars had a 100% passing rate on the STAAR EOC in 2018 • U.S. History scholars had a 100% passing rate on the STAAR EOC in 2018 • The 5th grade scholars had a 71.43 % passing rate on the STAAR Reading on the first administration. This is a 1.43% increase over last year’s scores at the same time. 	<ul style="list-style-type: none"> • State assessment scores reveal a need for strengthened writing curriculum and ELL academic support. • Ensure mastery learning in reading and math for Scholar Success Initiative (SSI) grade levels 5th and 8th. • Intensive Instruction for scholars entering the 6th grade in Science. 	<ul style="list-style-type: none"> • Reading/Writing curriculum – ELA Coach, Achieve 3000, Lexia Learning - Title I • Continue with Guided reading program – Title II • Elementary ELA Coach - Title I • Secondary ELA coach - Title I • English learners (ELs) Enrichment Summer school -Title III • Facilitators will receive training and coaching on SIOP to enhance teaching strategies and practices used in the classroom to address the needs of EL scholars - Title III, Title II, BEA

	<ul style="list-style-type: none"> ● The 8th grade scholars had a 73.68% passing rate on the STAAR Reading on the first administration. ● 5th Grade scholars had a 77.42% passing rate on the first administration of the Math STAAR. This is a 15% increase from this time last year. ● 8th Grade scholars had a 78% passing rate on the first administration of the Math STAAR. This increased to 89% in subsequent administrations. ● Grade 3 scholars are currently at 74% passing in ELAR given current data. ● Grade 3 scholars are at 86% passing in Math given current data. ● Grade 4 scholars are currently at a 72% passing rate for ELAR given current aggregated data. ● Grade 6 scholars are currently at 70% passing in ELAR given current aggregated data. ● Grade 7 scholars are currently at 92% passing in Math given current data. ● Grade 8 scholars are currently at 75% passing in Science given current data. 	<ul style="list-style-type: none"> ● Intensive Instruction for scholars entering the 8th grade in Math. ● Provide differentiated instruction and resources for new scholars enrolling with academic gaps that need to be addressed 	<ul style="list-style-type: none"> ● Scholars 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) ● The Elementary Reading Coach and Math Coach will continue to assist, coach, and train facilitators in the best instructional practices - Title I ● The Science Coach will support facilitators with creation of PBL, Co-design lab activities with facilitators, and support scholars in developing Science Fair projects for regional competition - Title I ● Monitor effective implementation of the Balanced Literacy Program ● 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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	<ul style="list-style-type: none"> English 2 scholars are currently at 70% passing in ELAR given current data. Algebra 1 scholars are currently at 75% passing in ELAR given current data. Biology scholars are currently at 85% passing in ELAR given current data. US History scholars are currently at 78% passing given current data. Scholar choice in how they show mastery and are not forced down a particular path, facilitators are free to create their curriculum according to scholar need. This helps in building the skill of collaboration in the scholar for future workplace excellence, community relationships LPCA Plano works with Collin County Community College to provide scholars with the opportunity to earn college credit while still in high school Several scholars at Plano Campus attend 4-year TexPREP Summer Program at local colleges every year 		
School Culture and Climate	<ul style="list-style-type: none"> Safety is our number one priority - the campus meets with the safety committee on a 	<ul style="list-style-type: none"> Scholars understand all school staff have high expectations (scholar survey) 	<ul style="list-style-type: none"> Campus grade level planning

