

Legacy Preparatory Charter Academy



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2026-2027 District Improvement Plan

Mission Statement

Legacy Preparatory Charter Academy scholars are reflective, self-reliant, and intrinsically motivated citizens capable of impacting their communities by being trailblazers of the future.

Vision

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

Value Statement

Legacy Preparatory Charter Academy scholars are reflective, self-reliant, and intrinsically motivated citizens capable of impacting their communities by being trailblazers of the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Demographics Needs

The district will continue implementing truancy prevention measures to improve student attendance. This includes conducting home visits for students with excessive tardiness and absences. Additionally, efforts will continue to increase enrollment in alignment with district goals.

Staff Quality Needs

The district will focus on increasing the percentage of highly qualified teachers. In addition, efforts will continue to strengthen teacher job satisfaction through a structured system of recognition, including peer and team acknowledgments, affirmations, and public recognition and rewards.

Student Learning Needs

Summary of Needs - Mesquite West Elementary & Middle School

- **Demographic Needs** The campus serves an at-risk student population of 60%, with a student attrition rate of 24%, indicating a need for targeted retention and support strategies.

Staffing/Personnel Needs

The district must increase the number of certified teachers in core content areas, including RLA, Mathematics, and Science. There is also a need to strengthen teacher content knowledge and instructional best practices to improve student performance across all subpopulations.

Operational Needs

The campus will strengthen implementation and effectiveness of key committees, including the Comprehensive Needs Assessment (CNA), Safety, and Positive Behavioral Interventions and Supports (PBIS), to ensure alignment with campus goals and compliance requirements.

Perception Needs

Parent involvement remains limited outside of field trips and student performances. The district will focus on increasing meaningful family engagement in academic and school-related activities.

Instructional Strategies

Teachers will implement targeted strategies to support EB student achievement, including the use of visual aids, graphic organizers, and writing stems to enhance comprehension and academic language development in RLA and Mathematics.

Summary of Needs - Mesquite West High School

- **Student Learning** The district will continue the implementation and refinement of High-Quality Instructional Materials (HQIM) in Reading Language Arts and Mathematics, including the transition from Amplify and Eureka to Bluebonnet Learning.

Efforts will continue to improve overall student proficiency in Mathematics.

The district will also prioritize increasing English language proficiency for Emergent Bilingual (EB) students. Based on interim assessment data, 42% of EB students in English I and 44% in English II are performing at minimum proficiency or above. Targeted strategies will be implemented to increase these outcomes.

Additionally, the district will continue to provide targeted acceleration and intervention opportunities for EB students on Fridays, based on identified student needs.

Operational

The district will implement the Student Support Framework (SSF) to strengthen systems of academic and behavioral

support for all students.

Parent and Family Engagement

The district will continue to expand and strengthen parent engagement and involvement through initiatives such as academic parent nights, campus events, and the use of parent surveys to gather feedback and inform continuous improvement efforts.

Summary of Needs - College, Career & Military Readiness (CCMR)

- The district will expand access to Career and Technical Education (CTE) Programs of Study by introducing coursework at lower grade levels. This will allow for greater flexibility in high school schedules and increased access to dual credit opportunities.

Efforts will also focus on increasing the number of students who successfully earn an Industry-Based Certification (IBC), strengthening college and career readiness outcomes.

Additionally, the district will prioritize alignment of the Texas Essential Knowledge and Skills (TEKS) with SAT-aligned skills to enhance student performance and postsecondary readiness.

Special Populations

The district will continue to monitor and support special populations through targeted interventions and programmatic supports to ensure equitable access and improved outcomes.

District Processes & Programs

Curriculum, Instruction, & Assessment

PreK Program

Needs:

- Additional curriculum resources to support Dual Language program
- Consistent student recruitment plan of action aligned to district expectations

Demographics

Summary

Demographics Summary include:

- 1. Demographics
- 2. Staff Quality

1. Demographics

Legacy PCA is a vibrant single-campus school serving Mesquite West Elementary, Middle School, and High School. As a proud Title I campus, we are dedicated to providing high-quality learning opportunities for every student. We currently serve 891 students across the district and take pride in our small class sizes, with an average student-to-teacher ratio of 17:1, allowing for more personalized instruction and meaningful connections.

DEMOGRAPHICS

ENROLLMENT BY GRADE			SPECIAL EDUCATION			HOMELESS/UNACCOMPANIED YOUTH			
	Count	%Enroll		Count	%Group	%Enroll		Count	%Enroll
EARLY EDUCATION	0	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%	HOMELESS	8	0.88%
PRE-KINDERGARTEN	35	3.83%	ASIAN	0	0.00%	0.00%	UNACCOMPANIED YOUTH CODE 3	8	0.88%
KINDERGARTEN	42	4.60%	BLACK/AFRICAN AMER.	13	10.40%	1.42%	UNACCOMPANIED YOUTH CODE 4	0	0.00%
GRADE 1	51	5.58%	HISPANIC/LATINO	102	81.60%	11.16%	UNACCOMPANIED YOUTH TOTAL	8	0.88%
GRADE 2	45	4.92%	WHITE	10	8.00%	1.09%	* Unaccompanied Youth Total Should Match Homeless Count		
GRADE 3	71	7.77%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
GRADE 4	67	7.33%	TWO OR MORE	0	0.00%	0.00%			
GRADE 5	73	7.99%	TOTAL	125	100.00%	13.68%			
GRADE 6	66	7.22%	AT RISK	Count	%Group	%Enroll		Count	%Enroll
GRADE 7	97	10.61%							
GRADE 8	103	11.27%	AMER INDIAN/ALASKAN	3	0.56%	0.33%	EMERGENT BILINGUAL	476	52.08%
GRADE 9	78	8.53%	ASIAN	1	0.19%	0.11%	IMMIGRANT	0	0.00%
GRADE 10	72	7.88%	BLACK/AFRICAN AMER.	11	2.05%	1.20%	ECONOMIC DISADVANTAGE	606	66.30%
GRADE 11	57	6.24%	HISPANIC/LATINO	500	93.11%	54.70%	MILITARY CONNECTED	19	2.08%
GRADE 12	57	6.24%	WHITE	20	3.72%	2.19%	FOSTER CARE	0	0.00%
			HAWAIIAN/PAC ISLAND	1	0.19%	0.11%	DYSLEXIA	46	5.03%
			TWO OR MORE	1	0.19%	0.11%	PK ELIGIBLE PREVIOUS YEAR	0	0.00%
TOTAL	914	100.00%	TOTAL	537	100.00%	58.75%			
ENROLLMENT BY SEX			GIFTED & TALENTED						
	Count	%Enroll		Count	%Group	%Enroll			
MALE	485	53.06%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
FEMALE	429	46.94%	ASIAN	0	0.00%	0.00%			
TOTAL	914	100.00%	BLACK/AFRICAN AMER.	4	14.81%	0.44%			
			HISPANIC/LATINO	23	85.19%	2.52%			
			WHITE	0	0.00%	0.00%			
			HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
			TWO OR MORE	0	0.00%	0.00%			
			TOTAL	27	100.00%	2.95%			

ENROLLMENT

	18-19	19-20	20-21	21-22	22-23	23-24*	24-25	25-26**
First Day of School	1288	1499	1384	1316	1273	1226	1018	901
End of 1 st 6 Weeks	1408	1548	1520	1477	1387	1290	1144	902
Snapshot (Last Friday in October)	1390	1572	1513	1464	1383	1256	1138	914
Last Day of School/Today	1374	1541	1523	1352	1325	1210	1128	891

*started PreK this year and 4-day instructional weeks.

** Mesquite campuses only

Our students come from more than 26 surrounding communities, with the highest enrollment coming from Dallas and Mesquite ISDs. Over 75% of our students reside in Dallas County, reflecting the broad reach and regional impact of our school community.

Gender Breakout

- Female: 46.94 %
- Male 53.06%

Program Coding

- At Risk: 58.75%
- Special Education: 13.68%
- Emergent Bilingual (EB): 52.08%
- PRS: 0.00%
- GT: 2.95%
- Homeless: 0.88%
- Foster: 0.00%
- Migrant: 0.00%
- Immigrant: 0.00%
- Military Connected: 2.08%
- Dyslexia: 5.03%
- Title I: 891 (100%)

ATTENDANCE

6 Weeks	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
1 st	97.5	97	95.7	93.4	94.6	95.7	96.0	95.9
2 nd	96.2	96	95.9	93.8	94.6	95.4	95.0	96.0
3 rd	94.1	95.4	96.9	92.7	93.8	94.5	95.6	95.9
4 th	93.8	96.1	97.9	92.7	95.2	95.2	92.1	95.4
5 th	95.6	COVID	97.8	94.6	94.7	95.5	93.6	96.7
6 th	96.7	COVID	97.6	93.8	95.7	95.9	94.4	TBD

ATTENDANCE AND FUNDING

	22-23	23-24	24-25	25-26
Possible Funding at 100% attendance	1325 students X \$10,600* \$14,934,976	1210 students X \$10,600* \$12,826,000	1138 students X \$10,600* \$12,062,800	914 X \$10,600 \$9,688,400
4th 6 Weeks Attendance Percentage	95.2	95.9	92.1	95.4
Missed Funding Due to Student Absenteeism	\$674,160	\$525,866	\$952,962	\$484,420

Funded	\$13,370,840	\$12,300,134	\$11,109,838	\$9,203,980
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*Increase in daily funding due to HB3 beginning in 19-20

Special Population

Special Education Program

The number of students receiving special education services has decreased this school year, consistent with the district's overall enrollment decline.

Based on the Texas Education Agency's (TEA) 2025 Results Driven Accountability (RDA) report, Legacy's Special Education Department met all state-required performance standards.

The district's special education program earned a **Meets Requirements** designation, reflecting successful self-monitoring, strong compliance with state and federal regulations, positive student outcomes, and effective implementation of professional development.

Collaboration in Special Education Through Annual Training

General education and special education teachers participate in annual collaborative training to strengthen instructional practices and ensure students receiving special education services make meaningful academic progress.

Parent and Family Training and Support

Legacy hosted the Annual Region 10 Autism Conference in April 2026, providing families and educators with valuable resources, training, and support to better serve students with autism.

Emergent Bilingual (EB) Program

The district currently serves 476 Emergent Bilingual (EB) students, representing 52.08% of the total student population. Of these students, 108 (23%) are identified as twice-exceptional (74 receiving special education services, 16 served under Section 504, and 18 identified as gifted and talented). Additionally, 24 reclassified EB students are currently in monitoring status.

According to the Texas Education Agency's (TEA) 2025 Results Driven Accountability (RDA) report, the district's Emergent Bilingual Department met all required state performance standards.

Teachers support Emergent Bilingual students through differentiated instruction in the general education classroom. Additional services are provided based on recommendations from the Language Proficiency Assessment Committee (LPAC). Because each student's instructional needs vary, support is determined by individual English language proficiency levels.

Students with beginning or intermediate proficiency in reading and writing receive additional classroom support from English Learner Teacher Aides (EL TAs). EL TAs work collaboratively with the teacher of record to provide targeted instructional support within the general education setting.

The district's support team for Emergent Bilingual students includes campus administrators, the Teaching and Learning Department, LPAC coordinators, and EL TAs. To better address the needs of the district's EB population, duty-free teacher aide positions were converted to EL TA positions, expanding instructional support for students.

The collaborative work between EL TAs and classroom teachers is a key factor in accelerating English language development and closing language proficiency gaps for Emergent Bilingual students.

Summer Programs

The district will offer the state-required summer program for incoming kindergarten and first-grade students identified as Emergent Bilinguals. In addition, incoming Pre-K students and EB students entering grades 2–8 will have access to summer enrichment programs. These programs are designed to strengthen English language proficiency while reinforcing literacy and academic skills that support long-term student success.

Recruitment and Certification

Recruiting bilingual and English as a Second Language (ESL) certified teachers continues to be a significant factor in the services

the district is able to provide. LPCA actively recruits highly qualified bilingual and ESL-certified educators through targeted hiring efforts designed to meet student needs and ensure compliance with state requirements.

Despite these efforts, the district was unable to hire a sufficient number of appropriately certified bilingual and ESL teachers for the current school year. As required under 19 TAC §89.1207, the district submitted a Bilingual Education Exception and an ESL Waiver application for the affected teachers and students. The application was approved by the Texas Education Agency (TEA).

Students served under the bilingual education exception or ESL waiver are temporarily placed in the Alternative Language Program (ALP) for the current school year.

Gifted & Talented (GT)

Gifted and Talented (GT) Program Strengths

- Strong campus-level program management supports organization, compliance, and the continued growth of Gifted and Talented (GT) services.
- Teachers have demonstrated a strong commitment to collaboration and active participation in the development and implementation of the district's GT program.
- Increased collaboration among instructional staff and campus leadership has established a strong foundation for expanding GT programming and enhancing services for identified students.

Gifted and Talented (GT) Program Needs

- Strengthen the implementation of differentiated instructional practices to ensure GT-identified students are consistently challenged through rigorous and advanced learning experiences.
- Develop and implement a consistent, structured in-class GT program model that provides equitable access to enrichment and inquiry-based learning across all campuses.
- Expand opportunities for GT students to engage in advanced academics, creativity, leadership, critical thinking, problem-solving, and authentic application of learning.

Demographics Needs

- Continue implementing truancy prevention strategies to improve student attendance, including home visits for students with excessive absences and tardiness.
- Continue efforts to increase student enrollment in alignment with district goals.

2. Staff Quality

• Staff Quality Strengths

- Legacy PCA employs a total of 59 teachers.
- All teachers hold at least a bachelor's degree.
- Twenty-nine percent of teachers hold a master's degree or higher.
- Sixty-six percent of Legacy PCA teachers have five or more years of certified teaching experience.
- The district has identified expert teachers to serve as mentors and instructional coaches, supporting educators who are new to the profession or the district.
- The district will continue providing professional learning aligned with teacher needs and campus priorities.

• Staff Quality Needs

- Increase the percentage of highly qualified and appropriately certified teachers.
- Continue strengthening teacher job satisfaction through meaningful recognition, including peer and team recognition, staff affirmation, and public acknowledgment of accomplishments.

Strengths

Legacy PCA serves a diverse student population and maintains a welcoming environment for all students, regardless of cultural background. The district fosters a culture in which diversity is embraced and celebrated.

The faculty and staff reflect the diversity of the community they serve. The district is committed to understanding the needs of all student sub-populations and providing ongoing training to ensure staff are equipped to meet those needs effectively.

Truancy prevention measures implemented by the district have contributed to improvements in student attendance.

Legacy PCA also invests in targeted supports, including funding test preparation resources for bilingual facilitators to strengthen instructional effectiveness and student outcomes.

In addition, the district provides a structured mentor program for all new teachers to support their transition into the district and promote professional growth and retention.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 The school has experienced a steady decline in student enrollment over the past three years, including a decrease of approximately 21.01% from last year to this year. This decline is impacting the district's budget, staffing levels, and overall operational sustainability.	Declining birth rates, combined with rising housing costs, have created a challenging environment for young families. As affordability pressures increase, families may be more likely to relocate to more affordable areas, contributing to outward migration. These trends have resulted in a decrease in the school-age population within the community.

 = Priority

Student Learning

Summary

Summary of Needs - Mesquite West Elementary & Middle School

- **Staffing and Personnel Needs**
 - Increase the number of certified teachers in core content areas, including Reading Language Arts (RLA), Mathematics, and Science.
 - Add additional Emergent Bilingual (EB) teacher assistants to strengthen instructional support for EB students.
 - Increase campus security staffing to provide additional student supervision at the middle school level.
- **Mesquite Elementary Learning Needs**
 - Increase the academic performance of Emergent Bilingual (EB) students in Reading Language Arts (RLA) and Mathematics, with a focus on improving the percentage of students achieving Meets or Above standards (currently 27% in RLA and 19% in Mathematics).
- **Mesquite Middle School Learning Needs**
 - Develop and implement a clearly defined structure for Reading and Mathematics labs to ensure consistent instructional support and targeted student intervention.
- **Perception Needs**
 - Build on the increased parent participation in English, History, Science, and Mathematics family engagement events.
 - Increase parent involvement in parent-teacher conferences, PTO activities, and other school events to strengthen school-family partnerships.

Summary of Needs - Mesquite West High School

- Increase the completion of teacher certification requirements to ensure highly qualified instructional staff.
- Complete curriculum development and alignment for Level 2–4 Career and Technical Education (CTE) courses.
- Expand leadership training and support to strengthen a student-centered culture.
- Increase opportunities for student engagement through additional clubs, organizations, and extracurricular activities.

Operational

The district will implement the Student Support Framework (SSF) to strengthen systems of academic and behavioral support for all students.

