

Legacy Preparatory Charter Academy – Mesquite West
Campus Improvement Plan
2019-2020
Dr. Rebecca Good, Superintendent



Campus Advisory Team

Jorge Flecha, Elementary Director Thessalian Maeweather, Middle School Director Javier Chaparro, High School Director Roxana Kerbow, Teacher Miguel Abreu, Teacher	Mariela Delgado, Teacher Maria Jaramillo, Parent
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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.
- 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: 2019-2020

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, Achieve3000, Lexia, MAP, TTM, Carnegie, and Eduphoria.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>-Increased enrollment over the past three years</p> <p>-Diverse student population</p> <p>-Diverse staff population</p> <p style="padding-left: 40px;">Total Enrollment: 1184 African American: 14.4% Hispanic/Latino: 75.1% Two or More: 2% Caucasian: 7.5% Male 54% Female 46% Mobility Rate: 21% At Risk: 59% Econ Disadvantaged: 82% Special Education: 8% LEP: 44.4% GT: 4% Dyslexia: 3.4%</p>	<p>-Students' attendance needs to be maintained at 96% or above</p> <p>-Implement strategies for teachers retention</p> <p>-Need to balance the hiring of the certified teachers with non-certified</p> <p>-A small percentage of teachers are ESL certified</p>	<p>-Implementation of the Truancy Court Procedure as described in the attendance policy</p> <p>-Continue to hold attendance meetings with parents and students to prevent absenteeism and loss of credit due to the 90/10 rule</p> <p>-Increase the activities geared to motivate the teachers and to foster a family-like environment for staff members</p> <p>-Provide incentives to encourage teachers' attendance</p> <p>Market our campus so that the diversity continues to reflect the local community demographics of Mesquite, Texas</p> <p>-Focus intervention on specific sub-populations that need increased academic intervention and/or parental involvement</p> <p>-Support for Homeless/Foster care – Title I</p>

<p>Student Achievement</p>	<p>-Regarding HS scores, with the exception of English I, all of the STAAR EOC subjects increased at the approaches level from the previous year.</p> <p>-Regarding HS Scores, with the exception of English I and English II, all of the STAAR EOC subjects increased at the meets and masters levels from the previous year.</p> <p>-In regards to MS scores, with the exception of 7th grade writing, all the STAAR tested subjects increased at the "Approaches" level.</p> <p>-In regards to MS scores, with the exception of 6th reading and 7th grade writing, all the STAAR tested subjects increased at the "Meets" level.</p> <p>-In regards to MS scores, with the exception of 6th reading and 7th and 8th grade math, all the STAAR tested subjects increased at the "Masters" level.</p> <p>-In regards to Elementary, all the math scores increased with respect</p>	<p>-Support and increase students' academic achievement in English I and English II.</p> <p>-Support and increase students' academic achievement in Biology.</p> <p>-Support and increase students' academic achievement in English I and English II.</p> <p>-Continue to support and increase the students' academic achievement in reading across STAAR tested grades.</p> <p>-Implement specific strategies to reinforce and increase the students' academic achievement in 4th and 7th grade writing.</p> <p>-Move students from Approaches to Meets and Masters in reading, math and writing at the 3 levels, elementary, middle, and high school.</p> <p>-Tailored staff development to support every subgroup, including ELLs, SPED, Economically Disadvantaged STAAR tested subjects.</p> <p>-Targeted staff development should be tailored to support the academic growth of the STAAR tested subjects.</p>	<p>-Create intervention plans for students at risk including after school tutoring, Saturday school, Boot Camps, pullouts, push ins, etc.</p> <p>-Use Title I funds for interventions</p> <p>-Continue to observe classes and provide timely feedback to facilitators (within 48 hours).</p> <p>-Do follow up classroom observations to ensure feedback is implemented.</p> <p>-Full implementation of Professional Learning Communities (PLC)</p> <p>-Close achievement gap among different subgroups</p> <p>-Use data analysis to determine students' academic strengths and weaknesses</p> <p>-Close monitoring of the Domain 1 Tracker after every common assessment has been administered</p> <p>-Appropriate identification of students at risk and tier groups.</p> <p>-Seek and provide professional development on effective PLCs, Data</p>
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	<p>to the previous year at the "Approaches", "Meets", and "Masters" levels</p> <p>-In regards to Elementary, all the reading scores increased with respect to the previous year at the "Approaches", "Meets", and "Masters" levels, except 3rd and 4th grade "Masters"</p> <p>-In regards to Elementary, all the science scores increased with respect to the previous year at the "Approaches", "Meets", and "Masters" levels</p>	<p>-Lack of a solid base of substitute teachers.</p> <p>-Maintain the safety for students and staff to foster a conducive learning environment that supports student academic achievement.</p>	<p>Driven Instruction, Engagement Strategies, Lesson Delivery</p> <p>-Use Title I funds to provide professional development described above</p> <p>-Hire a Hall Monitor/Attendance Behavior Monitor who can relate to this diverse student body and parents and who can put in practice restorative practices and Positive Behavior Interventions and Support (PBIS) and who can hold meetings and provide feedback and information in a professional manner</p> <p>-Continue to use Eduphoria and other sources of information to collect and analyze data.</p> <p>-Writing teachers will participate in the different writing workshops with Region 10 or any other source of professional development.</p> <p>-The Elementary ELA Coach and the Secondary ELAR /Writing Coach will continue to assist, coach, and train teachers in reading and writing best practices and will monitor implementation of the Balanced Literacy Program</p>
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			<ul style="list-style-type: none"> -Continue with Guided Reading program -By the third week of the school year, struggling students will be identified for early academic intervention.
School Culture and Climate Source:	<ul style="list-style-type: none"> -Staff members are aware of the vision, mission, and values. - The leadership team and staff demonstrate support for the school vision, mission, goals, and values. - Campus practices and policies demonstrate high expectations and shared ownership for student success. - Data systems (Skyward, Edugence) tracks all discipline referrals, attendance and interventions. - There are surveys available created by NTN for students, parents and teachers. - Supportive staff members. - Tiny Pulse addressing feedback from the surveys 	<ul style="list-style-type: none"> -Have each campus create its own vision and mission aligned with the district's vision. - Campus vision and mission expectations should be posted. - Discipline referrals, attendance and interventions data need to be analyzed regularly to identify trends and act accordingly. - Raise the level of efficacy of all employees in the areas of customer service, communication, and collaboration. - A Threat Assessment Program needs to be initiated campus-wide. - Continue to train our facilitators on lesson delivery, classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring. 	<ul style="list-style-type: none"> -Provide full autonomy to campuses to create their own Vision and Mission aligned to the District's Vision and Mission. -Print and post in high-traffic areas throughout the campuses poster size color copies of the district and campus vision and mission -Campus administration will create and distribute reports and graphs for discipline referrals, attendance and behavior interventions for analysis -Provide professional development to all employees on DCS (Delightful Customer Service) and implement DCS surveys to identify trends and implement corrective actions. -Implementation of Threat Assessment Program across campuses by counselors. -Using Title I funds, provide high quality external professional development to all