	<p>quarterly basis to evaluate the best practices regarding safety and security of our scholars and staff.</p> <ul style="list-style-type: none"> • The Director of operations meets with campus director to evaluate Campus Safety Operation Plans (CSOP) and safety practices in our school buildings annually • 74% of scholars report having positive peer and adult relationships at school. • Scholars understand Safety, Trust. Respect, Responsibility (STRR) principles (discipline reports) • Supportive Central Administrators (Attendance of Coordinators, Curriculum Directors and Consultants) • Employees report more positive than average feelings about being a part of a team. • Employee happiness is 16% higher than the industry benchmark. This is an increase of 9% from the last review of data. 	<ul style="list-style-type: none"> • Scholars enjoy coming to school and they feel that they are learning and working • Administrative monitoring of campus planning to insure effectiveness • Facilitators feel supported by the administrators (facilitator survey) • Core group of dedicated facilitators and staff members (facilitator retention) • Scholars will continue to receive instruction in wind instruments and brass • To address the need for additional elective courses in secondary, we are proposing the addition of Secondary Theater and Choir. 	<ul style="list-style-type: none"> • Morning circle time will be done daily, and restorative practices will continue to be implemented • Discipline and Classroom Management Model • Facilitators will be provided training in cultural sensitivity and diversity (Cultural Connections - Title I) • Grade levels will perform at PTO meetings once a month • Send a facilitator to earn certification as a Restorative Discipline Coordinator who will assist facilitators with implementation of restorative practices in their classrooms • Increase the number of scholars participating in Regional Band Music – Title I
<p>Staff Quality/ Professional Development</p>	<ul style="list-style-type: none"> • Campus hiring practices have ensured quality facilitators are working with scholar population 	<ul style="list-style-type: none"> • Need for more training with Special Education, especially in the areas of RTI and differentiation 	<ul style="list-style-type: none"> • The hiring process for teachers will be rigorous, ensuring only the most qualified, and energized teachers are placed in our classrooms.

	<ul style="list-style-type: none"> ● 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 ● The human resource department provides prep testing for the non-Bilingual/ESL certified teachers - certification study materials can be checked out from the HR's office ● New facilitators begin a "New Staff Orientation" training that is facilitated at the district level. ● Professional Development opportunities provided throughout the year for all areas of needed growth based on data gathered from various sources such as STAAR scholar performance data, universal screeners (MAP), formative and summative, etc. ● Ongoing monitoring through classroom walk-throughs, and informal observations to help improve instructional practices ● High percentage of bilingual facilitators 	<ul style="list-style-type: none"> ● Need for training in the area of lesson planning within the PBL setting, lesson planning as a team, and team teaching ● Targeted New Facilitator Training for incoming staff ● Assign a mentor facilitator to all new facilitators and in conjunction with the central office staff, work with new facilitators on a consistent basis to ensure growth and progress. ● More focus and direction with Professional Developments, New Tech Training, PBL Training ● Consistency in Classroom Management and Discipline 	<ul style="list-style-type: none"> ● Targeted training in areas of need – RTI, differentiation, and planning with PBL – Title I, Title II, Title III ● Facilitator certification - Title 1 ● PD for facilitators/administrators Title II, Title III ● 100% Bilingual/ESL Certification for all core facilitators - Title I ● Classroom Management and Discipline Training ● Continued training on Restorative Practice and the certification of key faculty and directors as trainers in this practice to improve classroom management and discipline along with culture and relationships. ● Courageous Principal Training for directors to improve conversations and staff engagement ● Tiny Pulse to enhance communication from staff to administration
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	<ul style="list-style-type: none"> • Diverse group of facilitators with varied backgrounds • Professional Learning Communities (PLCs) provide facilitators with an avenue for collaboration, planning and data dissemination • Increase staff retention -- Science and Math stipends - Title II 		
Curriculum, Instruction, Assessment	<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 • 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 • Support in lesson planning (Coordinators, Curriculum Directors, Campus Director, PBL Consultant) 	<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 • Invest in fiction and nonfiction that can be read by scholars in and out of class in both Spanish and English • Individualized Instruction • Parents need to see the data from the common assessment • Additional focus on cross-curricular thematic units of study in Secondary • Consistent implementation of PBL in all grades. • Readily accessible plans that a substitute facilitator will be able to utilize • Utilize data to inform instruction through monthly data meetings. 	<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 • 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 • Directors will review documentation from feedback sessions between instructional coaches and facilitators, as well as conduct targeted walk