Campus Culture Survey – Campus Performance Objectives

- **School Connectedness and Belonging (2.8)**
 - Strengthen campus culture and foster a positive, inclusive school environment.
 - Build strong relationships and support systems for students.
 - Increase opportunities for students to connect with peers and staff beyond the classroom.
- **Academic Culture and Learning Environment (2.9)**
 - Strengthen family engagement through culturally responsive and inclusive practices that actively engage families from diverse cultural, linguistic, and socioeconomic backgrounds.

Summary of Needs - College, Career & Military Readiness (CCMR)

- Increase student mastery of TEKS-aligned content and strengthen academic interventions to improve TSI assessment performance and overall college readiness.
- Increase student completion of coherent CTE Programs of Study and improve pass rates on Industry-Based

Certification (IBC) examinations.

- Develop additional CCMR attainment strategies and pathways as Texas College Bridge will no longer count toward CCMR accountability indicators.

Special Populations

The district will continue to monitor and support special populations through targeted interventions and programmatic supports to ensure equitable access and improved outcomes.

2025 Results Driven Accountability (RDA)

The Results Driven Accountability (RDA) system is utilized by the Texas Education Agency (TEA) as a component of its annual evaluation of Local Education Agency (LEA) performance and program effectiveness. The district will use RDA data to inform continuous improvement efforts and ensure compliance with state and federal requirements.

Determination Levels

For information about LEA Determinations visit [Local Education Agency Public Reporting; Reports and Determinations](#) or contact the Office of Special Populations and Student Supports (OSPSS) at (512)463-9414.

Determination Level	
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Needs Assistance (DL 2)
SPED	Meets Requirements (DL 1)

Detailed information on the assignment of performance levels can be found in the [2025 Accountability Manual RDA Chapter 12 \(including Appendix K\)](#). The Federally Required Elements indicators were included in the summary table for the SPED program area.

- **Special Education Determination Status:** Meets Requirement (DL 1)
- **BE/ESL/EB:** Needs Assistance (DL 1)

HB3 Progress Measures

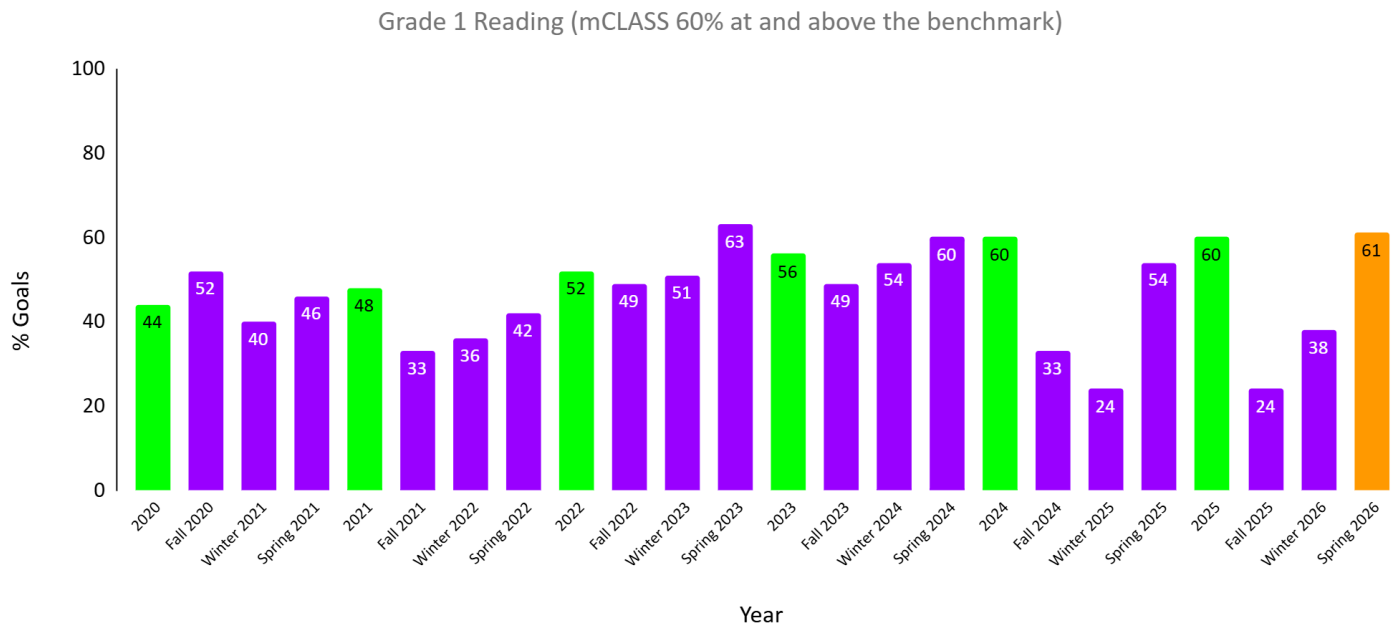
Reading



Kinder Reading – mCLASS

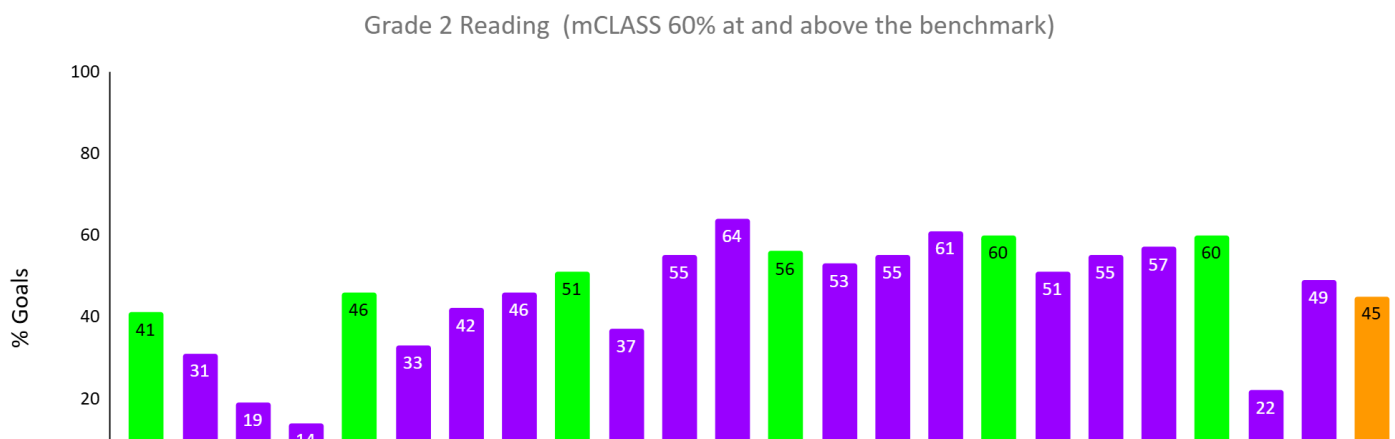
- **34%** of students scored at or above grade level.
- Decreased from **70% to 34%**, representing a **36-percentage-point decline** from Spring 2024.
- This is a significant shift from the previous year, when Kinder Reading performance remained above the established goal.
- The decline indicates a need to closely examine **Pre-K to Kindergarten readiness, foundational literacy skills, instructional implementation, and student-specific skill gaps** to determine contributing factors.
- Data should be used to identify priority skills and provide **targeted early literacy intervention and progress monitoring**.

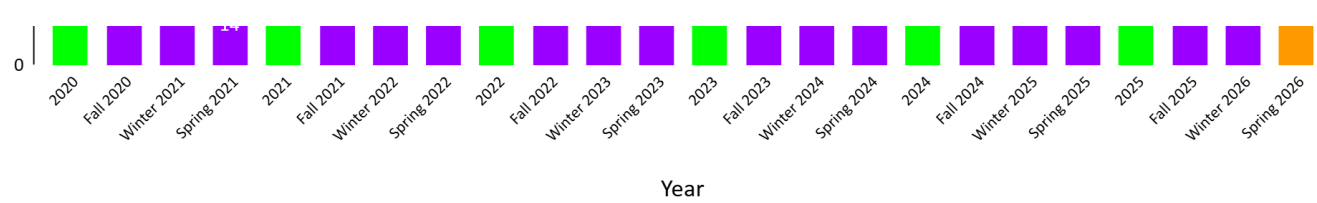
Source: mCLASS



Grade 1 Reading - mCLASS

- **61% of Grade 1 students** scored at or above grade level.
- **Cohort Analysis:** Performance decreased from **70% to 61%**, representing a **9-percentage-point decline** for the same cohort.
- **Grade-to-Grade Analysis:** Grade 1 performance increased from **54% to 61%**, a **7-percentage-point improvement** compared with the previous Grade 1 group.



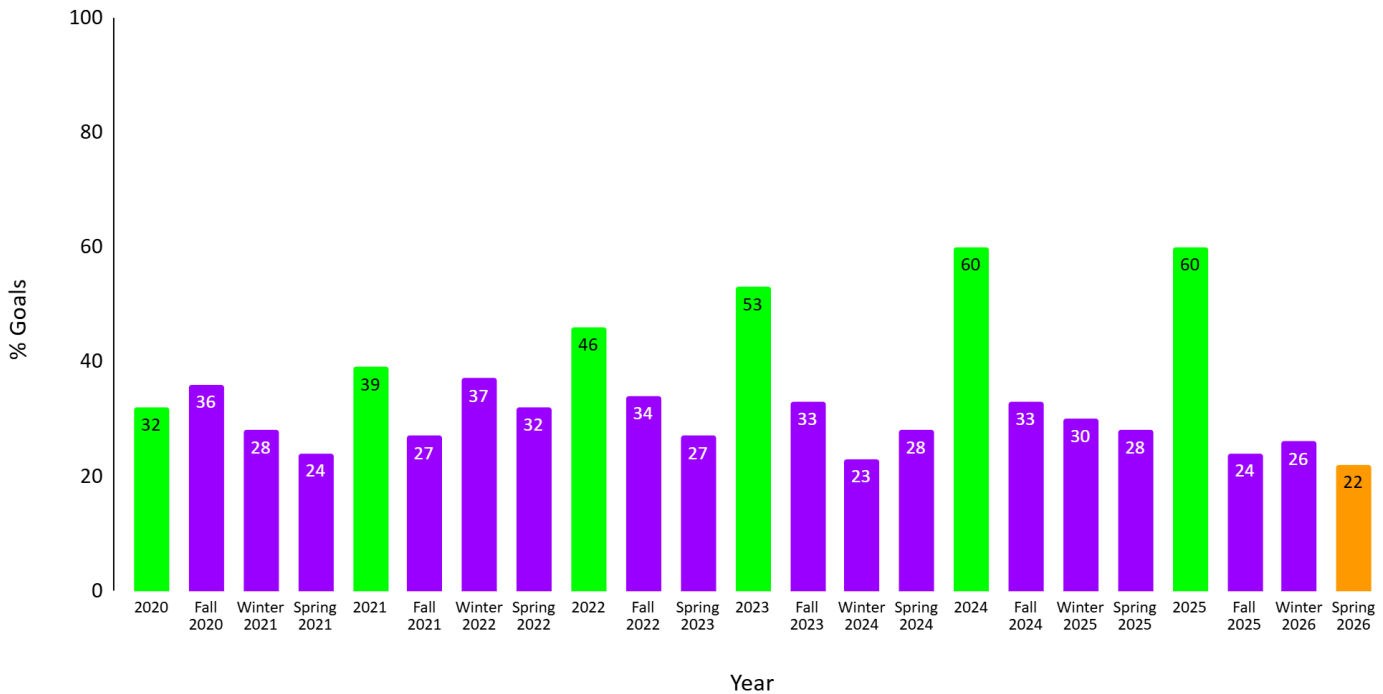


Grade 2 Reading – mCLASS

- **45%** of students scored at or above grade level.
- **Cohort:** Decreased **9 percentage points**, from 54% to 45%.
- **Grade-to-Grade:** Decreased **12 percentage points**, from 57% to 45%.
- This reflects a significant shift from **Spring 2024 (61%)**, when Grade 2 met the 2024 goal and increased from **53% to 61%** during the year.
- Historical Spring performance shows a downward trend: **64% (2023) → 61% (2024) → 45% (current)**, highlighting Grade 2 Reading as an area for targeted support.

Source: mCLASS

Grade 3 Reading : Proficiency at 60% and above



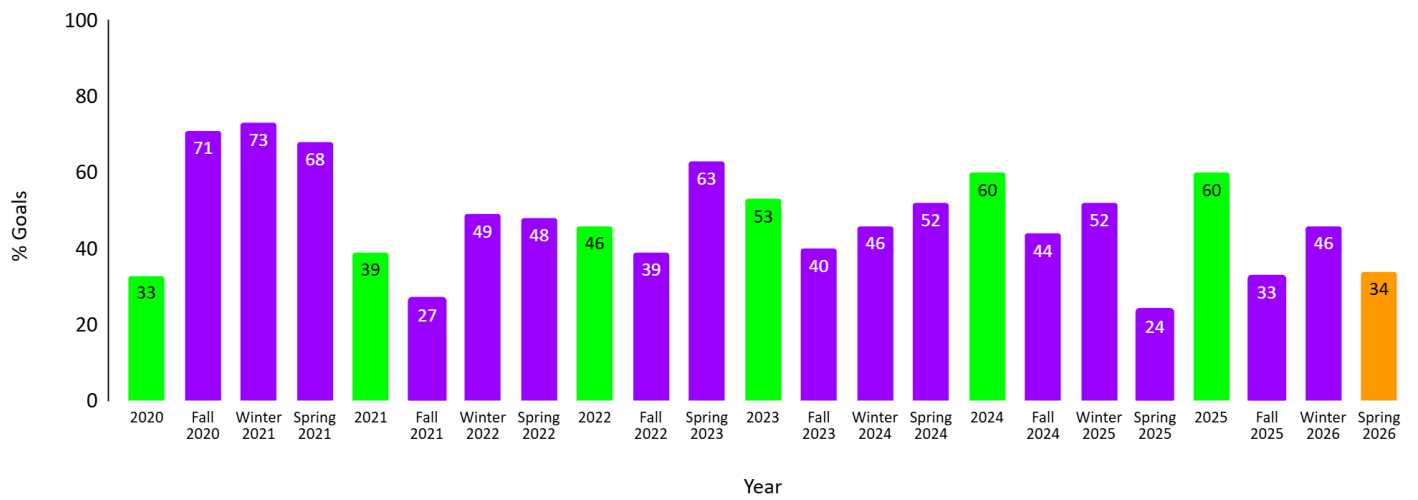
Grade 3 Reading – STAAR

- **22%** of Grade 3 students scored at Meets Grade Level or above on STAAR.
- **Cohort:** Decreased from **57% in Grade 2 mCLASS to 22% in Grade 3 STAAR**. *Note: This comparison uses two different assessments.*
- **Grade-to-Grade:** Decreased **6 percentage points**, from **28% in Spring 2025 to 22% in Spring 2026**.
- Results indicate a need for **targeted reading support and stronger alignment to STAAR rigor and expectations**.

Sources: mCLASS & STAAR

Math

Kinder Math MAP Proficiency level at 60% and above

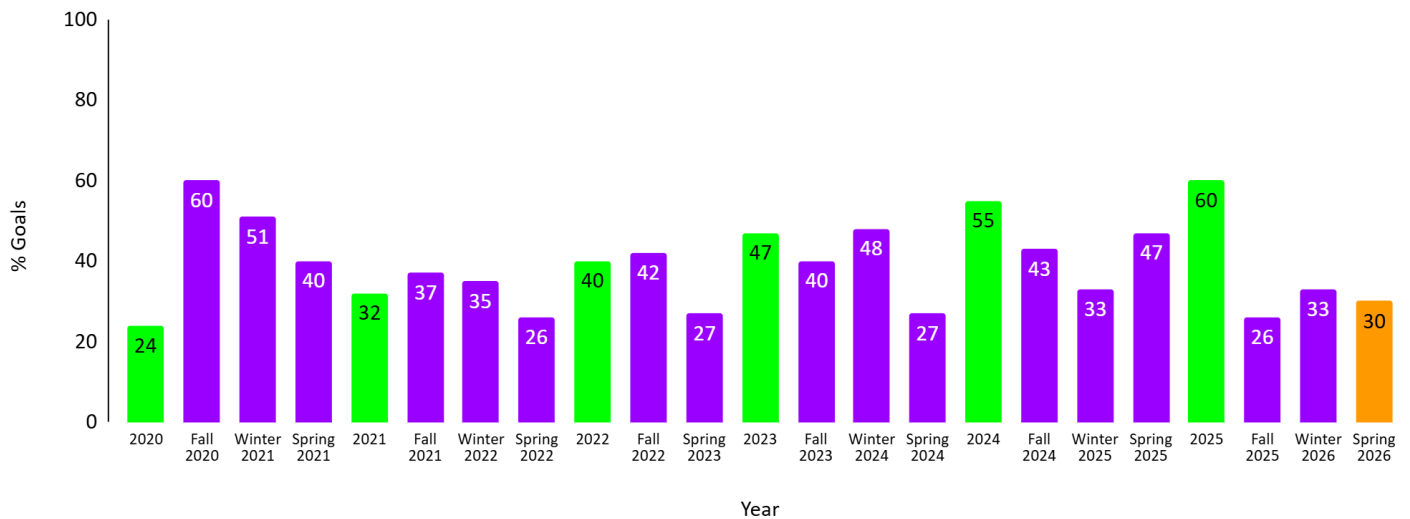


Kinder Math – MAP

- **34%** of students met or exceeded grade-level expectations.
- **Grade-to-Grade:** Increased **10 percentage points**, from **24% in Spring 2024 to 34% in Spring 2025**.
- Last year showed a **12-point increase from Fall 2023 to Spring 2024**, ending at **52%**, which was **8 points below the 2024 goal**.
- Despite the current grade-to-grade improvement, performance remains below the **Spring 2024 level of 52%**, indicating a continued need for targeted Math support.