		<ul style="list-style-type: none"> - Continue to facilitate the implementation of effective lesson delivery, classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring. - Increase the level of Higher Order Thinking Skills to ignite critical thinking and rich discussions. - Review the after school programs to better accommodate for extracurricular activities and clubs. -Use grants funds to pay for extracurricular activities such as clubs, athletics, etc. - Additional facilities are needed for faculty and staff (middle school adult restrooms and teacher workrooms). - Effective professional development on Finances, Payroll, Frontline, Skyward. 	<p>teachers on lesson delivery, classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring.</p> <ul style="list-style-type: none"> -Through scheduled classroom observations, ensure that effective lesson delivery, classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring are implemented consistently in classrooms. -Through scheduled classroom observations, ensure that rigor is increased in every lesson by encouraging critical thinking and rich discussions. -Provide after school time for clubs to take place by streamlining the after school meetings schedule and still maintaining the after-school tutoring schedule on Tuesdays and Thursdays. -Use Title I funds to offer at least three after-school clubs: <ul style="list-style-type: none"> HS – Chess, Art, and Technology MS – Chess, Art, and Technology Elementary – Guitar, Art, Dance
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			<ul style="list-style-type: none"> -Build an extra restroom in the middle school to accommodate the needs of male/female adult -Habilliate a room in the middle school to be utilized as a workroom/lunchroom. -Hold End of the Year Faculty and Staff Awards. -Immediate response to discipline referrals within 24 hours of issuance -Restorative Practices will continue to be implemented. -Certify a teacher per level as a Specialist in Restorative Practice who will assist facilitators with implementation of restorative practices in their classrooms. -Use Title I funds to pay a stipend to the Restorative Practice Campus Coordinator -Continue to support PTO
Staff Quality/ Professional Development	<ul style="list-style-type: none"> - High percentage of bilingual staff to meet the needs of our English language learners. -- Multicultural Staff 	<ul style="list-style-type: none"> - 24% of the staff do not return from August to August. Need to continue to work on retention strategies 	<ul style="list-style-type: none"> -Increase the number of Teachers' appreciation activities -Continue to hold Teacher Appreciation Week