	<ul style="list-style-type: none"> ● Facilitators receive frequent feedback from district staff. ● K-3 Cohesive Cross-curricular PBL 	<ul style="list-style-type: none"> ● We need effective implementation and monitoring of instructional and assessment programs ● We need training on students taking ownership of their own learning 	<p>throughs based on struggling areas observed</p> <p>Intensive training in the structure of Bilingual classes – (BE/ESL Coordinator)</p> <ul style="list-style-type: none"> ● Intensive training in special populations -Differentiation, SIOP, Sheltered Learning, Individualization, Enrichment ● Utilize the Orlando Writing approach in all grades - Title I
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> ● A staff member attends the chamber of commerce meetings to increase community involvement at the campus ● Front office staff have a very welcoming nature and they work very hard to provide delightful customer service (DCS) ● We have parent and community members who participate in our campus based Decision Making Committee ● Community Liaison assists in promoting parental and community involvement in school and in student extracurricular activities ● Community Service Garden 	<ul style="list-style-type: none"> ● Parent Activity Evaluation and feedback tool ● Weekly facilitator emails/Smore on Wednesdays ● Parent Surveys ● Suggestion Box ● Customer Satisfaction Survey ● STEM Night Activities quarterly ● Literacy Night Quarterly ● Social Media Campaign ● Increase in community public audience Parental Involvement Conference 	<ul style="list-style-type: none"> ● Content nights will be held where parents can learn different strategies to help their scholars at home ● Parent survey/feedback tool – ● Increase in community public audience Parental Involvement Conference – Title I ● Continue to increase parent and family engagement - Clay Leadership parent training and Sankofa Educational Services - Title 1 ● Parent Feedback tools ● Parent Nights - PTO ● Grade levels will perform at PTO meetings once a month

	<ul style="list-style-type: none"> ● LPCA uses various methods to keep parents informed on upcoming events and emergencies such as: <ul style="list-style-type: none"> ○ Newsletter - Calendar Alert ○ Emails from facilitators ○ Automated Calling System (Skylert) ○ “Push Notification” through District App to staff and parents ○ Remind 101/Class dojo ○ Facebook ○ Twitter ○ Smore ● Clay Leadership provides “Parent University” Workshops 		
School Context and Organization	<ul style="list-style-type: none"> ● We use tools such as Tiny Pulses to recognize excellence and work performance by staff members (Cheers!) ● Multicultural Diversity Groups ● We continue to utilize both district and campus resources designed to track scholar success, analyze data, and adjust our instructional plans, as needed to meet growth and needs of stakeholders ● LPCA’s onboarding process for substitutes ensures high 	<ul style="list-style-type: none"> ● Improved district wide and campus wide communication ● Increase facilitator ownership in school’s success ● Focused professional development ● Continue to celebrate Staff ● Continue to develop opportunities for scholar participation in STEM including Robotics and participating in team events/tournaments 	<ul style="list-style-type: none"> ● Enhance communication in regard to policies, procedures, and decision-making – follow written policies and procedures ● Ongoing targeted professional development with a specific goal in mind ● Encourage facilitator leaders to take an active role in campus improvement ● Encourage parents to take an active role in campus improvement. ● Establish partnerships with nearby colleges, universities, tech companies, and hospitals/clinics.

	<p>quality instruction when facilitators are absent.</p> <ul style="list-style-type: none"> ● Robotics is research-supported and aligns with district’s STEM programs and high School IT Pathway ● A group of scholars in Plano campus are involved and work together as a team to build a robot - Title IV 		<ul style="list-style-type: none"> ● Provide TED-ED club to middle and high scholars ● Scholars should present their work or compete with their robots - Title IV
Technology	<ul style="list-style-type: none"> ● The campus IT support team is available at all times to support staff and scholars in technology use and implementation ● LPCA has a variety of software to support instruction such as: <ul style="list-style-type: none"> ● Eduphoria ● Achieve 3000 ● Lexia Learning ● DreamBox Learning ● Skyward ● Google Products ● Projectors ● Imagine Math ● IStation ● Technology for PBL (ECHO) ● TEKS Resource System ● Graphing Calculators ● Edgenuity ● iPads ● Assessment Technology (TPRI) 	<ul style="list-style-type: none"> ● Replace and repair all damaged laptops and iPads 	<ul style="list-style-type: none"> ● Intensive training in the school’s systems – IT Department ● Purchase document cameras for classroom use