Source: MAP Math

Grade 1 Math MAP Proficiency level at 60% and above

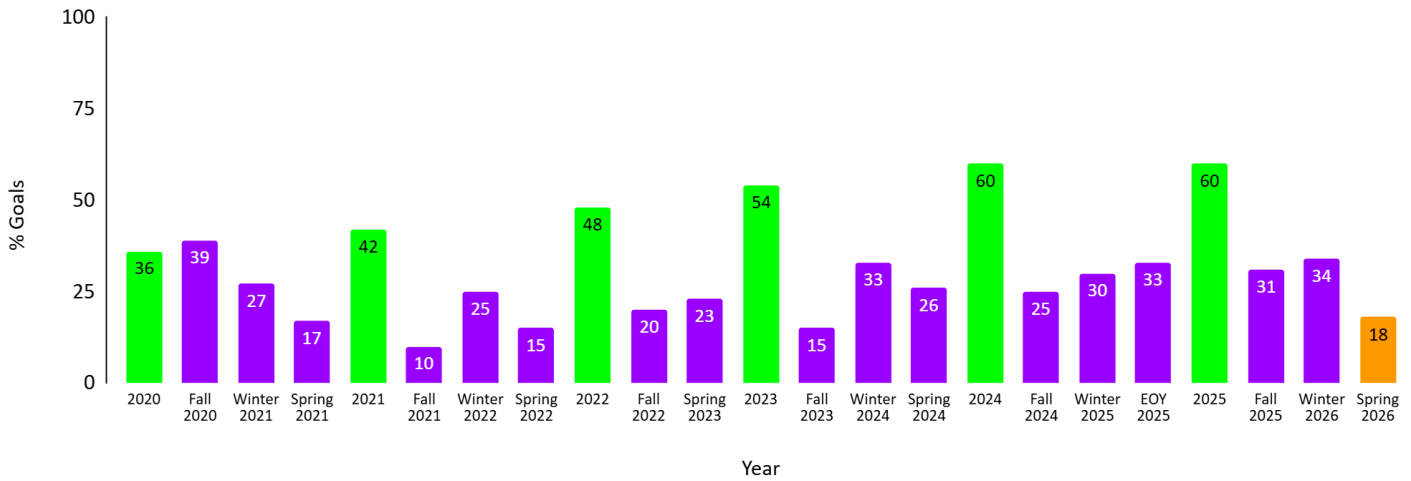


Grade 1 Math – MAP

- **30%** of students met or exceeded grade-level expectations.
- **Cohort:** Increased **6 percentage points**, from **24% to 30%**, showing positive student growth.
- **Grade-to-Grade:** Decreased **17 percentage points**, from **47% to 30%**, indicating lower overall performance compared to the previous Grade 1 group.
- Results highlight **cohort growth**, while grade-level performance remains an area for targeted support.

Source: MAP Math

Grade 2 Math MAP Proficiency level at 60% and above

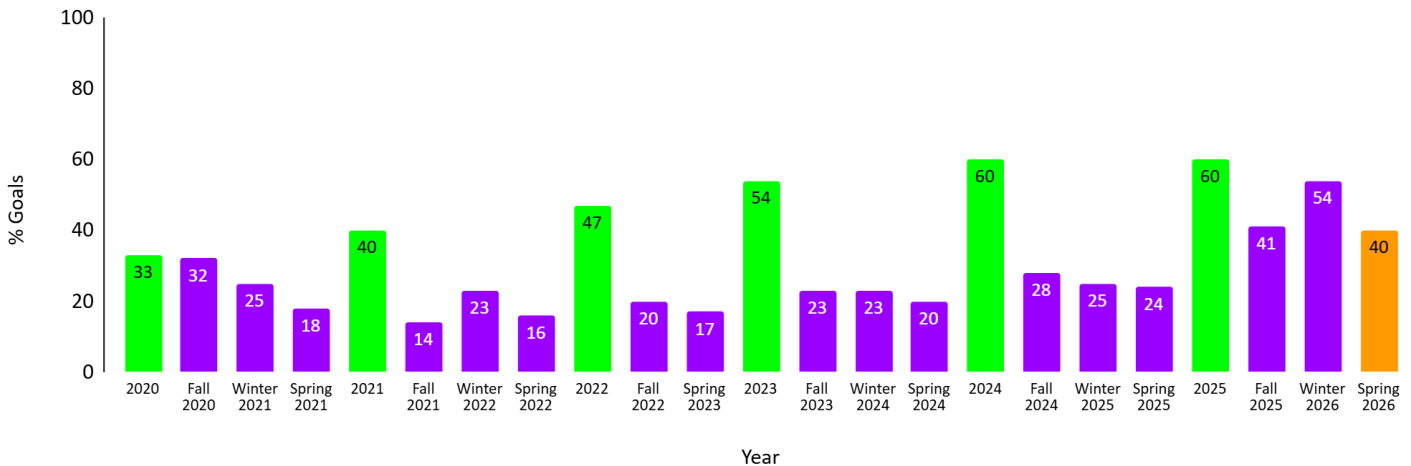


Grade 2 Math – MAP

- **18%** of students met or exceeded grade-level expectations.
- **Cohort:** Decreased significantly from **47% to 18%**, a **29-percentage-point decline**.
- **Grade-to-Grade:** Decreased from **33% to 18%**, a **15-percentage-point decline**.
- Both measures show a **significant downward trend**, identifying Grade 2 Math as a priority area for targeted support and intervention.

Source: MAP Math

Grade 3 Math MAP Proficiency level at 60% and above



Grade 3 Math – STAAR

- **40%** of students scored at **Meets Grade Level or above**.
- **Cohort:** Increased **7 percentage points**, from **33% to 40%**.
- **Grade-to-Grade:** Increased **16 percentage points**, from **24% to 40%**, showing strong improvement.
- Last year, Grade 3 Math increased **3 percentage points from Spring 2023 to Spring 2024**, with an additional **11% at High Approaches** (1–3 items away from Meets Grade Level).
- Overall, the data reflects a **continued positive trend in Grade 3 Math performance**.

Spring 2023 data based on 2021–2022 scale scores; Spring 2023 comparison included MAP EOY data.

Action Steps SY 2025 - 2026

- Implement with fidelity the High-Quality Instructional Materials (HQIM) in K - 3 Reading and Math.
- Provide high quality professional development to ensure effective implementation of HQIM resources (Lesson Internalization, Lesson Rehearsal, Student Work Analysis, Data Driven Instruction).
- Alignment of curriculum and assessment management with Bluebonnet Learning Reading and Math.
- Provide intentional coaching (observation and feedback) by campus and district leadership.
- Provide ongoing support to the teachers who are certified in Reading Academies.
- Collaborate with Strong Foundation approved provider to create an instructional framework for Reading and Math.

Saturday Schools & Bootcamp

Reading Genre focus: Informational text, literary non-fiction and poetry

Skills: Main Idea, Inferences, Multi meaning words(Context Clues)

Small Groups & Tutorials

Specific to individual or groups needs

Strengths

Mesquite Elementary Strengths

- Increased the percentage of students performing at the Approaches Grade Level or Above standard by 10% in 5th grade Mathematics and 20% in 5th grade Science.
- In K-2 NWEA MAP assessments, 31% of students in Reading and 53% of students in Mathematics performed at or above the 41st percentile.
- Established strong Professional Learning Communities (PLCs) and a lesson internalization process in collaboration with Region 10 to support effective instruction in Reading Language Arts (RLA) and Mathematics.

Mesquite Middle School Strengths

- Implemented family engagement nights focused on Reading, Science, Social Studies, and Mathematics to increase family involvement and support student learning.
- Implemented High-Quality Instructional Materials (HQIM) in Reading, Science, Social Studies, and Mathematics across all grade levels.
- Strengthened secondary Mathematics instruction through ongoing PLC support and collaboration with Region 10 and FUSE.

Mesquite High School Strengths

- Active student participation in the National Honor Society and the Texas Association of Student Councils.
- Successful implementation of monthly family engagement events in partnership with the elementary and middle schools, highlighting academic achievement and the diversity of cultures within the school community.
- Full implementation of High-Quality Instructional Materials (HQIM) across all core subject areas.
- Complete development of the curriculum for the Level 1 Career and Technical Education (CTE) course.
- Strong support and collaboration with Region 10 in the areas of MIA and Observation & Feedback.

College, Career & Military Readiness (CCMR) Strengths

- Strong P-TECH alignment is expanding student access to dual credit coursework and college-level learning opportunities.
- Partnerships provide students with on-campus access to college professors and dual credit instruction.
- CCMR and Career and Technical Education (CTE) teams are intentionally developing sequential pathways that support students in earning Industry-Based Certifications and preparing for postsecondary success.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Increase the percentage of students achieving Meets Grade Level or above on ELA/Reading STAAR assessments across all grade levels from 34% to 44% by June 2027.	Teachers need to strengthen differentiated instruction practices to address diverse student needs through effective whole-group, small-group, and individualized support, while providing opportunities for acceleration and success.
2★ Increase the percentage of students achieving Meets Grade Level or Above on Math STAAR assessments across all grade levels from 25% to 35% by June 2027.	Teachers need to strengthen differentiated instruction practices to address diverse student needs through targeted whole-group, small-group, and individualized support, while providing opportunities for acceleration and success.

★ = Priority

District Processes & Programs

Summary

District Processes & Program Summary includes:

1. Curriculum, Instruction, & Assessment
2. Staff Recruitment & Retention
3. School Organization
4. Technology

1. Curriculum, Instruction, & Assessment

Prekindergarten Program Overview

Adopted Curriculum Resource: Frog Street

State Standards: 2022 Texas Prekindergarten Guidelines

Target Language Model: 80/20 Spanish Dual Language Immersion

Assessment Tool: CLI Engage, administered three times per year (Beginning of Year [BOY], Middle of Year [MOY], and End of Year [EOY])

Teacher Incentive Allotment (TIA) Growth Measure: Student growth is measured by comparing BOY benchmark results to EOY benchmark results.

Program Goals

1. Ensure that all Prekindergarten classroom teachers hold bilingual certification in accordance with program requirements.
2. Ensure that all Prekindergarten students demonstrate increased language proficiency and enter kindergarten prepared for academic success.

Needs

- Additional curriculum resources to support Spanish language instruction.
- A consistent student recruitment plan aligned with district expectations.

Strengths

- Strong parent engagement and support.
- Supportive campus administration.
- Clearly established planning and implementation timeline for the program.
- Vertical alignment professional learning sessions for Pre-K through 2nd grade.

Areas for Growth

- Recruit and retain certified bilingual teachers to fill classroom positions.
- Strengthen instructional alignment to ensure students are prepared for kindergarten readiness.

Instructional methods/Materials for addressing the needs all student groups

Priority #1: *High-Quality Instructional Materials (HQIM)*

Key Priorities includes:

- Strengthening lesson internalization during PLCs and planning sessions
- Ensuring fidelity to curriculum components while allowing responsive instructional adjustments
- Aligning instruction to TEKS, STAAR expectations, and grade-level rigor
- Utilizing instructional routines embedded within HQIM to support student understanding and engagement

- Providing ongoing professional learning and coaching to support effective implementation across all campuses

Priority #2: Differentiation

Key Priorities includes:

- Using formative assessment data to identify student learning needs
- Providing targeted small-group instruction and intervention opportunities
- Implementing scaffolds and accommodations to support multilingual learners and students receiving specialized services
- Extending learning opportunities for advanced learners through enrichment and acceleration
- Adjusting instructional strategies, pacing, and questioning techniques to meet varied learner needs

Priority #3: Student Engagement

Key Priorities includes:

- Designing lessons that encourage collaboration, discussion, and student discourse
- Incorporating culturally responsive and relevant instructional practices
- Providing opportunities for productive struggle and higher-order thinking
- Utilizing interactive learning structures and technology tools to increase participation
- Creating safe and supportive learning environments where all students feel valued and heard

Priority #4: Data-Driven Instruction (DDI)

Key Priorities includes:

- Analyzing formative, benchmark, and summative assessment data regularly
- Utilizing PLCs and collaborative planning meetings to review student performance trends
- Identifying strengths, gaps, and instructional next steps based on data evidence
- Establishing measurable student goals and monitoring progress toward mastery
- Providing timely interventions and enrichment based on student performance data

District Commitment

Through a strong focus on HQIM implementation, student engagement, differentiation, and data-driven instruction, the district remains committed to providing equitable, high-quality learning experiences that empower all students to achieve academic success and future readiness.

K-12 ELAR

Priority #1: High-Quality Instructional Materials (HQIM)

Areas of Strength: (reinforcement)

Goal 100% HQIM Implementation

Teachers implement the ELAR materials with fidelity.

- 100% of teachers implement HQIM (K-5 Bluebonnet, 6-8 Amplify, 9-12 myPerspectives) curriculum
- Lessons are within +/- 5 instructional days of the pacing guide.
- PLC implementation in practice with Internalization Protocol / Lesson Rehearsal Protocol (weekly)
- Teachers demonstrate general understanding of methods (internalization/rehearsals) that support the implementation of HQIM and examine strategies to support best practices

Stakeholder Investment:

Goal 100% of all Stakeholders Invested

Teachers, leaders, and students report high self-efficacy in their use of HQIM (ELAR Materials) on stakeholder surveys.

- LPCA has developed a shared vision of what high-quality literacy instruction looks like, grounded in research
- District Learning Walks conducted regularly
- District Data collected/analyzed regularly
- Walkthrough Observation Surveys:
 - District T & L Team Walkthroughs with Strong Foundations
 - Campus Walkthroughs with Principals
- Teacher Pulse Surveys:

- Observation Data Trends
- PL Feedback Surveys
- YAG Feedback Survey

Priority #2: Differentiation

Areas of Needs/Growth: (*refinement*)

Teacher Practice (Differentiation/DDI):

Goal 100% of Teachers Implementing Effectively

Teachers effectively internalize and implement ELAR units and lessons and provide data-driven instruction. ([SF Goals](#))

- Continue support with Implementation of RBIS Strategies (Foundational Skills, Text Complexity, Knowledge Coherence, Text-Based Responses)
- Continue Professional Learning: PL Gold Fridays, coaching conversations, PLC alignment
- Continue Coaching Cycle (Bambrick Model-See It, Name it, Do it) with observation/Feedback of HQIM, DDI, Differentiation
- Continue monitoring and Leading Unit/Lesson Internalization Protocol / Lesson Rehearsal Protocol: Understanding the What and Why of Internalization, Understanding the How of Internalization, Leading Internalization
- Focus on SCR (Short Constructed Response) and ECR (Extended Constructed Response) across content/grade-level

Priority #3: Student Engagement

Student Outcomes (Student Engagement/DDI):

Goal 100% of Classrooms Demonstrating Know. & Skills—

Students receive differentiated RBIS instruction to accelerate their learning and demonstrate increased mastery of TEKS over time.

- Continue to diagnose instructional needs based on classroom observations and analysis of student work and provide targeted and actionable feedback that leads to improved teacher and student performance.
- Provide DDI support with student data and progress monitoring to adjust instruction based on data: support with differentiation strategies, Academic Goal Setting and Student Data Trackers
- Provide support with Student Work Analysis Protocol: “Show What You Know” Strategy – demonstration of learning/mastery of skills
- Continue to monitor the use of embedded student assessment aligned to standards
- Parent Pulse Surveys:
 - HQIM Culture and Climate / HQIM implementation

K – 12 Social Studies

Priority #1: High-Quality Instructional Materials (HQIM)

- Ensure consistent implementation of TEKS-aligned instructional materials across all grade levels and courses.
- Strengthen lesson internalization and planning processes to increase rigor, alignment, and student mastery of standards.
- Utilize primary sources, inquiry-based resources, and authentic historical analysis tasks to deepen student understanding and critical thinking.

Priority #2: Differentiation

- Implement targeted instructional supports based on student readiness levels, language proficiency, and learning needs.
- Utilize small-group instruction, scaffolds, and intervention strategies to close achievement gaps in social studies literacy and content mastery.
- Provide enrichment opportunities that promote higher-order thinking, analysis, and student discourse for advanced learners.