	<ul style="list-style-type: none"> - The district provides professional learning based upon teacher needs -The district partners with Region 13 Spain Initiative to recruit bilingual teachers in Spain. - The district conducts a teacher job fair in Puerto Rico, Spain, and China to recruit bilingual teachers - 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. - On-going Professional Learning is offered to all employees on continuous basis - Assistance and guidance for teachers to get certified in their area of interest 	<ul style="list-style-type: none"> - High percentage of Teachers with 0-5 years of experience - Teacher certification in Bilingual and ESL will be targeted to fill teacher vacancies in areas of high need - Continue to recruit qualified, certified teachers - Hire ELA and Social Studies instructional coaches - Need to implement an effective onboarding program for our new hires - Implementation of a New Teachers Academy (NTA) program to help teachers on an on-going basis - Improve our teacher-mentor program - Hall Monitor/Attendance Behavior Monitor - Elementary certified teachers = 24 out of 33 - Middle school certified teachers = 8 out of 18 	<ul style="list-style-type: none"> -Ensure immediate feedback after classroom observations take place (within 48 hours) -Continue to implement strategies to retain teachers -Fill vacancies with only certified teachers. -Create a vacancy for a Humanities coach for secondary schools -Create an onboarding program that is composed by two parts; Operational Onboarding and Academics Onboarding Operational: Skyward, Edugence, Eduphoria, Frontline, this is how we roll Academic: PBL, Echo, Skyward, Special Pops, MAPS, Lexia, Achieve 3000, Kahn Academy, this is how we roll. -New Teacher defined as a teacher who has one or less years with Legacy. Use Title I funds to pay an NTA (New Teacher Academy) Coordinator. -Create a curriculum for the New Teacher Academy to use in the development of the new teachers.
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		High school certified teachers = 6 out of 20	<p>-Create an Attendance/Discipline monitor position funded by Title I</p> <p>-Aggressively promote and facilitate current teachers certification by offering a stipend for certification using Title I funds.</p> <p>-Continue to perform classrooms observations and provide timely feedback to teachers (within 48 hours)</p> <p>-Continue to implement Professional Learning Communities (PLC) for all STAAR tested subjects.</p>
Curriculum, Instruction, and Assessment	<p>-We align our written curriculum with the taught and tested curriculum</p> <p>-We use backwards design to create our instructional calendars and lesson plans</p> <p>-PLC time is allocated in the Master Schedule for core content subjects</p> <p>-Classroom observations are used as a tool to monitor instruction and identify trends of weaknesses and strengths</p>	<p>-Design and deliver engaging and rigorous lessons</p> <p>-Implementation of the 46 instructional strategies as recommended by Doug Lemov in "Teach Like A Champion"</p> <p>-Implementation "Aggressive Monitoring"</p> <p>-Implementation of Multiple Response Strategies (MRSs) across the district (Quick Response, Thumbs Up/Down, Think-Pair-Share, White Boards, Whip Around, Modifies Whip Around, White Boards, --</p>	<p>-Curriculum directors will ensure and help teachers prepare projects and lessons that encourage students to use higher order thinking applied to real life experiences</p> <p>-The district will buy one book for every teacher of the Doug Lemov in "Teach Like A Champion"</p> <p>-The teachers will participate in a book study and will be trained on the 46 instructional strategies as recommended by Doug Lemov in "Teach Like A Champion"</p>