	<ul style="list-style-type: none"> ● Chat via Google Hangout and/or Skype - draft live documents on Google Drive ● Teachers have access to a set of classroom laptops ● Strong media presence through Facebook, district/school website, twitter, and Ask Dr. B. Good Podcast ● Effective classroom monitoring software and internet content filtering to ensure scholars stay on task and avoid inappropriate use of the internet 		
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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 scholar 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 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 schoolwide program.
3. Instruction by qualified facilitators and paraprofessional.
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 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 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 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.

Ideal State: Goal 1

All scholars will perform at or above grade level

Objective(s):

Increase the percentage of scholars who meet standards on all STAAR writing tests up to 80% with 25% mastering the subject matter on 4th, 7th, and 9th grade including SPED, GT, and LEP scholars.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
All scholars in grade K-12 will Write across all content areas as Modeled by experts	Classroom facilitators, content leads, ELAR coach	Guided Reading Documentation , training by ELAR coach and other vendors State funding, Title II	Monthly	Guided Reading Documentation will be available for review and up to date	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR/ Guided Writing	1,2,3,4,5,7,8
All facilitators will follow a campus wide writing plan including grammar and the writing process.	Classroom facilitators, content leads, ELAR coach	Campus wide writing plan State funding, Title I, Title II	Every 6 weeks	Lesson plans, walkthroughs, journals, common assessments, practice writing prompts	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2
4 th and 7 th 9 th and 10 th grade facilitators will use ongoing assessment data to	4th,7th , 9th , 10th grade facilitators	Assessment data	Every 6 weeks	Assessment data, tutoring	Scholars will pass the writing	CA/Achieve 3000/STAAR/M AP Testing	8,9

identify scholars in need of remediation and objectives that need to be retaught		State funding, Title I		logs and lesson plans	portion of STAAR		
4 th , 7 th , 9 th , and 10 th grade facilitators will emphasize writing workshops emphasizing mini lessons on purpose, planning, drafting, editing, conferencing, revising and publishing Legacy will continue employing the elementary reading coach and will hire a secondary reading coach to further support reading instruction.	4 th , 7 th , 9 th , 10 th grade facilitators, content leads, ELAR coach	Writing workshop training by ELAR coach State funding, Title I Title II Title II	Every 6 weeks	Lesson plans, published scholar work, anchor charts, walkthroughs	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR Lexia Learning	1,2,4
Facilitators in all grades will incorporate language activities to require use of complete sentences, total participation techniques, non-verbal representation, and cold calling	Classroom facilitators, content leads, ELAR coach, administrators,	7 Steps to a Language Rich Interactive Classroom, training facilitated by ELAR coach State funding, Title I Title III	Every 6 weeks	Lesson plans, walkthroughs	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	3,4
ELL, GT, and SPED scholars will receive additional support through implementation of IEPs and/or ELPS and GT extensions. Scholar's coded homeless will receive all needed support to ensure academic progress.	Classroom facilitators, content leads, LPAC coordinator, ELAR coach, administrators, GT coordinator	ELPS training, SPED training, SIOP training, GT training Title I State Funding IDEA-B	6 weeks	Green folders, Red folders identifying scholars and accommodations , data analysis of specific populations	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR Renzulli Learning	1,2