Priority #3: Student Engagement

- Increase student engagement through inquiry-based learning, collaborative discussions, simulations, and real-world connections to historical and contemporary issues.
- Promote active student participation through interactive notebooks, document analysis, and civic engagement

- opportunities in a paper pencil model.
- Strengthen classroom culture and student ownership of learning through interactive and student-centered instructional practices.

Priority #4: Data-Driven Instruction (DDI)

- Utilize formative and summative assessment data to monitor student progress and adjust instruction based on identified needs and inform zero hour placements.
- Implement regular data analysis cycles to identify trends, TEKS gaps, and targeted intervention opportunities.
- Use assessment data to inform reteach plans, instructional pacing, and differentiated supports to improve student outcomes.

K - 12 Mathematics

Priority #1: High-Quality Instructional Materials (HQIM)

Areas of Strength: (reinforcement)

HQIM Implementation

Goal 100% HQIM Implementation*

All teachers consistently implemented the High-Quality Instructional Materials (HQIM), specifically Bluebonnet Learning, as evidenced through classroom observations.

- Teachers have made a strong effort to fully implement high-quality instructional materials (HQIM), specifically the Bluebonnet Learning materials for grades 3–8 and Algebra I, with fidelity. These curricula provide the necessary foundational skills and content, enabling teachers to strengthen their instructional practices and deepen their lesson internalization.
- Through lesson rehearsals and internalization protocols, teachers are better prepared to deliver rigorous, research-based instructional strategies designed to improve student outcomes. Lessons are within +/- 5 instructional days of the pacing guide.
- School leadership has remained deeply committed and actively involved in supporting the implementation process through weekly PLCs, regular classroom observations, and ongoing feedback to teachers.

Priority #2: Differentiation

Areas of Needs/Growth: (refinement)

Teacher Practice (Differentiation/DDI)

Goal 100% of Teachers Implementing Effectively

- Ensure all teachers have equitable access to the lesson, unit, and module internalization through continued support during professional learning opportunities such as Gold Fridays, Professional Learning Community (PLC), and the observation-feedback process with instructional coaches/leaders/peers.
- Increase the frequency of Lesson Rehearsals as part of the lesson internalization process, conducting them at least once at the start of each new module or unit.
- Strengthen the use of Period 0 and Math Labs for small-group instruction to address learning needs and deepen students' mathematical understanding.

Stakeholder Investment

Goal 100% of all Stakeholders Invested

- Increase family engagement efforts (e.g., parent nights, surveys, and parent academies) by providing opportunities for families to become familiar with and engaged in research-based instructional strategies (RBIS).
- Increase participation from the school community in Pulse surveys conducted at the end of each semester
- Continue conducting district and campus learning walks at least once every nine weeks to support teachers in effectively delivering high-quality instruction and improving student engagement

Priority #3: Student Engagement/DDI

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Students receive differentiated RBIS instruction to accelerate their learning and demonstrate increased mastery of TEKS over time.

- Continue to diagnose instructional needs based on classroom observations and analysis of student work and provide targeted and actionable feedback that leads to improved teacher and student performance.
 - Provide DDI support with student data and progress monitoring to adjust instruction based on data: support with differentiation strategies, Academic Goal Setting and Student Data Trackers
 - Provide support with Student Work Analysis Protocol: “Show What You Know” Strategy – demonstration of learning/ mastery of skills
 - Continue to monitor the use of embedded student assessment aligned to standards

K – 12 Science Strengths and Growth

Priority #1: High-Quality Instructional Materials (HQIM)

STEMscopes and Summit serves as the primary curriculum resource, equipping teachers with engaging, hands-on lab investigations that promote active student learning. The curriculum also supports the implementation of real-world science connections by providing inquiry-driven activities that encourage critical thinking, and collaboration in the classroom.

Priority #2: Differentiation

Small-group instruction to reinforce key concepts and address student misconceptions as they arise. Teachers are able to provide immediate feedback, clarify misunderstandings, and differentiate support based on individual student needs.

Priority #3: Student Engagement

- Collaboration through small-group discussions and problem-solving activities.
- Critical thinking by analyzing data, making observations, and drawing evidence-based conclusions.
- Technology and digital resources
- Hands-on lab investigations that promote inquiry and exploration.(Growth)

Priority #4: Data-Driven Instruction (DDI)

- Formative assessments are used consistently to monitor student understanding and guide instructional decisions.
- Data from benchmark assessments is used to plan intervention and enrichment activities.
- Students are provided opportunities to review their own data and set academic goals for growth. (Growth)

Transitional Early Exit Bilingual Education Program

Needs and Strengths

LPCA has implemented a Transitional Early Exit Bilingual Education Program.The program model in which students identified as Emergent Bilinguals are served in both English and Spanish language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school. Note: The earliest we can reclassify students would be at the end of 1st grade.

For effective implementation and transition for staff and students, we are following the Transitional Early Exit Bilingual Framework

Legacy Preparatory Bilingual Early Exit Framework

Grade level	Language Arts (Reading & Writing)	Math	Social Studies	Science	LA/LD (Lang. Acquisition/ Development)	Specials (PE, Music, Art, etc.)
PreK	Spanish	Spanish	Spanish	English	English	English
Kinder	Spanish	Spanish	English	English	English	English
Grade 1	Spanish	Spanish (1 st semester) & English (2 nd semester w/Spanish language support)	English	English	English	English
Grade 2	Spanish (1 st semester & English (2 nd semester w/Spanish language support)	English	English	English	English (1 st semester & Spanish (2 nd semester)	English

	w/Spanish language support					
Grade 3	English w/Spanish language support	English	English	English	Spanish	English
Grade 4	English w/Spanish language support	English	English	English	Spanish	English
Grade 5	English w/Spanish language support	English	English	English	Spanish	English

Students in the transitional early exit bilingual program will be eligible for reclassification (exit the program as early as after 1st grade) if they meet criteria set forth by The Texas Education Agency. See criteria from the reclassification chart. If students do not meet the reclassification criteria, then the students remain in the transitional early exit bilingual program (coded bilingual) until the child is able to reclassify (exit the program).

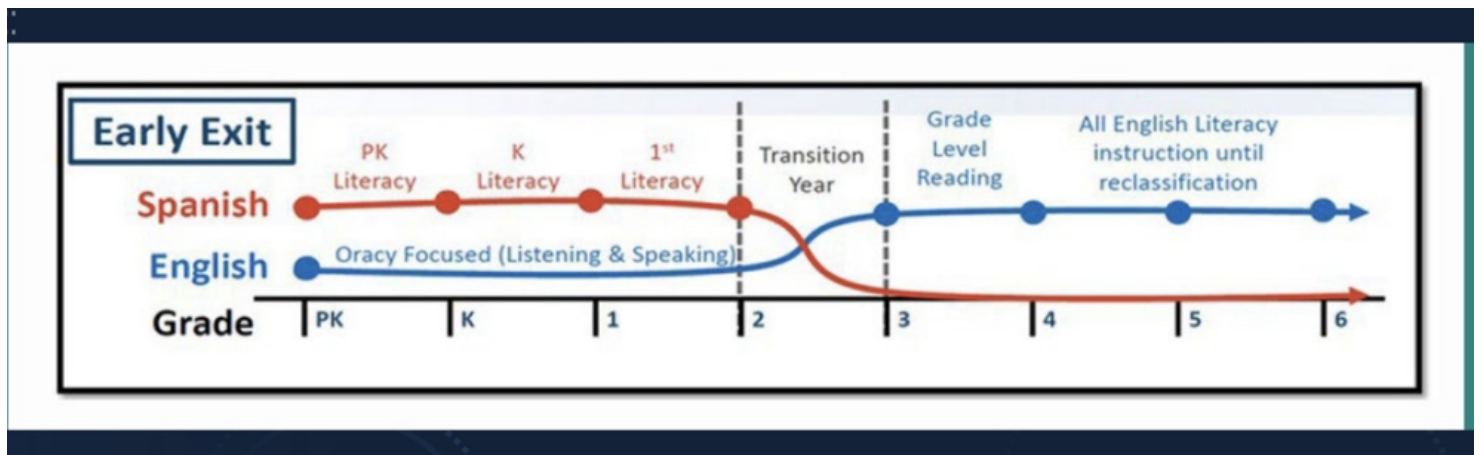
The goal of the program is to provide instruction in the students' native language with a structured transition to English. It also prepares them to meet reclassification criteria to be successful in English instruction with no second language acquisition support in 2-5 years after the student enrolls in school.

Throughout the school year, teachers in the Transitional Early Exit Bilingual program model participated of trainings to address implementation and allocation of language and content; resources; differentiation; and bridging and linguistic strategies.

We have identified that in addition to training, we need to focus on building up our teachers by...

- Expanding Professional Development for our bilingual teachers in the content areas
- Teacher tiering based on teaching capacity, needs, and performance of their students.

Program model illustration:



LOTE Spanish

Needs and Strengths

- The LOTE Department supports grades 7th through 12th. Some of our LOTE teachers participated in the Region 10 World Languages (WL) Comprehensive Skills Cohort curriculum framework training used as the main curriculum for LOTE 7th – 12th. This curriculum framework fills the gap in planning pathways for LOTE teachers. It consists of a Year-at-a-Glance (YAG) and six thematic units for LOTE Levels I, II, and III. Each unit contains an essential question, performance targets aligned to the TEKS, assessment prompts, and information to help teachers successfully teach the unit.
- All the LOTE teachers received training for the WL curriculum framework: Texas Language Leaders World Languages Lesson Cycle, and World Languages Lesson Writer's Workshop.
- Our student population is predominantly Hispanic, but instruction is differentiated for our native English Speakers. Through the curriculum framework, novelas, and in classroom activities, students develop reading comprehension and inferencing that is so important for both, Spanish native speakers, and Spanish learners.
- To support these initiatives, we acquired a LOTE Spanish Proficiency assessment to Support student leveling at the end of the school year for LOTE courses allocation the following year, as well as to monitor program efficiency and student mastery. The AAPPL assesses the ability of a student to engage in linguistic tasks on topics of personal, social, and academic relevance across the three modes of communication. It provides a true measure of proficiency in students across

Methods for addressing needs of students for special programs:

- **Suicide Prevention**

The district implements a comprehensive Suicide Prevention Program in alignment with state requirements and best practices for student safety and mental health. Training is provided to staff in the areas of identifying risk factors and warning signs, understanding protective factors, and conducting appropriate assessment and referral procedures.

Staff are trained on required protocols and recommended actions when a student exhibits suicidal ideation or makes a suicide threat, ensuring timely, consistent, and appropriate responses across the campus.

School counselors adhere to the Legacy PCA Suicide Intervention Protocol, which requires immediate notification of a parent or guardian, documentation of the incident, and referral to appropriate mental health services. When necessary, emergency services are contacted to ensure student safety.

The district follows guidelines established by the Texas Education Agency and complies with applicable state statutes, including requirements outlined in Texas Education Code §38.351, to provide a safe and supportive learning environment. Ongoing efforts include coordination with community mental health resources, continuous staff training, and regular review of procedures to ensure effectiveness and compliance.

- **Conflict resolution**

Legacy PCA administrators and school counselors facilitate mediation as needed to help students resolve conflicts. These efforts support students in developing effective communication, problem-solving, and interpersonal skills while promoting a safe and respectful school environment.

- **Social-Emotional Learning**

The school partners with Daybreak Health to provide evidence-based, personalized mental health services for K–12 students. Services include universal screening, professional learning for staff, and mental health education for students and families.

Daybreak Health offers flexible scheduling to meet the needs of students and families, with program focus areas tailored to the unique needs of the school community.

Services are delivered by a team of highly qualified, diverse, and multilingual clinicians who provide culturally responsive and accessible support to all students.

- **Violence prevention**

Legacy PCA provides training for students and staff on bullying and cyberbullying prevention, including how to identify, respond to, and report incidents of bullying, violence, and related concerns.

Students are taught the “See Something, Say Something” approach and how to use the campus anonymous tip line to report suspicious or concerning behavior.

Campus administrators conduct threat assessments through a campus-based threat assessment team to identify and address potential safety concerns. When appropriate, parents or guardians are notified and provided with relevant support resources.

- **State Compensatory Education (SCE)Program**

The State Compensatory Education (SCE) program provides supplemental services aligned with general education instruction to support at-risk students, special populations, and students who have not met proficiency standards on state assessments.

SCE-funded supports include Math and Reading Boot Camps, Saturday School, Credit Recovery, Homebound Services, and Summer School opportunities.

- **Pregnancy-Related Services (PRS)**

Legacy PCA provides Pregnancy-Related Services (PRS), including Compensatory Education Home Instruction (CEHI), for eligible students who are confined to the home or hospital due to pregnancy-related health conditions. CEHI allows students to continue coursework through instruction provided by a certified teacher and access to instructional materials, supporting academic progress and attendance credit. Additional supports may include counseling and emotional support, academic and vocational guidance, school nurse services, parenting skills and child development instruction, home and family living

Post-Secondary Preparedness/Career Education

The district implements a comprehensive College, Career, and Military Readiness (CCMR) program to prepare students for success after high school. The program provides students, parents, counselors, and staff with ongoing communication and support related to college admissions requirements, financial aid opportunities, and scholarship programs, including the Texas Grant Program and Teach for Texas Grant Program.

The district emphasizes informed academic planning and appropriate course selection to help students meet CCMR indicators and prepare for success beyond high school.

CCMR Accountability Measures and Assessment Tools

The district monitors CCMR outcomes using multiple indicators and assessment tools, including TSIA2 performance, SAT and ACT results, Industry-Based Certifications (IBC), and dual credit course completion.

CCMR Program Goals

The district's CCMR program is designed to:

- Prepare students for college-level coursework, career pathways, or military training programs.
- Increase student attainment of CCMR indicators as defined by the Texas Education Agency (TEA).
- Support students in identifying post-secondary goals aligned with their interests, strengths, and labor market needs.
- Develop essential workforce skills, including communication, critical thinking, problem-solving, collaboration, and digital literacy, to support success in college and career environments.

Accelerated Education

At-risk students will be identified at all grade levels and provided with appropriate intensive or accelerated instructional services through the Response to Intervention (RTI) framework. Students in Pre-K through EOC will receive a daily 45–52-minute accelerated instruction block integrated into their schedules to support targeted skill development and academic growth.

Students in grades 4 and above will be grouped for instruction based on Spring 2027 STAAR performance data in Reading, Mathematics, Science, and Social Studies to provide targeted intervention and acceleration.

Accelerated instruction requirements will be determined based on student performance levels:

- **30-Hour Accelerated Instruction Requirement:** Students who scored Low Did Not Meet (LDNM) in Reading and/or Mathematics, as well as incoming 4th-grade students who did not meet the Approaches Grade Level standard.
- **15-Hour Accelerated Instruction Requirement:** Students who scored High Did Not Meet (HDNM) or Low Approaches in Reading and/or Mathematics, as well as students who did not meet standards on Science, Biology, and/or U.S. History STAAR assessments.

This framework provides targeted intervention, skill remediation, and academic acceleration aligned with state accountability requirements and individual student needs.

Gifted and Talented (GT)

Gifted and Talented (GT) students are served within the general education classroom through differentiated instruction designed to meet their advanced learning needs.

The district provides enrichment experiences that promote inquiry, creativity, and critical thinking through research-based and hands-on learning activities using resources such as Breakout EDU and Quest Challenges.

The GT Enrichment Fridays program provides structured opportunities for students to collaborate with peers through STEM, engineering, and project-based learning activities. Students engage in real-world, culturally relevant problem-solving experiences that strengthen critical thinking, creativity, and collaboration skills.

The district will also offer a GT Summer Camp to extend enrichment beyond the school year. Students will participate in collaborative, game-based problem-solving activities designed to develop advanced critical thinking, teamwork, and problem-solving skills.

GT Staff Training Requirements

Teachers who provide instruction and services to GT students must complete a minimum of 30 hours of professional development. Required training includes the nature and needs of gifted and talented students, assessment of student needs, and curriculum and

instructional strategies designed to meet the needs of gifted learners.

Dyslexia Support

Dyslexia intervention teachers providing services to students identified with dyslexia have received training in *Reading by Design*. Ongoing professional development will continue throughout the school year to maintain program fidelity, strengthen teacher expertise, and support effective implementation.

Dropout Reduction

High school counselors conduct individualized planning meetings with each student to monitor academic progress and support graduation readiness. Students receive guidance based on their graduation plans and individual academic needs. The district utilizes the Naviance platform to support college and career planning, including exploration of post-secondary pathways and career interests.

Students who are credit-deficient are provided opportunities for credit acceleration and recovery through multiple pathways, including Credit by Exam (CBE).

These efforts help keep students on track for graduation and prepare them for success after high school.