	<ul style="list-style-type: none"> -Feedback is provided to highlight strengths and address areas of opportunity -Based on data gathered from classroom observations and assessments, we create professional development sessions tailored to address identified weaknesses and students' academic needs -The campus provides time for teacher to plan -Multiple computer programs available to provide differentiated interventions in reading and math. -Our school uses a Project Based Learning approach to enhance instruction -Support for TEKS based lesson planning and implementation through TEKS Resource System -Use of Lead 4Ward to guide instruction and plan assessment 	<ul style="list-style-type: none"> Table Talk, Oral/Choral Response, Response Card, Gallery Walks. -Creation of Lesson Plans and submit every week covering two weeks ahead Following a lesson cycle -Implementation of routines before, throughout and after the lesson -Implementation of bell-to-bell-instruction with frequent checks for understanding -Purchase of Text Guide from Region XVI to support STAAR tested ELAR classes 	<ul style="list-style-type: none"> -Campus directors will ensure Aggressive Monitoring is implemented as a regular practice across levels -Campus directors will ensure Multiple Response Strategies (MRSs) are implemented across levels (Quick Response, Thumbs Up/Down, Think-Pair-Share, White Boards, Whip Around, Modifies Whip Around, White Boards, -- Table Talk, Oral/Choral Response, Response Card, Gallery Walks. -Campus directors will supervise that all the teachers submit lesson plans every week covering two weeks ahead following a lesson cycle. Teachers will be asked to post a hard copy of their lesson plan on a wall or a designated spot. -Campus directors will supervise that all the teachers have tool kits completed in ECHO at the beginning of the 9 week period for the secondary schools -Through classroom observations, campus directors will make sure routines are implemented before, throughout and after the lesson (greeting students, restroom breaks, transitioning, submitting
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	<ul style="list-style-type: none"> -Our school uses a Project Based Learning approach to enhance instruction -Held Data Driven Instruction Meetings after each grading period -The use of Domain I Monitoring Tool as a data collection and analysis tool across tested subjects 		<p>assignments in paper, collecting papers, end of the lesson, dismissal, etc.)</p> <ul style="list-style-type: none"> - Through classroom observations, campus directors will make sure bell-to-bell instruction with frequent checks for understanding routines are implemented -The district will purchase the Text Guide from Region XVI to support STAAR tested ELAR classes
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> -We have parent education classes. -We have a full-time community liaison -Weekly parent communication -Updated social media -Coffee With the Principal -October Fest Event – Fall -Monthly PTO Meetings (3rd Thursday) -Resources available for families in a wide range of areas, from mental health to nutrition and family services (see attachment) -We continued to offer English classes for parents 	<ul style="list-style-type: none"> -Establish a stable and effective PTO board -Increase PTO membership from 10 to 50 individuals -Increase parent volunteers on a regular basis from 10 to 20 -Encourage more parents to attend parental involvement conferences -Create training sessions for parents on: Attendance, discipline, academics, Skyward, ECHO -Limited Translation Services 	<ul style="list-style-type: none"> -Continue to support the PTO -Promote and encourage PTO membership among teachers and parents. -Promote and encourage volunteer membership among parents. -Offer professional development for parents on Attendance, discipline, academics, Skyward, ECHO -Ensure all communications, including posts on social media and call outs are provided in English and Spanish. -Continue to issue progress reports for elementary students every three weeks

	<ul style="list-style-type: none"> -Hold PTO meetings each month -Held Hispanic Heritage Event with participation of parents and students -Held Fall Festival with participation of parents, students, and community from both campuses -Kept community informed about upcoming events, testing, meetings, and other important information via School website, newsletters, call outs, and other means of communication 	<ul style="list-style-type: none"> -Communication to parents need to be in both languages -Issue progress reports every three weeks and report cards every nine weeks -Review the process for the issuance of the progress reports and report cards. Many parents do not know how to access these reports from the system 	<ul style="list-style-type: none"> and report cards every nine weeks for all levels -Encourage secondary parents to check students' progress in ECHO at periodic intervals -Incorporate secondary students programs to increase parental participation in PTO meetings -Continue to offer English classes for parents and use Title I funds support this initiative - Community liaison will continue with English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects
School Context and Organization	<ul style="list-style-type: none"> -9-weeks grading periods -After-school tutoring Tuesdays and Thursdays -Several instructional resources to assist with struggling students (Dreambox, Lexia, Achieve 3000, Istation, Imagine Math, Naviance, Khan Academy) 	<ul style="list-style-type: none"> -Increased autonomy to be provided to individual campuses. -Strategic planning meetings for Master Schedule creation -Common planning periods per content subjects -Middle school needs to create rotations to support STAAR assessed subjects 	<ul style="list-style-type: none"> -District leadership to give autonomy to campus leadership to make decisions on: Hiring, firing, curriculum, time management, meetings, training, etc. -Master schedule meetings will take place at given intervals to create solid and effective master schedule that offers classes adequate to the needs of the students