	Homeless Liaison						
Ideal State: Goal 2							
Close achievement gaps among all scholar groups.							
Objective(s): Increase Reading STAAR results for ELLs up to 80% meeting the state passing standard and 100% meeting growth progress expectation including GT and SPED scholars who are ELLs.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Provide continual PD in best practices for teaching reading to ELLs including live classroom Modeling and facilitators	ELAR coach, administration, Reading specialist	Region 10 consultant Title I Title III	6 weeks	Increased reading fluency score and Lexile level according to Achieve 3000	ELLs will pass the Reading portion of STAAR	CA/STAAR Lexia Learning	3,5,9
Increase access to Achieve 3000 To all 2 nd -8 th grade scholars	Director of Academic Systems, classroom facilitators, all instructional coaches	Achieve 3000 EMAT	By summer 2019	Lesson plans, Achieve 3000 usage reports	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4
Increase amount of time in Guided reading with additional support from support staff and tutoring for beginning and intermediate ELLs	Classroom facilitator, reading specialist, support staff	Guided reading books, time added to ELL guided reading group in lesson plan and extended to tutoring	Monthly	Increased reading fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4

		Adapted short stories Books on CD Easy Readers – high interest, low readability SCE Title II					
Continue foundation skills time using the 1000 word challenge	Classroom facilitators	Copies of 1000-word challenge, Fry words website State funding	Monthly	Lesson plans; increased score on TPRI for K/1 scholars from BOY to EOY	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2,4,8
Utilize bilingual dictionaries in all classrooms	Classroom facilitators	Dictionaries distributed in all classrooms State funding, Title III	Monthly	Administration of CA will include accommodations of bilingual dictionaries	ELLs will pass the Reading portion of STAAR	CA/STAAR	1,2
Ideal State: Goal 2							
Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of all scholars on grade level in reading to 85% in grades K-2 including SPED, GT, and LEP scholars.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

All facilitators will create guided reading groups and assessments based on scholars' levels and meet with them on a regular basis	Administration, Reading Specialist, ELAR coach, K-2 Facilitators	Guided reading books; training on the proper implementation of the balanced literacy model State funding, Title II Title III	Quarterly	Walkthroughs, lesson plans, reading groups by request	Scholars will read on grade level	CA/STAAR	2,8,9
Facilitators will use TPRI data to provide intervention for identified scholars	K-2 Facilitators, Reading Specialist	TPRI assessment data State funding, Title I	Every 6 weeks	Classroom observations; lesson plans	Scholars will read on grade level	CA/STAAR	2,8,9
Teachers will implement a Read Aloud protocol that incorporates scholar turn and talk and class discussion	K-2 Facilitators	Appropriate and sufficient number of leveled books in sets State funding Title I	Monthly	Walkthroughs; lesson plans	Scholars will read on grade level	CA/STAAR	2,8,9
Tier 2 and Tier 3 scholars will Receive interventions during the day and during after school tutoring	Reading coach, classroom facilitators	Adapted short stories Books on CD Easy Readers – high interest,	Every 6 weeks	Pull-out schedule, progress monitoring from TPRI/Tejas LEE	Scholars will make significant gains toward reading on grade level	CA/STAAR	2,8,9

		low readability National Geographic					
		SCE Title I, Title III					
Ideal State: Goal 2							
Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of Level II scholar performance on all STAAR mathematics tests up to 80% with 10% meeting Level III grades 3rd-10th, including Algebra 1 and 2 and Geometry.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Use a school wide problem Solving model Legacy will hire a Math coach to support facilitators in mastering the new TEKS and mastering strategies to reach all scholars.	Math Content Leads, Math coach, Math facilitators, administrators	Problem solving model; PD time for collaboration State funding Title I	Monthly	Scholar work, lesson plans, walkthroughs	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,5,7,8
Provide TEKS training	Math Content Leads, Math coach	TEKS State funding, Title II	Monthly	Lesson plans, walkthroughs, facilitator collaboration	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8

Ensure that resources are aligned to the TEKS	Academic Systems Director, Administration, Math coach	TEKS Title I State funding	Monthly	Resource source list, Lesson plans	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8
Provide tutorials for scholar who are identified as failing or at-risk of failing including language support for beginning and intermediate ELLS Scholars will participate in Saturday tutoring to receive additional support for the STAAR test.	Facilitators	TEKS, tutoring curriculum BEA, Title III, Title I, SCE	Every 6 weeks	Tutoring logs and sign in sheets	Scholars will pass the math portion of STAAR	CA/STAAR	1,8,9
Ensure data analysis of common assessments and scholar work to identify areas of improvement	Facilitators, math coach, administration	TEKS, curriculum, Eduphoria State funding, Title I	Monthly	Target goals after half day data digs	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4
Ideal State: Goal 2							
Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of Level II scholar performance on all STAAR science tests in the ELL population to a minimum of 80% in 5th and 8th grade including ELLs, GT, and SPED scholars.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