2. Staff Recruitment & Retention

Strengths

- Maintains a low teacher turnover rate, supporting staff stability and continuity.
- Provides a district-designed Teacher Incentive Allotment program to recognize and retain high-performing teachers.
- Supports teachers who are new to the profession and/or district through training, mentorship, and ongoing professional development.
- Has established a communication pathway between Human Resources and staff to strengthen support and address staffing needs.
- Increased the number of highly qualified teachers, with three additional teachers becoming certified during the 2025–2026 academic year.

Needs

- Establish a “Grow Your Own” program to create additional professional growth and advancement opportunities for existing staff and strengthen the district’s future educator pipeline.

Staff Recruitment and Retention

Recruitment Strategies

Legacy PCA has implemented targeted recruitment strategies to attract qualified educators. These efforts include participation in college and university job fairs, campus visits, collaboration with Region 10 Education Service Center, and direct engagement with aspiring educators. The district also sends intent letters to strong candidates identified through recruitment events and advertises job openings through platforms such as Indeed.com and the Texas Education Careers Network.

Retention Strategies

The district has implemented several strategies to attract and retain experienced educators, including hiring and signing bonuses, Teacher Incentive Allotment (TIA) funding, and longevity stipends for employees entering their third year with the district. Additional retention incentives include stipends for math, science, IT, bilingual, and ESL teachers, as well as funding for bilingual and ESL certification training.

The district also uses social media to promote the school and advertise employment opportunities. Staff members are recognized annually for their service during an end-of-year appreciation event. Additional compensation opportunities, including extra-duty pay for work beyond regular school hours, such as evenings and weekends, are also available.

Staff Recruitment and Retention Needs

The district will continue to strengthen recruitment and retention efforts by sustaining and expanding incentive and stipend programs designed to attract qualified educators, recognize staff contributions, and encourage long-term employment with the district.

3. School Organization

Legacy PCA is comprised of several innovative programs that provides extensive learning opportunities for PreK-12 students.

These programs may include, but are not limited to:

- Dyslexia Support
- Emergent Bilingual (English Learner) Support
- Languages Other Than English (LOTE) program
- Special Education Services
- Section 504 Services
- Student Intervention Team (SIT)
- Credit Recovery opportunities
- Accelerated Instruction Intervention and Tutoring opportunities
- The P-TECH (Pathways in Technology Early College High School)
- Industry-Based Certification (IBC)
- Path to Purpose Early Learning Pilot Program

Opportunities for student learning acceleration include but not limited to:

- Advanced Middle School Program
- Gifted and Talented Services
- Credit by Exam Opportunities
- Dual Credit Opportunities
- Extracurricular program which include the following student opportunities:
 - Athletics (Volleyball, basketball, and soccer)

Finance

The Legacy PCA Business and Finance Department is responsible for managing district financial resources in a fiscally responsible and transparent manner. The department oversees purchasing, accounts payable, accounts receivable, human resources, benefits, payroll, PEIMS, and other supporting functions. The department prioritizes ensuring that campuses, departments, and students remain central to all financial decisions

The district receives both state and federal funding, including Title I, Title II, Title III, Title IV, and IDEA-B Formula allocations.

School Organization Needs

The district will continue providing tiered professional learning aligned to teacher needs to strengthen instructional effectiveness. It will also strengthen community partnerships, including maintaining active involvement in the Mesquite Chamber of Commerce. In addition, the district will prioritize strategic marketing efforts to increase student enrollment, with a focus on the high school level.

The district will also offer after-school clubs such as Robotics and Esports.

4. Technology

Technology Plan – 2026–2027 School Year

Due to a decline in enrollment, the district will continue the current Technology Plan for the 2026–2027 school year.

- The district will evaluate the use of classroom technology sets during the 2026–2027 school year.
- Laptops for staff and students will be replaced from existing inventory on an as-needed basis.
- The district will make its final payment on the current three-year equipment lease in August 2026.
- The district plans to refresh staff and student laptops during the 2027–2028 school year, with implementation dependent on available funding.
- Destruction, misuse, or unauthorized use of district technology and property—including, but not limited to, computers, networks, telephones, peripherals, applications, databases, library catalogs, online resources, internet access, online class activities, and other technology designated for use by Legacy PCA employees and students—is subject to the district's Acceptable Use Policy. Staff and students may be held responsible for the repair or replacement of district equipment that is damaged or destroyed through misuse or intentional actions.
- Staffing for the 2026–2027 school year will remain consistent, with contracted services utilized on an as-needed basis.

Strengths

- **Instructional Support, Data Systems, and Academic Programs**

Legacy PCA has established a school-wide progress monitoring system that uses data to track key academic indicators, identify students at risk of falling behind, and provide timely intervention and support.

The Curriculum Team conducts regular data meetings with grade-level teams and individual teachers to review student performance and determine instructional next steps. Teachers receive daily planning time to support lesson internalization and collaboration with campus directors, instructional coaches, and grade-level teams.

The district implements a data-driven instructional framework that includes high-quality assessments, data analysis, action planning, and the development of a strong data-driven culture across campuses.

Instructional coaches provide ongoing support through lesson modeling, lesson internalization, instructional strategy implementation, and targeted assistance for classroom teachers. The district also provides professional development opportunities to promote continuous teacher growth.

Campus directors conduct weekly faculty meetings to communicate updates, clarify job responsibilities, and provide professional development based on classroom observations and teacher feedback. Walkthroughs and instructional rounds are used to monitor instructional practices and the implementation of professional learning.

Teacher effectiveness is evaluated through the T-TESS evaluation system. Walkthroughs, formal observations, and student performance data are used to assess instructional effectiveness and provide actionable feedback to teachers.

The Teacher Incentive Allotment (TIA) program supports the recruitment, retention, and recognition of highly effective teachers.

Legacy PCA provides extended-day and after-school programs that offer supplemental academic support in reading and mathematics, strengthen foundational skills, and promote college and career readiness. Programs include tutoring, math and reading boot camps, academic enrichment activities, hands-on learning experiences, and family engagement opportunities.

Additional student support systems include timely resolution of help tickets to address instructional and operational needs efficiently. The district also offers extracurricular opportunities, including Esports and cheerleading, to promote student engagement, enrichment, and school connectedness.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1★ The district has experienced a decline in students' handwriting legibility, written composition quality, and grade-level writing proficiency as reliance on digital devices for instruction and assessment has increased.	The increased use of digital devices for instruction, practice, and assessment has reduced the frequency and consistency of explicit handwriting instruction and authentic, sustained handwriting and writing practice across grade levels and content areas.
2 Retaining high-quality teachers has been a challenge, particularly in high-need areas such as mathematics, science, special education, and bilingual education.	The campus has experienced difficulty recruiting and retaining certified teachers in high-need certification areas due to a limited pool of qualified candidates, increased competition among districts, and statewide shortages in fields such as mathematics, science, special education, and bilingual education.

★ = Priority

Perceptions

Summary

Perceptions Summary Include:

1. School Culture & Climate
2. Family & Community Engagement

1. School Culture & Climate

Legacy PCA strives to foster a safe, caring, and supportive culture and climate where all students can reach their maximum potential. Family feedback indicates a high level of satisfaction with the school's culture, with safety identified as the highest-rated dimension.

Safety remains the district's top priority. Legacy PCA has implemented multiple proactive safety and security measures, including:

- Raptor alert technology on all campuses to provide immediate notification during life-threatening emergencies requiring law enforcement or first responder intervention
- Two dedicated safety and security monitors to support student and staff well-being
- School security metal detectors
- Re-keyed exterior and interior doors with automatic locking systems
- Panic buttons located in front office areas
- Security film installed on front office glass and other vulnerable areas to delay forced entry attempts
- Ongoing staff training in safety protocols, including Stop the Bleed, Standard Response Protocol (SRP), Behavioral Threat Assessment, and Parent Reunification procedures
- Monthly fire drills and semester-based emergency drills, including active shooter, shelter, hold, and secure drills

In addition, all classroom doors are required to remain locked at all times, and the district maintains a School Marshal program to further enhance campus safety and security services.

Drug-Free Schools

Legacy PCA is committed to maintaining a safe, drug-free learning environment for all students and staff. The district partners with Tactical K9 & Investigations to assist with the detection and prevention of prohibited items, including vapes, drugs, and firearms. In addition, staff participate in ongoing training focused on emerging drug trends affecting school communities.

School Culture & Climate - Strengths

- 3 School Marshals/Guardians
- Compliance with all Fire Drills and Lockdown Exercises
- Behavioral Threat Assessments
- No Weapons Violations and Compliant Safety Audits
- Regular Door Sweeps
- Ongoing Staff Training
- Stop the Bleed Training
- Active Threat Response Training

Needs

The following areas have been identified as priorities to further strengthen school culture, climate, and campus safety:

- Expansion of student clubs and athletic programs

2. Family & Community Engagement

Legacy PCA is committed to creating an inclusive and welcoming environment that actively engages families in student learning and school activities.

The district provides a variety of Parent and Family Engagement (PFE) opportunities, including:

- Back-to-School Bash
- Meet the Teacher Night
- Scholastic Book Fair
- Family Literacy Night
- Health Fair
- Veterans Day Program
- Winter Celebrations Around the World
- Morning Coffee Chats with Parents
- Grandparents' Breakfast
- Community Partnerships
- Fall Festival
- Hispanic Heritage Night
- Black History Program
- Sponsored attendance at Statewide Parental Involvement Conferences

Family & Community Engagement Areas of Strength

- Mental Health Service Partnerships
- Family Resources and Support
- Strong Community Partnerships

Areas of Need

- Enhance communication with families, particularly regarding student attendance and attendance-related concerns.
- Provide additional opportunities for families to engage and be present on campus through school activities, events, and volunteer opportunities.
- Offer more family workshops and networking opportunities to provide resources, build connections, and strengthen relationships among families and the school community.

Strengths

Perception data indicates that staff and students generally feel safe at school. Legacy PCA continues to strengthen campus safety, student support systems, and school communication through the following initiatives:

- School Messenger Quick Tip provides an anonymous reporting system for students, families, and community members to share safety concerns with school and district officials.
- District-wide Red Ribbon Week activities promote drug awareness and prevention.
- A school food pantry was established to support students and families experiencing food insecurity.
- Safety Committees and advanced school safety audits have been developed to strengthen campus preparedness and response protocols.
- District-wide safety training has been conducted in the following areas:
 - Stop the Bleed trauma response training and safety kit implementation
 - Standard Response Protocol (SRP) training
 - Active Shooter Response and Parent Reunification training
- An 8-foot iron security fence was installed from Military Alley to the back of the high school campus.
- Exterior safety signage has been installed across campuses.
- Extensive HVAC repairs and system updates have been completed.
- Card reader access systems were installed on elementary and middle school fence gates, as well as portable classroom entrances.

- **Family & Community Communication**

Legacy PCA utilizes multiple communication platforms to keep families informed and engaged in campus activities and student learning. These include:

- Weekly Wednesday newsletters
- Calendar alerts
- Phone communications
- Social media updates

- The district also provides parent education opportunities, including “Shooting for the STAAR” training to support understanding of district and state assessments.

In addition, the Community Liaison facilitates weekly College and Career Awareness meetings and multicultural reading projects to strengthen family engagement and student readiness.

Ongoing Campus Practices

The following practices are consistently implemented to support student achievement, school culture, and instructional improvement:

- Wednesday Communication Folders
- Weekly staff newsletters with an instructional focus
- Weekly instructional rounds
- Mental health training for staff
- Trauma-informed practices training
- Substance abuse awareness and prevention training

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.	There is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The district has experienced a decline in students' handwriting legibility, written composition quality, and grade-level writing proficiency as reliance on digital devices for instruction and assessment has increased.

The increased use of digital devices for instruction, practice, and assessment has reduced the frequency and consistency of explicit handwriting instruction and authentic, sustained handwriting and writing practice across grade levels and content areas.

2
★

Increase the percentage of students achieving Meets Grade Level or above on ELA/Reading STAAR assessments across all grade levels from 34% to 44% by June 2027.

Teachers need to strengthen differentiated instruction practices to address diverse student needs through effective whole-group, small-group, and individualized support, while providing opportunities for acceleration and success.

3
★

Increase the percentage of students achieving Meets Grade Level or Above on Math STAAR assessments across all grade levels from 25% to 35% by June 2027.

Teachers need to strengthen differentiated instruction practices to address diverse student needs through targeted whole-group, small-group, and individualized support, while providing opportunities for acceleration and success.

4
★

Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.

There is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- ☒ SAT and/or ACT assessment data
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records

- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

All scholars will attain high academic standards, demonstrating proficiency or higher in reading/language arts and mathematics

Performance Objective 1 High Priority HB3 Goal

The district will target instructional supports and interventions to raise the percentage of students reaching "Meets" Grade Level on STAAR assessments and achieving proficiency on MAP assessments.

Evaluation Data Source: 1. NWEA MAP Growth data (BOY, MOY, and EOY)

2. mCLASS data

3. Mathia and Carnegie Learning Assessments

4. Bluebonnet for Algebra I

5. Interim Assessments

5. STAAR data

6. Unit tests

7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Results Driven Accountability

The district will leverage support personnel services to deliver structured, consistent academic assistance for students in need, including scheduled tutorials and targeted interventions throughout the school day.

Strategy's Expected Result/Impact: The district will increase student performance on benchmark assessments, NWEA MAP scores, and STAAR/EOC results.

Staff Responsible for Monitoring: 1. Campus Principals

2. Executive Director of Teaching and Learning

3. Sr. Director of Languages and Grants

Funding Sources: 420 State Comp Ed (SCE), Accelerated Reading Instr,

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Strategy 2 Results Driven Accountability

The district will purchase high-quality instructional materials, educational software, and other supplemental resources for STAAR remediation to improve academic performance for all students, including those in Special Education, English Learner, and at-risk populations.

Strategy's Expected Result/Impact: The district will increase student performance on benchmark assessments, NWEA MAP scores, and STAAR/EOC results.

Staff Responsible for Monitoring: 1. Campus Principals
2. Executive Director of Teaching & Learning
3. Sr. Director of Languages and Grants
4. Director of Special Education

Funding Sources: 211 Title I, Part A, , 225 IDEA B Preschool, , 420 State Comp Ed (SCE), Accelerated Reading Instr, , 224 IDEA B Special Ed (SpEd), , 289 Title IV, Part A-SSAEP,

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Strategy 3 **Results Driven Accountability**

The district will utilize a Math Consultant to implement targeted strategies and interventions to support teachers, strengthen instructional programs, and assist struggling students.

Strategy's Expected Result/Impact: The district will increase student performance on benchmark assessments, NWEA MAP scores, and STAAR/EOC results.

Staff Responsible for Monitoring: 1. Campus Principals
2. Executive Director of Teaching & Learning

Funding Sources: 211 Title I, Part A,

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Goal 2 All EB scholars will develop English proficiency and meet or exceed grade-level expectations in reading and math.

Performance Objective 1 High Priority HB3 Goal

LPCA will implement sustainable systems and structures to provide targeted intervention and enrichment opportunities, including Enrichment Learning, extended support planning, and EB summer camps, designed to meet assessed student needs and interests and reduce achievement gaps.

Evaluation Data Source: 1. NWEA MAP Growth data (BOY, MOY, and EOY)

2. mCLASS data

3. Mathia and Carnegie Learning Assessments

4. Sirius for Algebra I

5. Interim Assessments

5. STAAR data

6. Unit tests

7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance

objectives (CPOs).

Strategy 1 Results Driven Accountability

The district will strategically leverage Title III bilingual teacher assistants to strengthen instructional delivery and improve academic achievement for English Learner (EB) students.

Strategy's Expected Result/Impact: he district will increase benchmark results, NWEA MAP scores, and STAAR/EOC performance for Emergent Bilingual (EB) students.

Staff Responsible for Monitoring: 1. Campus Principals

2. Executive Director Teaching & Learning

3. Sr. Director of Languages and Grants

Funding Sources: Title III, ELA 263 Title III, Part A EL/Immigrant,

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Strategy 2

Provide bilingual/ESL teachers retention and recruitment stipends.

Strategy's Expected Result/Impact: Improve bilingual/ESL teacher retention and attract new bilingual/ESL teachers.

Staff Responsible for Monitoring: 1. Senior Director of Operations Language and Compliance

2. Human Resources

Funding Sources: 420 Bilingual Allotment,
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Goal 3 All scholars will be taught by facilitators who meet the state certification standards for charter schools.

Performance Objective 1 High Priority

LPCA will implement strategic recruitment and retention practices to attract and retain a highly qualified, diverse workforce that reflects and supports its student population.

Evaluation Data Source: 1. Recruitment data

3. Retention data

4. Evaluation system data

5. Employee data: representation of race and ethnicity

6. End of the year program evaluation to assess the impact of federally funded strategies on campus performance

objectives (CPOs).

Strategy 1 Equity Plan

The district will identify and cultivate expert teachers to serve as mentors and instructional coaches, providing targeted support and guidance to educators with two or fewer years of experience in their respective areas of expertise.