	<ul style="list-style-type: none"> -Use of Tiny Pulse to collect data, feedback and make suggestions -Weekly bulletin issued by our Human Resources Department -Weekly staff meetings to inform and/or provide professional learning opportunities -Credit Recovery Program using Edgenuity -Rotations in high school are tailored to support STAAR tested subjects -The perception from the community is that our school is a safe and learner-centered environment - We use tools such as Tiny Pulse to recognize excellence and work performance by staff members (Cheers!) -13 days of professional development-district wide -Seven hours of curriculum planning time per week, per teacher 	<ul style="list-style-type: none"> -Once data has been collected, the RTI program needs to be fully implemented to meet the needs of each student's learning style 	<ul style="list-style-type: none"> -Structure master schedule to synchronize common planning per content to allow for effective PLCs -Middle school will have 6th, 7th, and 8th, grades rotations where students will receive support in Reading, Writing, Math, Algebra, Science, Biology, and Social Studies every Monday accordingly to the students' grade level -Assign an RTI coordinator to make sure all the students in need are serviced -Sustain a campus climate where effort and accomplishment are recognized
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<p>Technology</p>	<ul style="list-style-type: none"> -Up to date computer equipment available for every student and teacher -Instructional software in all content areas and all grade levels -Data collection, administration, and analysis platforms (Eduphoria, ECHO, Skyward) -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 -Scientific calculators available -Smart classrooms in high school -High school focused instructional career pathways in technology -Technology is incorporated into curriculum and instruction on a daily basis 	<ul style="list-style-type: none"> -Need for technology professional development -Need for integrated technology in middle school and elementary classrooms (projectors, speakers, touch interactive whiteboards) -Document Cameras for every teacher in all three levels -Professional development on Microsoft Office Tools (Excel, Word, PowerPoint) -Professional Development on Skyward, ECHO, Eduphoria, Edgenuity, Frontline, Payroll Systems, Finance) -Hard Drive for the High School Commercial Photography class, IT classes, and for Digital Art Class -Card Reader for the High School Commercial Photography class -35 Millimeters EOS Camera class set for the High School Commercial Photography class -Cannon Batteries (5) 	<ul style="list-style-type: none"> -The district will include professional development on technology including: Microsoft Office, Google Drive, and all the platforms we use such as Skyward, Payroll Systems, Finance, Echo, Frontline, Eduphoria, Achieve 3000, Lexia, Khan Academy, MAP, etc. -The district will provide technology for middle school and elementary classrooms (projectors, speakers, touch interactive whiteboards, etc.) -The district will purchase document cameras for every classroom in all three levels -The district will purchase a hard drive for the High School Commercial Photography class, IT classes, and for Digital Art Class -The district will purchase 25 sets of 35 Millimeters EOS Cameras for the High School Commercial Photography class and Cannon Batteries (10) -The district will purchase 5 docking stations for TI Nspire for the High School Algebra I and Algebra II class
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	<p>-We have all classrooms with COWS (Computers on Wheels). -All subjects use Eduphoria to collect and analyze data</p> <p>-The campus also received a STEM grant, which will also help with technology</p>	<p>-Docking Station for TI Nspire for the High School Algebra I class -Calculator TI Nspire (30)</p> <p>-TI Nspire Navigation System</p> <p>-We have a number of classrooms with whiteboards that need to be replaced or upgraded</p>	<p>-The district will purchase Calculator TI Nspire (50) to replace the damaged ones and the projected increase of student enrollment</p> <p>-The district will purchase and install magnetic ceramic white boards in all the classroom in the middle and elementary schools</p>
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Legacy PCA Mesquite West will meet the “B” level as measured by the State Accountability system for the 2020-2021 SY.

Objective(s): **Quality of Instruction/Student Achievement - Implement high quality and rigorous instruction to increase overall student academic achievement.**

All subgroups in MW 3rd – 11th STAAR scores will reflect an improvement as compared to the previous rating as follows:

Approaches 25% increase, Meets 15% increase, and Masters 10% increase.

85% of ELLs will increase to the next proficiency level when TELPAS is administered in Spring 2021

Legacy PCA MW will close academic gaps between subgroups to increase the Domain 3 from 72 (C) to 80 (B).

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
-Through scheduled classroom observations, ensure that effective lesson delivery, classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring are implemented consistently in classrooms.	Campus Directors Content Directors Content Coaches	Spot Observations Forms TTESS Rubric	August 2020 – May 2021	Exhibit of Spot observation form, evidence of TTESS evaluation performed	Increased teachers proficiency as measured by TTESS	MAPS and Grade Reports STAAR TELPAS Classwork	1,2,8,9	Title I
-Through scheduled classroom observations, ensure that rigor is increased in every lesson by encouraging critical thinking and rich discussions.	Campus Directors Content Directors Content Coaches	Spot Observations Forms TTESS Rubric	August 2020 – May 2021	Exhibit of Spot observation form, evidence of TTESS evaluation performed	Increased teachers proficiency as measured by TTESS	MAPS and Grade Reports STAAR TELPAS Classwork	1,2,8,9	Title I
-Create intervention plans for students at risk through appropriate early identification of students at risk and tier groups within the first three	Content Directors Coaches Facilitators	Grade reports Achieve 3000 Lexia MAPs	Every 9 weeks	Reports from those resources used	Increased scores after each evaluation proficiency levels	MAPS and Grade Reports STAAR TELPAS Classwork	1,2,8,9	Title I