Ensure facilitators are attending professional development trainings, that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, Conference for the Advancement of Mathematics (CAMT), ELPS Academy; as well as SIOP implementation	Administration, Director of Special Populations, Classroom facilitators, Math Director, Instructional Coaches	Region 10; SIOP consultant; ELL resources Title II BEA, Title III	Every 6 weeks	Lesson plans, walkthroughs, facilitator feedback	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8,9
Analyze and monitor data (i.e. TELPAS, common assessments, and IPT) to inform on meeting the needs of ELLs for instruction and accommodations Enrichment Summer School for English Learners	Administration, Classroom facilitators, Science content leads, Special Pops Coordinator	Progress monitoring form with goals Title III	Every 6 weeks	Completion of progress monitoring form	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize and integrate Engineering Is Elementary (EiE) kits	Classroom facilitators	EiE binders and supplies State funding	Every 6 weeks	Lesson plans, displayed scholar work	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize the science lab	Classroom facilitators	Lab materials State funding	Monthly once fully completed	Lab shows evidence of work of scholars and schedule is optimized	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4
Ideal State: Goal 3 All scholars will be taught by qualified facilitators.							

Objective(s): Recruit, retain and develop highly effective staff providing quality staff development that will provide tools that proactively engages scholars for success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Legacy will recruit, select, and approve only new facilitators and paraprofessionals that meet the definition of qualified.	Human Resources Department; Campus Directors	District Website Title I Title II	As needed throughout the school year 8/09/18 - 05/29/19	Checklist in each facilitator's file regarding HQ status	HR Certification Records	Ongoing as needed	3,5
Conduct recruitment activities to ensure qualified personnel are hired for all positions.	Human Resources Department; Campus Directors	Website Posting Ads Title I Title II	December 2018	100% qualified facilitators on staff, STAAR results, CA analysis, administrator observations/ walk through	Facilitator demographic data, Facilitator Recruiting Survey, new hire data	As needed	3,5
Analyze data from all facilitators' certification, testing, staff development, and service records to ensure that all meet the qualified status.	Human Resources Department; Campus Directors	Personnel Files State funding, Title I Title II	March 2019	Data collection on college programs, recruitment schedule with qualifying colleges	Increased percentage of qualified personnel	Yearly	1,3,4,5

Evaluate recruiting efforts each season to determine the effectiveness in meeting our district needs. Recruit in colleges with preparation programs in the areas of high needs.	Human Resources Department; Campus Directors	Personnel Files; Recruiting Methods Title II	March 2019	School websites, online advertisements, google hangout with colleges	Increased percentage of minority hiring	Yearly	3,4,5
Expand the use of technology to effectively recruit prospective professional and paraprofessional staff.	Human Resources Department; Campus Directors	Website State funding, Title II	July 2019	School Websites, electronic advertisements, placing ads in education-related job boards	Retention data, New Facilitator Survey	Yearly	3, 4, 5
Provide incentives for facilitators to attain ESL, Bilingual, and/or GT certification. Provide stipends to secondary Math and Science facilitators.	Superintendent Human Resources Department; Campus Directors	Stipends Title I, Title II, BEA State Funding	On-going throughout the school year 8/09/18 - 05/29/19	Documentation of other charter school salaries, Allocating funds to assist in paying for training and certification, providing subs to cover facilitators acquiring extra certifications	Retention Data, HR Certification Records, 10% increase in dual certified facilitators.	Yearly	3, 4, 5
Provide mentoring to all new facilitators through campus mentors.	Human Resources Department; Campus Directors	Mentor Facilitators; training State funding	August 2018- May 2019	Master schedule, sign in sheets; provide each new facilitator with a veteran mentor from their campus,	Facilitator retention rate, increase morale	Ongoing	3, 4, 5