Strategy's Expected Result/Impact: The district will support teacher learning and professional growth on the job to promote improved student learning outcomes.

Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principles

2. Instructional Coaches and Specialists

Funding Sources: 420 Prep Mentoring Allotment,

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Strategy 2

The district will allocate Teacher Incentive Allotment (TIA) funds to recognize and reward highly effective educators, supporting retention and instructional excellence.

Strategy's Expected Result/Impact: The district will recognize, reward, and retain effective teachers who demonstrate measurable success in improving student outcomes.

Staff Responsible for Monitoring: 1. Campus Principals

2. Executive Director of School and Administrative Operations

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Strategy 3

To support student achievement and maintain instructional excellence, the district will offer retention stipends specifically for math and science educators, helping retain highly effective teachers and strengthen our schools.

Strategy's Expected Result/Impact: By retaining highly effective teachers, the district will reduce teacher turnover and recruitment costs while fostering a stable and positive learning environment for students.

Staff Responsible for Monitoring: 1. Campus Principals
2. Human Resource
3. Federal Programs and Compliance Officer

Funding Sources: 255 Title II, Part A, , 289 Title IV, Part A-SSAEP,

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Strategy 4

The district will utilize content coaches and specialists to support and guide teachers in their ongoing professional development.

Strategy's Expected Result/Impact: The district will improve teacher practice and student outcomes through targeted professional development and instructional support.

Staff Responsible for Monitoring: 1. Executive Directors and Senior Director
2. Campus Principals

Funding Sources: Title I, Part A and TCLAS 211 Title I, Part A,

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Performance Objective 2 High Priority

The district will provide evidence-based, high-quality, and personalized professional development for teachers, instructional leadership teams, principals, and other school leaders, focused on improving teaching practices, student learning, and academic achievement.

- Evaluation Data Source:** 1. Evaluation System Data
2. Training artifacts (presentation handouts, sign-in sheets, etc.)
4. Certificates of Completion
5. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1

The district will offer tiered professional learning opportunities designed to meet the specific needs of staff and support their professional growth.

Strategy's Expected Result/Impact: The district will implement effective instructional strategies that promote academic growth for all students while fostering cohesive and collaborative professional learning communities (PLCs).

- Staff Responsible for Monitoring:** 1. Executive Director of Teaching & Learning
2. Executive Director of School & Administrative Operations
3. Sr. Director of Languages and Grants
4. Early Childhood Director
5. Special Education Director

Funding Sources: 255 Title II, Part A, , 211 Title I, Part A,

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Goal 4 All scholars will be educated in learning environments that are safe, drug-free, and conducive to academic success.

Performance Objective 1 High Priority

The district will provide comprehensive training and strategic planning to ensure the safety and security of all campuses.

Evaluation Data Source: 1. Monthly safety drills
2. On going training on trends related to drugs in our school areas
3. Copies of training documents
4. School safety compliance audits
5. Training Sign-ins
6. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1

The district will offer continuous training on safety protocols to ensure ongoing staff awareness and adherence to best practices.

Strategy's Expected Result/Impact: The district will strengthen safety by implementing comprehensive systems for the prevention, identification, and management of emergencies and potential threats.

Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principals
2. Director of School Safety and Security
3. Safety and Security Monitors

Funding Sources: 289 Title IV, Part A-SSAEP, , 420 School Safety Allotment,

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Strategy 2

The district will implement school safety measures by deploying security monitors and fostering strong partnerships with local law enforcement agencies.

Strategy's Expected Result/Impact: The district will strengthen school climate, increase student motivation, reduce behavior problems, and build meaningful partnerships with the community.

Staff Responsible for Monitoring: 1. Campus principals and assistant principals
2. Director of School Safety and Security

Funding Sources: 420 School Safety Allotment, , 289 Title IV, Part A-SSAEP,

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Strategy 3

The district will implement Red Ribbon Week activities to promote and encourage safe, healthy choices among students.

Strategy's Expected Result/Impact: Raise awareness about drug use and its consequences.

Staff Responsible for Monitoring: 1. Campus Principals
2. School Counselors

Funding Sources: 289 Title IV, Part A-SSAEP,

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Strategy 4

Provide comprehensive training for all campus staff on trauma-informed and grief-sensitive practices to foster a supportive and empathetic environment for all students.

Strategy's Expected Result/Impact: Ensure 100% of campus staff complete training before the start of each school year.

Staff Responsible for Monitoring: Director of Safety and Security
School counselors
School Nurse

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Strategy 5

Coordinate Title IV, Part A program activities across participating campuses and departments and ensure Title IV, Part A activities are aligned with identified needs, district priorities, and student outcome goals.

Strategy's Expected Result/Impact: The students will benefit from expanded opportunities, supports, and resources that contribute to improved academic achievement, engagement, and overall student success.

Staff Responsible for Monitoring: Director of Federal Programs

Funding Sources: 289 Title IV, Part A-SSAEP,

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Goal 5 All scholars will graduate from high school and be college, career or military ready.

Performance Objective 1 High Priority HB3 Goal

Leverage innovative high quality instruction to increase student engagement, enhance motivation, and improve learning outcomes.

Evaluation Data Source: 1. SAT and/or ACT results

2. Graduation Rates

3. Dual Credit and/or College Prep Course Completion Rates

4. Industry Based Certifications

5. CTE Completer Data

6. Annual Dropout Rate Data

7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance

objectives (CPOs).

Strategy 1 Results Driven Accountability

Invest in advanced technology infrastructure, including tools such as CCMR Insights and Texas College Bridge, to strengthen and optimize teaching and learning outcomes

Strategy's Expected Result/Impact: Improve the percentage of graduates achieving CCMR criteria.

Staff Responsible for Monitoring: 1. Principals and Assistant Principals

2. Director of Innovation

3. CCMR Counselor

Funding Sources: 289 Title IV, Part A-SSAEP,

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Performance Objective 2 High Priority HB3 Goal

Expand access to dual credit and college preparatory courses to encourage greater student participation and maximize the benefits of these opportunities

Evaluation Data Source: 1. Campus principals and Assistant Principals

2. High School Counselors

3. Instructional Innovation Specialist

Strategy 1 Results Driven Accountability

Offer comprehensive, personalized college pathways that empower students to explore options and make well-informed choices for their future.

Strategy's Expected Result/Impact: Help students achieve the most suitable postsecondary placement for their aspirations.

Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals
2. High School Counselors
3. College Access Team

Funding Sources: 420 College, Career, and Military (CCMR),

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Performance Objective 3 **High Priority** **HB3 Goal**

Expand opportunities for students to earn industry-recognized certifications, aligning their skills with workforce needs.

Evaluation Data Source: 1. Dual Credit Level I & II Certification completion
2. Industry Based Certifications
3. CTE Completer Data
4. Workforce Commission Data

Strategy 1

Improve CTE completion rates through sequential coherent sequences of courses that enhance student knowledge in their selected program of study and yield academic success, and readiness for the workforce through the attainment of an Industry Based Certification.

Strategy's Expected Result/Impact: Help students fast-track completion of college or career-focused programs.

Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals
2. High School Counselors
3. Director of Innovation

Funding Sources: 244 Perkins Career & Technical Ed (CTE), , 420 College, Career, and Military (CCMR),

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Goal 6 Legacy will foster a school climate that encourages family engagement in the education of all scholars

Performance Objective 1 High Priority

Promote active parent participation year-round in key events and PTO initiatives to enhance collaboration between families and the school.

Evaluation Data Source: 1. Parent Engagement Surveys

2. Newsletters

3. Rate of family participation in school events

4. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1

Host family engagement events tailored to the unique needs of diverse student groups, including newcomers, students in special education or gifted programs, and English Learners.

Strategy's Expected Result/Impact: Build stronger family connections and deeper relationships with students and the school community

Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principals
2. Director of Family & Community Engagement

Funding Sources: 263 Title III, Part A EL/Immigrant, , 211 Title I, Part A,

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Strategy 2

Offer parent-teacher conferences at scheduled times with flexible options during and after school to ensure all families can participate.

Strategy's Expected Result/Impact: Strengthen relationships and support within the school community to enrich students' learning experience.

Staff Responsible for Monitoring: 1. Campus Principals
2. Assistant Principals

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Strategy 3

Engage parents, staff, students, and stakeholders in meaningful ways to inform and contribute to district decisions.

Strategy's Expected Result/Impact: Encourage higher rates of family engagement in school events

Staff Responsible for Monitoring: 1. Principals and Assistant Principals
2. District Community Liaison

Funding Sources: 211 Title I, Part A,

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Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Legacy Preparatory Charter Academy (LPCA) monitors student progress and provides support through a multi-faceted approach. We implement a Response to Intervention (RtI) model that incorporates both formative and summative assessments to identify students at risk of academic failure. Additional educational assistance is provided to individual students who need support in meeting challenging state academic standards.

We continuously strengthen our academic programs and school conditions by offering professional development focused on instructional strategies and curriculum development. Our commitment is to ensure that all students receive a high-quality education and to close the achievement gap by using assessment data to refine instruction and interventions.

LPCA follows the comprehensive plan below to monitor student progress in meeting challenging state academic standards, as required by Section 1112(b)(1) of the Every Student Succeeds Act (ESSA).

1. Establish a Data-Driven Monitoring System

a. Assessment Tools

- **Statewide Assessments:** Use results from required state assessments (e.g., ELA, Math, Science) aligned to the State's challenging academic standards.
- **Local Benchmark Assessments:** Implement district-wide benchmark assessments 3–4 times a year to monitor progress between annual state tests.
- **Formative Assessments:** Encourage the use of classroom-level formative assessments to provide real-time insights into student learning.

b. Data Platforms

- Implement a secure, centralized **Student Information System (SIS)** that tracks assessment scores, attendance, behavior, and coursework (e.g. Eduphoria)
- Ensure platforms allow for **disaggregation by subgroup** (race, disability, ELL, economically disadvantaged, etc.), as required by ESSA.

2. Data Analysis and Progress Reviews

a. Quarterly Data Dig

- Conduct **quarterly progress monitoring meetings** at the school and district level.
- Use a **data team** composed of teachers, instructional coaches, principals, and district staff to review data and identify trends and gaps.

b. Subgroup Performance Monitoring

- Regularly disaggregate data by subgroups to ensure equity.
- Monitor performance of historically underserved students and provide targeted interventions where necessary.

c. Early Warning Indicators

- Use data (attendance, grades, behavioral reports) to identify students at risk of not meeting standards.
- Implement tiered support systems to address academic or behavioral challenges early.

3. Interventions and Supports

a. Tiered Intervention Systems (MTSS/RTI)

- Provide evidence-based interventions for students not on track.

- Monitor the effectiveness of interventions using Instructional Software Programs (ISP)

b. Individual Learning Plans

- For students who are far below grade level, develop **Individualized Learning Plans (ILPs)** with specific academic goals and timelines.

4. Professional Development

- Train teachers and staff in:
 - **Data literacy**: interpreting data to drive instruction.
 - **Differentiated instruction** based on student progress.
 - **Equity-focused practices** to ensure all subgroups meet standards.

1.2 Identifying students who may be at risk for academic failure;

1. Define "At-Risk" Criteria

Start by establishing clear, research-based criteria to determine when a student is considered at risk. Common indicators include:

- **Academic performance**: Below grade-level achievement in reading, math, or other core subjects
- **Attendance**: Chronic absenteeism (e.g., missing 10% or more of school days)
- **Behavior**: Frequent disciplinary referrals, suspensions, or expulsions
- **Social-emotional concerns**: Mental health issues, trauma, or lack of social support
- **Engagement**: Low participation in class or school activities
- **Grade retention history**
- **English language proficiency**
- **Mobility**: High student transience or homelessness
- **Special education needs**

2. Establish a Multi-Tiered System of Support (MTSS)

Use a tiered framework to match interventions to student needs.

- **Tier 1 (Universal Supports)**: High-quality core instruction, SEL programs, universal screening
- **Tier 2 (Targeted Supports)**: Small-group interventions, tutoring, check-ins
- **Tier 3 (Intensive Supports)**: Individualized interventions, counseling, wraparound services

3. Conduct Universal Screenings

Schedule screenings at multiple points during the school year (e.g., fall, winter, spring) to identify at-risk students early.

- **Academic screenings**: Benchmark assessments (e.g., MAP, mCLASS)
- **Behavioral/social-emotional screenings**: Teacher checklists, student self-assessments

4. Form an At-Risk Student Intervention Team (SIT)

Create a multidisciplinary team to review data and plan supports.

Team may include:

- Teachers
- School counselors
- Administrators
- Parents

5. Monitor and Adjust Interventions

- Track student progress using formative assessments, attendance, behavior logs
- Adjust interventions as needed based on data

- Use data meetings (e.g., monthly or quarterly) to ensure accountability

6. Train Staff

Provide ongoing professional development on:

- Identifying at-risk students
- Culturally responsive teaching
- Trauma-informed practices
- Effective intervention strategies

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

1. Identification of Students in Need

The LEA will implement a systematic process to identify students who require additional academic assistance. This includes:

- **Data Analysis:**
 - Review of standardized assessment scores (e.g., state assessments).
 - Classroom performance data, report cards, and benchmark assessments.
 - Attendance records and behavioral data.
- **Teacher and Parent Referrals:**
 - Input from classroom teachers based on formative assessments and classroom observations.
 - Referrals from parents/guardians concerned about student progress.
- **Screening and Diagnostic Assessments:**
 - Use of universal screeners (NWEA MAP mCLASS).
 - Targeted diagnostic assessments to pinpoint specific skill gaps.

2. Academic Support Programs

LEA will offer additional academic assistance through a variety of structured support programs, including:

- **Before/After-School Tutoring:**
 - Aligned with state standards and classroom curriculum.
- **Summer Learning Programs:**
 - Enrichment opportunities alongside academic remediation.
- **Extended Learning Time (ELT):**
 - Integration of additional instructional time within the school day.
- **Online Intervention Platforms:**
 - Use of adaptive digital tools for personalized learning (e.g., Lexia, DreamBox).

3. Support for English Learners (ELs) and Students with Disabilities

LEA will ensure that support is **equitable** and **responsive** to diverse learners:

- **English Learners (ELs):**
 - ESL instruction aligned with WIDA standards.
 - Bilingual support staff and culturally responsive materials.
- **Students with Disabilities:**
 - Interventions coordinated with IEP/504 Plan accommodations.
 - Collaboration with special education teachers and related service providers.

4. Coordination with Other Programs

- Integration of services with:
 - Title I, Part A (Targeted Assistance/Schoolwide programs).
 - Title III (EL services).
 - Title IV (Well-Rounded Education, Safe and Healthy Schools).
 - McKinney-Vento (support for homeless students).

5. Evaluation and Continuous Improvement

- **Annual Evaluation:**
 - Assess effectiveness of interventions and programs.
 - Solicit feedback from students, families, and educators.
- **Continuous Improvement:**
 - Use evaluation data to refine intervention models and resource allocation.
 - Revise professional development and instructional practices accordingly.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Strategies:

1. Needs Assessment and Data Analysis

- Conduct annual **Comprehensive Needs Assessments (CNA)** at the district and campus levels.
- Analyze multiple data sources including:
 - State assessment results
 - Graduation and dropout rates
 - Attendance data
 - Behavior incident reports
 - Surveys (student, staff, and parent)
 - English learner progress
 - College and career readiness indicators
- Identify **achievement gaps** and **school climate issues** among student subgroups

2. Evidence-Based Instructional Strategies

- Adopt **evidence-based curriculum and instructional materials**, aligned with state academic standards.
- Implement **differentiated instruction** and **Universal Design for Learning (UDL)** to meet diverse learning needs.
- Provide targeted academic interventions using **Multi-Tiered Systems of Support (MTSS)** or **Response to Intervention (RTI)**.
- Expand access to **advanced coursework**, including AP, IB, Dual Enrollment, and CTE pathways.
- Integrate **technology-enhanced instruction**, ensuring equitable access to digital tools and resources.

3. Professional Development and Capacity Building

Strategies:

- Provide ongoing **job-embedded professional development** focused on:
 - Culturally responsive pedagogy
 - Differentiated instruction
 - Behavior management and SEL
 - English language development
 - Special education inclusion practices
- Utilize **instructional coaches** and **Professional Learning Communities (PLCs)** for collaborative learning.
- Train staff in **trauma-informed practices** and **restorative justice**.

4. Strategies to Improve School Climate and Conditions for Learning

Strategies:

- Implement **Social and Emotional Learning (SEL)** programs across all grade levels.
- Promote **positive behavioral interventions and supports (PBIS)**.
- Increase access to **mental health services** via school counselors, and partnerships with community providers.
- Ensure schools are physically safe through security measures and emergency preparedness plans.
- Address chronic absenteeism with early warning systems and tiered interventions.