weeks of school, including after school tutoring, Saturday school, Boot Camps, pullouts, push ins, etc.								
-Continue to observe classes and provide timely feedback to facilitators (within 48 hours). -Do follow up classroom observations to ensure feedback is implemented.	Campus Directors Content Directors Coaches	TTESS Evaluation System Spot Observation Forms	One extended observation per year per teacher Minimum two spot observations per month and as required	Exhibit of Spot observation form, evidence of TTESS evaluation performed	Increased teachers proficiency as measured by TTESS	MAPS and Grade Reports STAAR TELPAS Classwork Finished Products Projects Completion	1,2,3	N/A
-All teachers will be evaluated using the TTESS framework and rubric	District Leadership Content Directors Campus Directors	TTESS Rubric	Monthly/Yearly	Exhibit of extended observations and evidence of TTESS evaluation performed	Increased teachers proficiency as measured by TTESS	MAPS and Grade Reports STAAR TELPAS Classwork Finished Products Projects Completion	1,2,3	Title I
-Full implementation of Professional Learning Communities (PLC)	Campus Directors Content Directors Coaches	Eduphoria Domain I Tool YAG Pacing Tools	Weekly	Sign in Sheets PLC Agendas PLC Minutes	Increased scores across subjects areas and grade levels	MAPS and Grade Reports STAAR TELPAS Classwork	1,2,3,8,9, 10	N/A

						Finished Products Projects Completion		
-Implementation of Data Driven Instruction Meetings and use data analysis to determine students' academic strengths and weaknesses -Active monitoring of the Domain 1 Tracker after every common assessment has been administered	Campus Directors Content Directors Coaches Facilitators	Eduphoria Domain I Tool YAG Pacing Tools	Every three weeks	Sign in Sheets Data Driven Instruction Agendas Data Driven Instruction Minutes	Increased scores across subjects areas, students sub-groups, and grade levels	MAPS and Grade Reports STAAR TELPAS	1,2,3,8,9	N/A
-Seek and provide high quality professional development for administrators and teachers on effective PLCs, Data Driven Instruction, Rigor, Engagement Strategies, and Lesson Delivery.	Content Directors Campus Directors	External PD Providers	Monthly	Service Contract Sign In Sheets PD Agendas and Artifacts	Increased scores across subjects areas, students sub-groups, and grade levels	MAPS and Grade Reports STAAR TELPAS	1,2,3,4,8,10,	Title I
-Hire a Hall Monitor/Attendance Behavior Monitor who can relate to this diverse student body and parents and who can put in practice restorative practices and Positive Behavior Interventions and Support (PBIS) and who can hold	District Leadership Human Resources Manager Campus Director	Pool of candidates	Once	Exhibit of hiring documentation	Improvement in students' attendance rates. Reduction in students' discipline issues	Attendance Report Discipline Referrals Report	1,10	Title I

meetings and provide feedback and information in a professional manner								
Implement the NTA (New Teacher Academy) to support new teachers and have a seamless on-boarding and continuous support	Campus Directors	NTA Program	Monthly	Exhibit of sign in sheets, agendas, and artifacts	Improvement of new teachers' teaching skills and classroom management	MAPS and Grade Reports STAAR TELPAS	1,2,3,4,8,10,	Title I
-Teachers in the different content areas will participate in content professional development with Region 10 or any other highly qualified provider	District Leadership Content Directors Campus Directors	Region X External Providers	Monthly	Service Contract Sign In Sheets PD Agendas and Artifacts	Increased scores across subjects areas, students sub-groups, and grade levels	MAPS and Grade Reports STAAR TELPAS	1,2,3,4,8,10,	Title I
Organize, plan, and execute field trips for K - 12th grade students to content related areas within the Dallas area and/or at least three universities.	Counselors Campus Directors Content Directors District Leadership	Universities Liaisons	Sept- 2020 to May 2021	Field trip lesson plans Field trip requests and approvals	Field trip effectiveness survey Post field trip assessment	Post field trip assessment	1,2,9	Title I
Organize, plan, and execute a field trip for 7th and 11th grade students to NASA Houston.	Counselors Campus Directors Content Directors District Leadership	NASA - Houston	May 2021	Field trip lesson plans Field trip requests and approvals	Field trip effectiveness survey Post field trip assessment	Post field trip assessment	1,2,9	Title I

Conference with students who are not successful in two or more classes at the end of each 9-week grading period.	Counselor Campus admin Teachers	Student learning contracts	Every nine weeks	Conference sign in sheets Conference documentation forms	Decrease in failing grades	Common Assessments Classwork STAAR	1,2,10	N/A
Conference and maintain a conference log with students and parents for poor attendance starting the first month of school	Counselor Campus admin Teachers	Student attendance contracts	Every nine weeks	Conference sign in sheets Conference documentation forms	Decrease in absenteeism numbers	Common Assessments Classwork STAAR	1,2,10	N/A
Prepare students to be College and career upon graduation	Counselor	College personnel College information Guest speakers	On-going	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	N/A

Ideal State: Increase Parental Involvement

Objective(s): Increase parental and community involvement and develop a shared responsibility between parents/guardians and the campus that fosters academic success and self-management of learning.