				mentors will meet with their assigned facilitator at least once a week to provide feedback/ support, mentors will receive training regarding mentorship program			
Maintain competitive salaries and benefits with comparison charters.	Superintendent Human Resources Department; Campus Directors	Title I Title II Local State and Federal Funds	July 2018 (BEFORE facilitator orientation)	Master Schedule; Meeting agendas and/or documentation and sign-in sheets	Facilitator retention rate, increase morale	Yearly	1,2,3,4, 5
Integrate Region 10 Training and support as a part of ongoing professional development.	Campus Administrators Curriculum Directors Special Populations Director	Title II	On-going throughout the school year 8/09/18 - 05/29/19	Certificate of completion	Increase rigor in classroom and improved grades and test scores	Ongoing	3,4,5
Improve the positive work culture supportive of collegial and collaborative teamwork	Superintendent; Human Resources Department;	State funding Title I	As needed	Facilitators Development attendance rosters	Increase rigor in classroom and improved grades and	Yearly	3, 4

through Professional Learning Teams. Provide training on meeting norms and protocols. Provide common planning periods on each campus master schedule.	Campus Directors				test scores; Facilitator retention rate, increase morale		
All administrators and New Tech core facilitators will attend New Tech training every year.	Superintendent; Campus Directors	New Teach Training State funding, Title II	July 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	3, 4, 5
All facilitators will attend some form of PBL training every year.	Facilitators	Region 10; Other Source of Training Title II State funding	On-going throughout the school year 8/09/18 - 05/29/19	Documentation of contracts and sign out sheets	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Yearly	3,4,5

Ideal State: Goal 4							
Comply with coordinated health program requirements.							
Objective(s): Scholars and staff will achieve health and fitness through the implementation of health activities, participation in physical activities, improvement of Fitnessgram results for all scholars, and compliance with the nutrition guidelines and staff wellness.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Comply with the Federal, State, and Local wellness policy by making healthy nutrition choices and sharing information with campus staff, parents, and scholars to positively influence the health of scholars and community members	CNP Coordinator; Director of Operations, parents	Nutrition resources State funding, Title I	Monthly	Menu and other health news distributed in the weekly calendar alert	Calendar alert		6,10
Continued implementation of the Mind Up curriculum	Counselors, Classroom facilitators	Mind Up curriculum State funding, Title I	Monthly	Lesson plans, walkthroughs, scholar interviews	Scholars will be able to exercise mental calming and focus strategies		4,9,10
Ensure scholar participation in moderate to vigorous physical activity during PE and brain breaks	PE Facilitators, classroom facilitators, administration	Safe area for activity State funding	Every 6 weeks	Lesson plans, walkthroughs	Scholars will be able to focus and work well in class		8,10
Improve campus Fitnessgram scores	PE facilitators	Safe area for activity	Every 6 weeks	Fitnessgram data	Fitnessgram scores will increase		10

		Local and state funding					
Provide health food alternatives for scholars, parents, and facilitators when food and beverages are served.	Administration	None State and local funding	Monthly	Agenda menus	Scholar, parent and facilitator feedback		6,10
Offer at least 3 staff wellness opportunities per year	Administration; District Nurse	None State and local funding	Quarterly	School calendar of events	Participation numbers		10
Ideal State: Goal 5 All scholars will graduate from high school and be college ready.							
Objective(s): School wide reform Strategies.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Expose scholars to different careers and opportunities available after high school.	All Staff	Speakers, Presentations Naviance (College and Career Readiness Platform) Title I, State funding	On-going throughout the school year 8/09/18 - 05/29/19	Schedules, Agendas, Minutes, Sign in Sheets	Increase scores on assessments.	Throughout the school year	1,2,9,10