5. Family and Community Engagement

Strategies:

- Establish **Family Engagement Committees** at each school.
- Provide parent workshops and resources on supporting student learning at home.
- Communicate regularly in families' home languages.
- Partner with **community-based organizations (CBOs)** to offer wraparound services (e.g., health care, after-school programs).
- Develop **Student Success Teams** involving educators, families, and community partners.

6. Monitoring, Evaluation, and Continuous Improvement

Strategies:

- Set **SMART goals** aligned with academic and school climate priorities.
- Monitor implementation fidelity through classroom observations, surveys, and data reviews.
- Conduct **mid-year and end-of-year reviews** to assess progress and adjust strategies.
- Involve school leadership teams and Site-Based Councils in decision-making and feedback loops.

Descriptor 2: Teacher Quality

1. Data Collection and Analysis

To identify disparities in teacher quality, the LEA will conduct regular and comprehensive data collection and analysis. This will include:

- **Teacher Qualifications and Experience:** We will monitor and report on the qualifications, years of experience, and subject-matter expertise of all teachers in our district, disaggregated by student demographics (e.g., race, ethnicity, low-income status, English language learners, etc.).
- **Teacher Assignments:** We will track and analyze the assignment of teachers to different student groups, identifying patterns where low-income students or minority students are more likely to be assigned teachers who are inexperienced, out-of-field, or rated as ineffective.
- **Student Achievement Data:** We will correlate teacher quality data with student performance on standardized assessments, grade progression, and other academic outcomes to identify any trends or disparities.
- **Staffing Surveys:** We will survey teachers to assess their self-reported readiness and experience, as well as gather input from families and students regarding their perceptions of teacher effectiveness.

2. Identifying Disparities

The LEA will use the data collected to identify specific disparities in teacher quality, including:

- **Inexperienced Teachers:** Teachers with fewer than three years of teaching experience may be more likely to be assigned to campuses with higher concentrations of low-income and minority students.
- **Out-of-Field Teachers:** Teachers who are teaching subjects outside of their certification area (e.g., a general elementary teacher teaching a high school math class) will be identified, particularly in schools with higher percentages of low-income and minority students.
- **Ineffective Teachers:** Teachers who consistently receive low evaluations or whose students show low academic growth will be identified, and if these teachers are concentrated in campuses serving disadvantaged populations, it will be addressed as part of our equity-focused intervention plan.

3. Addressing Disparities

Once disparities are identified, the LEA will take the following actions to address them:

A. Targeted Professional Development and Support

We will provide targeted professional development to teachers who are identified as inexperienced, out-of-field, or ineffective, with particular focus on those teaching low-income and minority students. This will include:

- **Mentorship Programs:** Pairing new or inexperienced teachers with experienced mentors who can provide guidance and support.
- **Content-Specific Training:** Offering specialized training for teachers who are out-of-field or struggling in their subject

areas to help them gain the necessary qualifications and expertise.

- **Ongoing Professional Learning Communities (PLCs):** Creating ongoing professional learning communities where teachers can collaborate, share best practices, and receive feedback on teaching strategies that work for diverse learners.

B. Reallocation of Resources

The LEA will work to ensure equitable distribution of resources, including the assignment of highly effective and experienced teachers to campuses with high percentages of low-income and minority students. This will involve:

- **Equitable Distribution of High-Quality Teachers:** Ensuring that schools serving higher-need students do not experience disproportionate teacher turnover, and that qualified, experienced teachers are distributed fairly across all schools.
- **Incentive Programs:** Providing financial or other incentives (e.g., bonuses, recognition) for highly effective teachers who choose to work in high-needs schools, to retain them and reduce teacher turnover.

C. Hiring and Retention Practices

We will review our hiring practices to ensure that teachers who are highly qualified, effective, and capable of meeting the needs of all students, including low-income and minority students, are hired and retained. This will include:

- **Focused Recruitment:** Implementing recruitment strategies that prioritize attracting teachers with diverse backgrounds and those committed to working in high-need schools.
- **Retention Strategies:** Developing retention strategies for high-quality teachers, such as teacher retention stipends, Teacher Incentive Allotment (TIA), career development opportunities, leadership roles, and competitive compensation packages.

Descriptor 3: School Improvement and Support Activities

Support for Comprehensive Support and Improvement (CSI) Schools

For schools identified for **CSI**, the LEA will:

- **Conduct a Comprehensive Needs Assessment (CNA):**
Facilitate an in-depth review of academic performance, school climate, resource inequities, and stakeholder feedback.
- **Guide the Development of the CSI Plan:**
Assist school leadership teams in creating evidence-based improvement plans that address root causes and align with ESSA requirements, timelines, and measurable goals.
- **Ensure Evidence-Based Interventions:**
Support the selection and implementation of interventions aligned with ESSA tiers of evidence, including professional development, curriculum improvements, and instructional coaching.
- **Monitor and Review:**
Establish a structured monitoring cycle—such as quarterly data reviews, instructional walkthroughs, and progress-monitoring meetings—to assess implementation fidelity and impact.
- **Address Resource Inequities:**
Identify disparities in access to effective teachers, technology, instructional materials, or funding, and take steps to correct them in collaboration with district leadership.

1. Support for Targeted Support and Improvement (TSI and ATSI) Schools

For schools identified for **TSI/ATSI**, the LEA will:

- **Provide Targeted Technical Assistance:**
Offer coaching, data analysis support, and guidance in identifying root causes of underperformance among specific subgroups.
- **Review and Approve School-Developed Plans:**
Ensure that TSI/ATSI improvement plans contain actionable, evidence-based strategies and measurable outcomes for the targeted subgroups.
- **Monitor Implementation:**
Conduct periodic reviews—such as classroom observations, data chats, and program evaluations—to ensure effective plan execution.

- **Support Capacity Building:**

Provide professional development and leadership support focused on improving instruction, subgroup performance, and student engagement.

2. Consultation and Stakeholder Engagement

Consistent with Section 1112(b)(3), the LEA will:

- Engage teachers, principals, school leaders, parents, students (as appropriate), and community partners in the development and review of improvement plans.
- Ensure all engagement activities are accessible—including language translation, interpretation, and multiple meeting formats.
- Publish CSI/TSI/ATSI plans on the LEA website and provide opportunities for ongoing public comment and feedback.

3. Technical Assistance and Professional Learning

The LEA will deliver high-quality professional learning aligned to school improvement needs, including:

- Coaching for principals and instructional leaders on data-driven decision-making.
- Training on MTSS/RTI frameworks, evidence-based instructional practices, and intervention strategies.
- Support for using assessment data to differentiate instruction and monitor subgroup performance.
- Collaboration with ESC and external partners to ensure expertise and resources are available.

4. Monitoring, Evaluation, and Continuous Improvement

The LEA will establish a continuous-improvement system that includes:

- A data dashboard tracking leading and lagging indicators (academic achievement, attendance, behavior, subgroup performance, etc.).
- Regular progress monitoring meetings between LEA staff and school improvement teams.
- Annual evaluation of each school's improvement plan, adjusting strategies as needed.
- Reporting progress to the TEA, school boards, and community stakeholders.

5. Support for Schools Not Making Sufficient Progress

If an identified school does not make adequate progress:

- The LEA will intensify support, which may include additional coaching, resource allocation, targeted interventions, or external partner involvement.
- For CSI schools, the LEA will collaborate with the ESC to modify or replace interventions as outlined in Section 1111(d).
- For ATSI schools, the LEA will ensure additional supports are provided and plan adjustments are made to address persistent subgroup underperformance.

6. Alignment of Federal, State, and Local Resources

The LEA will ensure that school improvement planning is integrated with other federal, state, and local initiatives by:

- Coordinating ESSA Title I, II, III, IV, and other funds to support improvement activities.
- Ensuring resources directly address identified needs and support instructional quality, equity, and student success.

Descriptor 4: Measure of Poverty

Primary Data Sources:

- Free and Reduced-Price Lunch (FRPL) eligibility data.
- SNAP/TANF enrollment data.
- Homeless student data.

Thresholds for Consideration:

- Campuses with **75% or more** students eligible for free and reduced-price lunch will be prioritized.
- Campuses with **50%-74%** of students eligible for FRPL will receive secondary priority.
- Other special factors (e.g., homeless or migrant student populations) will be weighted.

Ranking Process:

- Campuses will be ranked based on the percentage of low-income students.
- A poverty index may be used, which combines FRPL data, census data, and other local indicators to create a comprehensive view of need.

Allocation of Title I Funds:

- Tier 1 (highest need): Campuses with 75%+ low-income students.
- Tier 2: Campuses with 50%-74% low-income students.
- Tier 3: Campuses with 25%-49% low-income students, if funds are available.

Annual Review:

- The LEA will review the criteria and data annually, ensuring they reflect current economic conditions and school needs.

Reporting:

A report on the criteria, rankings, and allocation will be made available to stakeholders and included in the Title I p

Descriptor 5: Nature of Programs

Nature of Programs:

- **Identification of Students:** In a Targeted Assistance program, students are identified for additional services based on academic need, rather than poverty status. This is typically done using data from standardized test scores, classroom performance, and teacher recommendations.
- **Individualized Support:** Unlike the broad approach of a Schoolwide program, the focus in a Targeted Assistance program is on providing supplemental services to individual students who need additional help. This can include:
 - **Small Group Instruction:** Targeted interventions in reading, math, or other core subjects.
 - **Tutoring:** After-school, summer, or weekend tutoring sessions designed to address specific gaps in student learning.
 - **Reading Specialists and Math Coaches:** Dedicated staff to work with students struggling in specific academic areas.
 - **Mentorship and Counseling:** Providing students with additional social and emotional support.
- **Program Monitoring:** A clear system in place to track the progress of students receiving targeted assistance to ensure that interventions are effective and to adjust strategies as needed (i.e., track students progress in Eduphoria).
- **Coordination with Other Services:** Like the Schoolwide program, Targeted Assistance should be integrated with other school services such as Special Education, English Language Learner (ELL) services, and special programs for students with disabilities.

Examples of Targeted Assistance Program Activities:

- **Small Group Remediation:** Students struggling in math might receive small-group instruction in addition to regular classroom lessons.
- **Tutoring:** After-school tutoring in reading for students who are falling behind on state assessments.
- **Intervention Programs:** Intensive reading intervention for 4th-grade students who are two or more grade levels behind.

3. Services for Children in Local Institutions for Neglected or Delinquent Children

Under **Section 1112(b)(5)**, LEAs must also describe the nature of services offered to children who are in **local institutions for neglected or delinquent children** or who are participating in **community day school programs**. These programs provide educational services to children who may have been involved in the juvenile justice system or have faced neglect, and they aim to provide a pathway for these students to re-enter and succeed in regular educational settings.

Nature of Programs for Neglected and Delinquent Children:

- **Access to Title I Services:** Children in these institutions or programs should receive the same high-quality educational services provided to other at-risk students, including Title I-funded interventions.
- **Continuity of Education:** The goal is to provide these students with a stable, supportive, and rigorous educational

environment that enables them to continue their education and reintegrate into traditional schools when appropriate. This includes:

- **Academic Support:** Remedial and enrichment services to help students recover lost credits or gain necessary skills.
- **Transition Support:** Programs to help students reintegrate into their local schools or into postsecondary education, vocational training, or employment opportunities.
- **Personalized Learning Plans:** Programs should create individualized educational plans based on each student's academic needs, behavior, and life circumstances.
- **Social and Emotional Support:** These students often face significant social and emotional challenges, so programs should include counseling and behavioral support services to address these issues.
- **Professional Development:** Teachers and staff working with neglected or delinquent children may need specialized training to address the unique needs of these students, such as trauma-informed teaching practices, behavior management, and mental health support.

Examples of Services for Neglected or Delinquent Children:

- **Academic Instruction:** Remedial math, reading, or language arts instruction for children in juvenile detention centers or residential treatment facilities.
- **Vocational Training:** Providing work-based learning opportunities, job readiness skills, or partnerships with local businesses to help prepare students for life after institutionalization.
- **Transition Programs:** Providing mentorship and counseling services to help students transition from institutional settings back to traditional schools or vocational training programs.

4. Educational Services Outside Schools for Neglected or Delinquent Children

For neglected or delinquent children who are placed outside of traditional school environments (such as juvenile correction facilities, group homes, or other institutional settings), the LEA may provide educational services outside of the standard K-12 school system. These services can include:

- **Access to Title I Programs:** If the institution is eligible, Title I funds should be used to ensure that neglected and delinquent children in these settings receive support that is comparable to what they would receive in a regular school.
- **Community-Based Services:** Collaboration with community organizations, nonprofits, and social service agencies to provide wraparound services, including education, mental health care, and family support.
- **Distance Learning Programs:** Some LEAs may offer online or remote learning options to support students who cannot attend traditional schools due to their placement in institutions.

Examples of Schoolwide Program Activities:

- **Curriculum Alignment:** Ensuring that the school curriculum aligns with state academic standards and is designed to meet the needs of all students, with additional support for those at risk of falling behind.
- **Professional Development:** Providing teachers and staff with ongoing training on best practices for teaching diverse learners, including special education and ELL students.
- **Student Support Services:** Providing targeted support services such as tutoring, mentoring, counseling, after-school programs, or summer learning opportunities.

2. Targeted Assistance Programs (Section 1115)

Targeted Assistance programs are designed for schools that do not meet the criteria for a Schoolwide program but still have a significant number of students in need of additional support. These programs focus Title I resources specifically on students who are identified as needing the most help in meeting academic standards.

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- **Program Monitoring:** There should be a clear system in place to track the progress of students receiving targeted assistance to ensure that interventions are effective and to adjust strategies as needed.
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- **Community-Based Services:** Collaboration with community organizations, nonprofits, and social service agencies to provide wraparound services, including education, mental health care, and family support.
- **Distance Learning Programs:** Some LEAs may offer online or remote learning options to support students who cannot attend traditional schools due to their placement in institutions.

Descriptor 6: Services to Homeless Children and Youth

1. Identification and Enrollment Supports

The Legacy PCA's McKinney-Vento Liaison works with school registrars, counselors, and community agencies to identify students experiencing homelessness through intake questionnaires (e.g., SRQ), staff referrals, and collaboration with shelters and service providers. Homeless students are **immediately enrolled**, even if documentation such as immunization records, proof of residency, school records, or guardianship forms is missing. The district assists families in obtaining required documents and ensures access to preschool and early childhood programs.

2. Attendance and Academic Support Services

To ensure regular attendance and academic success, the Legacy PCA provides the following supports for homeless children and youth:

- **Transportation assistance** to ensure school stability, including transportation to the school of origin when determined to be in the student's best interest.
- **Tutoring and academic intervention services**, including after-school or in-school supplemental instruction funded through Title I, Part A reserved funds.
- **Access to educational materials and supplies**, such as books, school supplies, classroom materials, and technology needed for full participation.
- **Support for credit accrual and transition**, including help with course placement, retrieval of academic records, credit recovery, and college/career counseling.
- **Referrals to community-based services**, including food, housing, health, mental health, and social services.
- **Professional development** for school staff on McKinney-Vento requirements, identification strategies, and trauma-informed practices.
- **Referrals for Mental Health Services and Support**: When mental health services or supports are needed, the liaison will initiate the referral process and connect families with the appropriate school-based or community resources
- **3. Coordination with McKinney-Vento and Other Programs**

Legacy PCA ensures coordination between Title I, Part A and McKinney-Vento services through:

- Regular consultation between the Title I Director and McKinney-Vento Liaison.
- Joint planning of services and budgeting of Title I set-aside funds.
- Collaboration with Special Education, Emergent Bilingual (EB) services, early childhood programs, and community partners to eliminate barriers and streamline supports.

4. Determining the Title I, Part A Homeless Set-Aside

Legacy PCA determines the amount of Title I, Part A funds reserved for homeless children and youth using a **multi-factor method** to ensure adequate funding for needed services. The LEA reviews:

1. **The prior year's number of identified homeless students** and the cost of services provided.
2. **Projected increases or decreases** in homelessness based on community data (e.g., shelter capacity, housing trends).
3. **The cost of required services**, including transportation, tutoring, school supplies, school uniform, and other comparable educational supports.
4. **Consultation with the McKinney-Vento Liaison** regarding anticipated needs and service gaps.
5. **A per-pupil expenditure estimate**, ensuring that reserved funds meet or exceed what other students in Title I schools receive.

The final set-aside amount is determined during the annual Title I budgeting process and is reviewed mid-year to ensure it remains sufficient. Additional funds may be reallocated if the needs of homeless children and youth exceed initial projections.

Descriptor 7: Parent and Family Engagement Strategy

Involvement of Parents in the LEA Title I Program

The LEA will involve parents meaningfully in the joint development, review, and improvement of the LEA Plan and all Title I programs by:

- Convening annual districtwide Title I meetings to explain Title I requirements, funding, parent rights, and program goals.
- Establishing an LEA Parent Advisory Council with representatives from each Title I campus.
- Providing parents timely access to Title I documents, including schoolwide and targeted assistance plans, and opportunities to provide input prior to approval.