Parental involvement will increase in 50% as compared to previous year

At least 50% of the school personnel will be part of the PTO

At least 50% of families will become a part of the PTO.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School-wide Components	Funding Sources
Continue to use and monitor the Customer Service Survey at the high school Implement the Customer Service Survey	Campus Administrators	Customer Service Survey	On-going	Exhibit of Customer Service Survey monthly graphs	Increased customer satisfaction	Customer Service Survey Report	1,2,6,10	N/A
-Continue to support the PTO -Promote and encourage PTO membership among teachers and parents.	Campus Administrators Administrative Staff	PTO	Monthly	PTO Agendas PTO Sign In Sheets PTO Programs PTO Membership	Increased PTO membership by 50%	PTO Meetings and Membership Report	1,2,6,10	N/A
-Promote and encourage volunteer membership among parents.	Campus Administrators Administrative Staff	-Qualified Volunteer Pool List -Background Approved List	On-going	Volunteer Participation List	Increased volunteer participation in 25%	Volunteer Participation Report	1,2,6,10	N/A
-Offer professional development for parents on Skyward, ECHO, Google Classrooms, Google Hangouts and Meets	Campus Administrators Administrative Staff Community Liaison	ECHO and Skyward Training Manuals Attendance Google training manuals	On-going	Sign In Sheets PD Agendas and Artifacts	Parental involvement increase Decrease in parents complaints	Customer Service Survey PD exit tickets Participation Report	1,2,6,10	N/A

-Ensure all communications, including posts on social media and call outs are provided in English and Spanish	School Leadership Campus Administrators Administrative Staff Community Liaison	District's web site District's social media accounts	On-going	Social media posts. Memos issued Evidence of communication to parents.	Parental involvement increase	Customer Service Survey Parental Involvement Report	1,2,6,10	N/A
-Continue to issue progress reports for elementary students every three weeks and report cards every nine weeks for all levels Ensure parents have access to ECHO	School Leadership Campus Administrators	Progress Reports ECHO	Every three weeks (Elem) On-going (Secondary)	Progress reports Report cards Parents' ECHO log-ins record	Parental involvement increase Increased students' academic achievement	Progress Reports Report Cards	1,2,6,10	N/A
-Incorporate secondary students programs to increase parental participation in PTO meetings	Campus Administrators Community Liaison PTO Administration	Fine Arts Department Electives Department	Monthly	PTO Program PTO Agenda PTO sign-in sheets Artifacts from presentations	Parental involvement Increase PTO membership	PTO Programs / Meetings Attendance Reports	1,2,6,10	N/A
- The Community Liaison will continue with English and GED classes for parents. Hold at least 2 Coffee with the Principal meetings per semester.	School Leadership Campus Administrators Community Liaison	GED Program Adult English Curriculum	Weekly	GED and English class lesson plans Parent work samples GED and English class evaluations	Customer Satisfaction Survey Number of parents obtaining the GED Increased passing rate for	Summary of programs completion Summary of programs passing rates	1,2,6,10	Title I

					adult English classes			
Hold at least 2 Coffee with the Principal meetings per semester.	Campus Administrators Office Managers	School academic and discipline data	Sept 2020 Dec 2020 Feb 2021 May 2021	CWP Agenda CWP sign-in sheets Artifacts from presentations	Increased parental involvement	Customer Service Survey Parental Involvement Report	1,2,6,10	Title I

Ideal State: Improve School Climate and Culture								
Objective(s): Create a strong culture/climate of excellence and accountability that is focused on getting results 100% of scholars, parents, and staff members will be offered a climate that fosters family engagement in the education of all students. 100% of students will be educated in a learning environment that is safe, drug-free, and conducive to learning								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components	Funding Source