Focus on College / Career Readiness	Administration, Facilitators;	Parents Community involvement Business professionals – Partnerships Naviance (College and Career Readiness Platform) State funding, Title I	On-going throughout the school year 8/09/18 - 05/29/19	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 positive examples of higher learning	Ongoing	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	Campus Directors Staff	Flyers and Brochures, College information, Guest speakers, Naviance (College and Career Readiness Platform)	Fall 2018 Summer 2018	Sign-in Sheets Agenda/Minutes	Improved lesson plans and increase in scholar/parent attendance.	Annually	3,4,5,6

		4-year TexPREP Summer Program State funding, Title I					
Ideal State: Goal 6 Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.							
Objective(s): Establish and maintain active Parent Involvement opportunities on campus.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<p>Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children</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>Administration PTO Administration Community Liaison</p>	<p>School Messenger</p> <p>Facilitator Web Parent Contact Logs</p> <p>Parent Compacts</p> <p>Title I</p>	<p>(every six weeks)</p>	<p>Parent/Facilitator Conference District and Campus Websites</p> <p>Extra-curricular Activity Brochure/flyer Campus Orientations</p>	<p>Sign in Sheet; Increase in parent participation</p>	<p>Annually</p>	<p>1,2,6,9,10</p>

<p>Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: Parent Facilitator Organizations and other volunteer opportunities. Legacy will follow up with parent volunteers. PTOs will meet district wide to collaborate and share ideas.</p>	<p>Administration Facilitators Community Liaison</p>	<p>Volunteer Sign-in Binders (Hour Reports) Title I, State funding</p>	<p>(every six weeks)</p>	<p>Flyers Online Web Calendar of events on school website Volunteer Sign In Log Agendas Volunteer Recognition Luncheon PTO Sign In Logs Agendas</p>	<p>Sign in Sheets; Increase in parent Volunteers</p>	<p>Ongoing</p>	<p>1,2,6,9,10</p>
<p>Develop and implement a Parent Compact to engage parents in their child's educational experience.</p>	<p>Administration Parents/guardians</p>	<p>Compact Document Title I</p>	<p>August 2018 and ongoing throughout the school year as needed</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</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 administration Parents/guardians</p>	<p>Parental Involvement Policy Title I</p>	<p>August 2018 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</p>	<p>1,2,6,9,10</p>

<p>Facilitator/Parent Communication Parents can meet with facilitators after school each Wednesday.</p> <p>Facilitators make positive phone calls and send positive cards every week.</p>	<p>Facilitators Campus administrators</p>	<p>Facilitator logs State funding, Title I</p>	<p>On-going throughout the school year 8/09/18 - 05/29/19</p>	<p>Facilitator logs, cards.</p>	<p>Scholar participation. Scholar grades. Parent involvement.</p>	<p>On-going throughout the school year 8/09/18 - 05/29/19</p>	<p>1,2,6,9,10</p>
<p>Legacy will offer parent academies on all campuses (parenting, budgeting, parental literacy, ESL, technology classes etc.).</p> <p>Hire a parent liaison to reach out to parents and to engage them in school and district activities.</p>	<p>Campus administrators Community Liaison</p>	<p>Parent resources (books, software, presenters) Clay Leadership will provide "Parent University" Workshops Sankofa Educational Services Title I</p>	<p>On-going throughout the school year 8/09/18 - 05/29/19</p>	<p>Meeting Sign-in Sheets Meeting agenda</p>	<p>Parental involvement. Scholar academic progress.</p>	<p>On-going throughout the school year 8/21/17-06/01/18</p>	<p>1,2,6,9,10</p>

Benchmark Timeline

<p>Initial (Beginning) December 2018</p>	<p>Comments and Recommendations: The Campus Advisory Team reviewed all goals and measures during the December, 2018 meeting.</p>
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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"> ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Scholar Achievement ● Curriculum, Instruction, and Assessment ● Technology ● District Context and Organization ● District Demographics ● Family and Community Involvement <p>Each committee will present information in the areas of strengths, needs, and a summary report for construction in the CIP.</p>
Summative, June 11, 2019	Comments and Recommendations
Final, June 22, 2019	The CIP was reviewed by the Campus Advisory Team.
August 21, 2019	The CIP was be presented and approved by the Board of Trustee.