-Provide full autonomy to campuses to create their own Vision and Mission aligned to the District's Vision and Mission.	District Leadership Campus Leadership	District Vision and Mission	July 2020 – September 2020	Approval by Superintendent and exhibit of local Vision and Mission	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
-Print and post in high-traffic areas throughout the campuses poster size color copies of the district and campus vision and mission	Campus directors Administrative staff	District Vision and Mission School Vision and Mission	July 2020 – October 2020	Exhibit of posters	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I
-Campus administration will create and distribute reports and graphs for discipline referrals, attendance and behavior interventions for analysis	Campus directors Administrative staff	Discipline data Skyward files Attendance data	Monthly	Display of reports and graphs	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
-Provide professional development to all employees on DCS (Delightful Customer Service) and implement DCS surveys to identify trends and implement corrective actions.	School leadership Campus directors	DCS surveys DCS training videos	Aug 2020 January 2021	Exhibit of professional development registration and certificate of participation	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
-Implementation of Threat Assessment Program across campuses by counselors.	Counselors Campus Directors	Threat Assessment	On-going	Exhibit of copies of the Threat Assessment forms	Improved students and faculty and staff safety	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
-Provide high quality external professional development to all teachers on lesson delivery,	School Leadership	-External professional	Aug 2020 and throughout the school year	Exhibit of professional development	Improvement in school and community	Climate and Culture Survey	1,5,6,10	Title I

classroom routines and norms, students' engagement strategies, Multiple Response Strategies, and Aggressive Monitoring.	Content Directors Campus Directors	development providers -Webinars		registration and certificate of participation	morale and climate and academic achievement	Tiny Pulse		
-Provide after school time for clubs to take place by streamlining the after school meetings schedule and still maintaining the after-school tutoring schedule on Tuesdays and Thursdays	School Leadership Content Directors Campus Directors	-Year round meetings schedule -Professional development schedule -Tutoring schedule	Oct 2020	Exhibit of club time schedule	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
Offer at least three after-school clubs: HS – Chess, Art, and Technology MS – Chess, Art, and Technology Elementary – Guitar, Art, Dance	School Leadership Campus Directors	Chess, Art, Guitar, Dance and Technology curriculum	Oct 2020	Exhibit of club time schedule and students' enrollment in the program	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I
-Build an extra restroom in the middle school to accommodate the needs of male/female adult -Habilitate a room in the middle school to be utilized as a workroom/lunchroom.	School Leadership	N/A	Aug 2020	Completion of the construction project	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I
-Hold End of the Year Faculty and Staff Awards.	Campus Directors	Faculty and staff performance data	May 2021	Pictures Awards program	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I

-Immediate response to discipline referrals within 24 hours of issuance of referral	Campus Directors	Discipline referrals data Skyward	Aug 2020 May 2021	Exhibit of consequences assigned	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
- Continue to implement Restorative Practices	Campus Directors	Restorative Practices protocol	Aug 2020 May 2021	Pictures Testimonials	Reduction in discipline referrals	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
-Certify a teacher per level as a Specialist in Restorative Practice who will assist facilitators with implementation of restorative practices in their classrooms. -Use Title I funds to pay a stipend to the Restorative Practice Campus Coordinator	School Leadership Campus Directors	Restorative Practice Specialist Certification Program	Aug 2020	Exhibit of Restorative Practice Specialist Certification	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I
- There will be at least one event per semester students VS. faculty members (Soccer, Basketball, or Volleyball)	Campus Directors Athletic Director	Athletics teams Student body and faculty	Nov 2020 May 2021	Pictures and exhibit of invitations to events	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
We will offer at least two "Breakfast on Us" or "Wolf Burger" for teachers per year	Campus Directors	Faculty and staff	Oct 2020 Feb 2020	Pictures and exhibit of invitations to events	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I

Monthly Staff Birthday Celebrations and announcements (PA and Weekly Newsletter).	Campus Directors Administrative staff	Social media Newsletter	Monthly	Exhibit of announcements and newsletters	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A
Continue to hold End of the Year Student & Staff Awards as well as the Teacher Appreciation Week	Campus Directors Administrative staff	Students and Teachers performance data	May 2021	-Exhibit of awards program -Pictures	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	Title I
Committees will be created to include: Sunshine-Hospitality, Climate and Culture, Behavior Leadership Team, Testing Committee, Students Safety, and Student Incentives.	Campus Directors Administrative staff	N/A	Aug 2020	Committees organizational chart Committees meetings agendas, sign in sheets, and minutes	Improvement in school and community morale and climate	Climate and Culture Survey Tiny Pulse	1,5,6,10	N/A

Benchmark Timeline

Initial (Beginning) December, 2020	Comments and Recommendations: The Campus Advisory Team will review all goals and measures during the April, 2021 meeting. The Comprehensive Needs Assessment (CNA) committees will meet to discuss their committee information.
Interim (Formative) April-May, 2021	Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees will meet to discuss, review, and construct goal statements in the areas of:

	<ul style="list-style-type: none"> ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Student 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 DIP.</p>
<p>Summative June 14, 2021</p> <p>Final, June 5, 2021</p>	<p>Comments and Recommendations</p> <p>The CIP will be reviewed by the Campus Advisory Team</p>
<p>July 17, 2020</p>	<p>The CIP was presented to the Board of Trustees.</p>