2. Building Capacity for Effective Parent and Family Engagement

The LEA will provide coordination, technical assistance, and support to Title I schools to assist them in planning and implementing effective family engagement activities by:

- Offering professional development to administrators, teachers, and staff on family engagement strategies, communication, and cultural responsiveness.
- Providing campuses with tools, templates, and resources to assist in developing and implementing their campus Parent and Family Engagement Policies and School–Parent Compacts.
- Ensuring that all engagement activities align with school improvement efforts and student academic needs.

3. Coordination and Integration with Other Programs

To maximize family engagement, the LEA will coordinate and integrate parent engagement activities with other federal, state, and local programs, including:

- Head Start and local early childhood programs
 - Migrant education programs
 - McKinney-Vento services
 - Emergent Bilingual (EB) programs
 - Special Education (IDEA) programs
 - Community agencies and family resource organizations
- This coordination ensures consistent supports and easier access for families.

4. Communication and Accessibility

The Legacy PCA is committed to providing all information related to school and parent programs in a **format and language that families can understand**, including:

- Providing translations, interpreters, or alternative formats as needed
- Maintaining two-way communication using multiple platforms (print, phone, digital, home visits, parent portals)
- Ensuring communication is timely, clear, and culturally respectful

5. Annual Evaluation of Parent and Family Engagement Efforts

The LEA will conduct an **annual evaluation** of the content and effectiveness of its parent engagement policy and programs to identify barriers and improve practices by:

- Collecting parent input through surveys, focus groups, school meetings, and advisory councils
- Reviewing participation data from family workshops and school events
- Identifying barriers to engagement, including those faced by economically disadvantaged parents, EB families, families of students with disabilities, and families experiencing homelessness
- Using evaluation results to design and adjust strategies for the following school year

6. Supporting Parent Participation in School Activities

The LEA will help schools plan and implement activities that support meaningful parent participation by:

- Encouraging flexible scheduling of meetings, including evenings and virtual options
- Providing transportation, childcare, or other supports that help families attend school events
- Promoting volunteer opportunities and parent leadership roles
- Offering workshops focused on understanding state academic standards, assessments, and strategies to support learning at home

7. School–Parent Compacts

Legacy PCA will ensure each Title I campus jointly develops a **School–Parent Compact** outlining shared responsibility for student achievement. The compact will:

- Describe how staff, parents, and students will collaborate to improve academic performance

- Outline strategies parents can use at home
- Be reviewed annually with parents for revisions

8. Reservation and Use of Title I Parent Engagement Funds

The LEA will reserve **at least 1% of its Title I allotment** (if applicable) for parent and family engagement activities. Parents will be involved in decisions on how these funds are used. Activities may include:

- Family academic nights
- Parent leadership training
- Literacy and math workshops
- Technology training for families

9. Equity and Inclusion

The LEA affirms that all family engagement activities will be inclusive of all parents and guardians, including:

- Non-English-speaking families
- Families of students with disabilities
- Migrant families
- Families experiencing homelessness or crisis
- Foster families

The Legacy PCA will provide targeted supports to ensure equitable participation.

10. Continuous Improvement

The Legacy PCA commits to ongoing reflection and improvement of family engagement strategies by:

- Reviewing engagement data across schools
- Identifying effective practices to share districtwide
- Adjusting supports based on feedback from parents, staff, and community partners

Descriptor 8: Early Childhood Education Programs and Transition Plans

The LEA will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs to ensure a coherent and seamless educational experience for children transitioning into elementary school. Coordination efforts will focus on improving school readiness, aligning instructional practices, and supporting families during the transition from early learning settings to kindergarten.

1. Collaboration and Coordination With Early Childhood Providers

The LEA will:

- Establish ongoing communication with local early childhood education (ECE) providers, including Head Start, state-funded preschool, community-based childcare programs, and private early learning centers.
- Participate in joint planning meetings with ECE program administrators and teachers to align expectations, share data (where permitted), and coordinate instructional strategies.
- Offer professional development opportunities that include both LEA and ECE staff, focusing on early literacy, early math, social-emotional development, and developmentally appropriate practices.

2. Alignment of Curriculum and Assessment

The LEA will:

- Work with early childhood programs to align kindergarten readiness expectations with preschool curricula and assessments.
- Share information with ECE partners on state early learning and development standards as well as kindergarten entry skills, ensuring instructional continuity.
- Support joint efforts to implement evidence-based early learning strategies that foster smooth progression into elementary school programs.

3. Transition Planning and Activities for Children and Families

The LEA will:

- Develop and implement transition plans that include school visits, kindergarten orientation events, parent workshops, and information sessions for families of children entering kindergarten.
- Provide families with materials and resources that promote school readiness and strengthen the home-school connection.
- Ensure that children with additional needs—including English learners, homeless children, migratory children, children in foster care, and students with disabilities—receive coordinated wrap-around support during the transition process.

4. Data Sharing and Continuity of Services

The LEA will:

- Establish protocols for the exchange of student information between early childhood programs and elementary schools, ensuring compliance with privacy laws and parent consent requirements.
- Use shared data to identify academic and developmental needs early, allowing for prompt intervention and support under Title I, Part A programs.

5. Continuous Improvement and Monitoring

The LEA will:

- Regularly evaluate the effectiveness of coordination efforts and transition activities through feedback from families, early childhood partners, and school staff.
- Use evaluation results to refine practices and strengthen partnerships to improve student outcomes and school readiness.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Schools operating Targeted Assistance Programs (TAS) will use a collaborative, data-driven process developed and implemented by teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel to identify the students most in need of Title I, Part A services.

1. Use of Multiple, Objective Criteria

To ensure fair and consistent identification, staff will use multiple, objective, and educationally relevant criteria, which may include:

- Reading and mathematics benchmark assessments
- Diagnostic and formative assessments
- Classroom performance data, including grades and work samples
- Progress monitoring results for students receiving interventions
- Emergency bilingual proficiency assessments (for EB learners)
- Screening tools for students with risk factors (e.g., attendance patterns, mobility, or social-emotional indicators, as appropriate)

For students in grades K–2, age-appropriate measures such as teacher observations, early literacy screeners, and developmental assessments will be used in place of standardized assessment data when needed.

2. Collaborative Decision-Making Process

Teachers, school leaders, and other relevant personnel will meet regularly to review student data and apply the agreed-upon criteria to determine which students are most at risk of failing or most in need of supplemental support.

- Paraprofessionals, instructional specialists (e.g., reading or math interventionists), and counselors will provide additional context on student needs.

- Parents will be consulted through conferences, Title I meetings, and communication channels to share insights about student strengths, needs, and relevant background information.

3. Prioritization of Students With the Greatest Need

In accordance with Section 1115:

- Students identified as failing, or most at risk of failing, to meet State academic standards will be prioritized.
- Particular attention will be given to students from low-income families, EB learners, students with disabilities (not currently served in the same area by special education), migratory children, homeless students, and children in foster care ensuring that Title I services supplement, not supplant, other supports.

4. Documentation and Transparency

Schools will maintain documentation of:

- The objective criteria used for selection
- Student data supporting eligibility
- Dates and participants involved in identification meetings
- Parent notifications regarding eligibility and available services

This documentation ensures transparency and compliance with federal requirements.

5. Continuous Review and Adjustment

Identified students' progress will be monitored regularly. Based on data and consultation with teachers, parents, and support personnel:

- Students may enter or exit Title I services as their needs change.
- The identification criteria and process will be reviewed annually and adjusted as needed to ensure it remains equitable, effective, and aligned with State academic standards.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

The LEA will implement coordinated, evidence-based strategies to support students as they transition from middle school to high school and from high school to postsecondary education or career pathways. These strategies are designed to increase academic preparedness, strengthen social-emotional readiness, and ensure students and families have the information, guidance, and support necessary for successful transitions.

1. Transition From Middle Grades to High Schoola. Early Identification and Support for At-Risk Students

Legacy PCA will:

- Use academic, behavioral, and attendance data from grades 7–8 to identify students who may require additional supports entering high school.
- Provide targeted interventions, mentoring, and academic enrichment to ensure students are on track for ninth grade success.
- Coordinate with counselors and intervention teams to develop individualized transition plans when needed.

b. Orientation and Bridge Programs

The Legacy PCA will offer:

- Summer bridge programs focused on study skills, organization, literacy, mathematics readiness, and high school expectations.
- Freshman orientation activities that introduce students to high school coursework, graduation requirements,

extracurricular opportunities, and available supports.

- Campus visits for middle grade students to build familiarity and reduce transition-related anxiety.

c. Vertical Alignment and Collaboration

Legacy PCA will:

- Facilitate joint planning meetings between middle school and high school teachers and administrators to align curriculum, expectations, and instructional practices.
- Ensure consistent communication regarding students' academic progress, learning needs, and intervention histories.
- Align course pathways so students can seamlessly enter rigorous high school programs, early college, CTE, and dual-credit opportunities.

2. Transition From High School to Postsecondary Educationa. College and Career Counseling

Legacy PCA will:

- Provide comprehensive guidance counseling services beginning no later than ninth grade that include college exploration, career planning, financial aid advising, and course sequencing aligned to student goals.
- Offer workshops for students and families on FAFSA completion, scholarship opportunities, admissions processes, and career pathways.
- Partner with local postsecondary institutions, workforce agencies, and employers to provide advising and informational sessions.

b. Access to Rigorous Coursework and Certifications

To enhance readiness, Legacy PCA will:

- Expand access to Advanced Placement (AP), International Baccalaureate (IB), dual credit/dual enrollment, early college high school, and industry-recognized certification programs.
- Provide academic supports such as tutoring, mentoring, and credit recovery to ensure students can successfully access and complete these opportunities.

c. Postsecondary Transition Activities

Legacy PCA will implement:

- College and career fairs; campus tours; internship partnerships; and senior transition workshops.
- Coordination with postsecondary institutions to support enrollment, placement testing, orientation participation, and pre-college advising.
- Follow-up supports for recent graduates, such as summer "bridge to college" programs or communication campaigns to reduce summer melt.

3. Support for Special Populations

Legacy PCA will ensure transition strategies address the unique needs of:

- Emergent Bilingual (EB) learners
- Students with disabilities (in collaboration with IEP teams)
- Students experiencing homelessness, foster care, or high mobility
- Migratory students
- Economically disadvantaged students

Targeted supports may include additional counseling, transportation assistance for transition events, academic recovery services, or connections to community agencies.

4. Family and Community Engagement

Legacy PCA will:

- Provide families with clear information on high school graduation requirements, postsecondary options, financial aid, and academic planning.
- Include families and community partners in transition activities and decision-making processes.
- Offer multilingual communication and interpretation services to ensure equitable access for all families.

5. Continuous Evaluation and Improvement

Legacy PCA will annually review the effectiveness of transition strategies using:

- Student outcome data (eighth-to-ninth grade promotion, graduation rates, college enrollment, etc.)
- Feedback from students, families, educators, and postsecondary partners
- Program participation data

Findings will be used to revise, strengthen, and expand transition programs as needed.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Legacy PCA will expand opportunities for students to participate in early college high school programs, dual or concurrent enrollment courses, and comprehensive career counseling to ensure all students especially those traditionally underrepresented in postsecondary pathways—are prepared for success after high school.

1. Early College and Dual/Concurrent Enrollment Access

Legacy PCA will:

- Partner with local colleges, universities, and technical institutions to increase the availability of early college and dual/concurrent enrollment courses.
- Prioritize equitable access by removing barriers related to transportation, scheduling, prerequisite requirements, and fees.
- Provide academic supports such as tutoring, mentoring, and advising to ensure students can succeed in college-level coursework.
- Inform students and families annually about available early college and dual/concurrent enrollment options through parent nights, counseling sessions, and multilingual communications.

2. Career Counseling to Identify Student Interests and Skills

Legacy PCA will:

- Implement a structured career exploration and counseling program beginning no later than middle school.
- Use evidence-based career interest inventories, skills assessments, and goal-setting tools to help students identify strengths, interests, and career pathways.
- Provide individualized and group counseling sessions led by trained counselors, career advisors, and specialized instructional support personnel.
- Integrate work-based learning opportunities such as job-shadowing, internships, mentorship programs, and partnerships with local employers.
- Guide students in selecting high school courses, CTE pathways, and postsecondary options aligned with identified interests and skills.

3. Family and Community Engagement

Legacy PCA will:

- Offer informational workshops for families on early college and dual enrollment opportunities, program expectations, and financial benefits.
- Collaborate with community organizations, workforce boards, and industry partners to broaden career exploration experiences and ensure alignment with local labor market needs.

4. Monitoring and Continuous Improvement

Legacy PCA will annually review participation and success rates in early college, dual/concurrent enrollment, and career counseling activities. Data will be used to identify gaps in access, refine supports, and strengthen partnerships to ensure equitable student outcomes.

Descriptor 11: Discipline Disproportionality

Legacy PCA will implement a comprehensive, data-driven approach to reduce reliance on exclusionary discipline practices such as out-of-school suspension, in-school suspension, and expulsions and ensure equitable treatment of all student subgroups identified in A19 (e.g., race/ethnicity, English learners, students with disabilities, economically disadvantaged students, homeless students, foster youth, and military-connected students).

1. Identification of Schools with High Rates of Discipline (Disaggregated by Subgroups)

Legacy PCA will:

- Conduct **quarterly reviews of discipline data** at the district and school levels.
- Analyze data **disaggregated for each subgroup listed in A19**, including patterns of disproportionality.
- Use objective thresholds (e.g., suspensions per 100 students, subgroup risk ratios) to identify **campuses with significantly elevated discipline rates** or significant discipline disparities.
- Provide each campus with a **discipline equity dashboard** summarizing trends, root causes, and comparison to LEA benchmarks.

2. Targeted Support for Identified Campuses

For schools flagged with high discipline usage or disproportionate impact on subgroups, the LEA will provide:

- **On-site coaching** for administrators and staff on effective classroom management, restorative strategies, and positive behavioral supports.
- Support to establish or strengthen **Multi-Tiered Systems of Support (MTSS)** with behavioral components including early intervention, progress monitoring, and tiered supports.
- Training on **culturally responsive and trauma-informed practices** that reduce misinterpretation of student behaviors.
- Development or revision of **school discipline plans**, ensuring alignment with LEA policy, state law, and Title I equity requirements.

3. Professional Learning for All Schools

The LEA will offer annual districtwide professional development on:

- **Restorative practices**, conflict resolution, and relationship-building strategies.
- **Positive Behavioral Interventions and Supports (PBIS)** and universal behavior expectations.
- **Implicit bias and equity in discipline decision-making**, with emphasis on eliminating subgroup disparities.
- **Alternatives to exclusion**, such as behavioral contracts, check-in/check-out systems, and in-class de-escalation supports.

4. Family and Community Engagement

Legacy PCA will:

- Provide families with clear information about discipline policies, rights, and alternatives to exclusion.
- Host workshops and listening sessions with parents especially those representing subgroups in A19 to gather feedback and build trust.
- Partner with community agencies to provide wraparound interventions for students at risk of repeated disciplinary removal.

5. Monitoring, Accountability, and Continuous Improvement

Legacy PCA will:

- Require identified campuses to develop **discipline reduction action plans** with measurable goals and timelines.
- Monitor implementation through **regular site visits, progress reviews, and data checks**.
- Examine discipline data disaggregated by each subgroup quarterly to assess progress and adjust supports.
- Report outcomes to stakeholders and incorporate data into **school improvement planning and Title I needs assessments**.

6. Ensuring Equitable Access to Instruction

Legacy PCA will enforce procedures to ensure that:

- Students removed from class receive **continued access to academic instruction**, including makeup work and alternative learning supports.
- Schools do not use discipline practices that disproportionately remove students from core instruction or result in loss of learning opportunities for any subgroup.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Legacy PCA will integrate academic and career and technical education (CTE) content through coordinated instructional strategies that prepare students for **Texas high-demand and high-wage occupations** identified by the **Texas Education Agency (TEA)** and the **Texas Workforce Commission (TWC)**.

1. Integrated and Coordinated Instruction

- Align Texas Essential Knowledge and Skills (TEKS) for academics and CTE to reinforce rigorous, relevant instruction.
- Implement coordinated strategies—including **cross-disciplinary planning**, **co-teaching**, and **project-based learning**—to connect academic learning with technical skill development within Texas Programs of Study.

2. Experiential and Work-Based Learning

- Provide students with structured **work-based learning opportunities** such as internships, clinical rotations, job shadowing, and pre-apprenticeships aligned to Texas priority sectors (e.g., Healthcare, Advanced Manufacturing, IT, Education & Training, and Skilled Trades).
- Use **industry-standard equipment and practices** to ensure students gain real-world, job-ready skills.

3. Alignment to Texas In-Demand Occupations

- Collaborate with regional workforce boards, industry partners, and postsecondary institutions to ensure programs align with **state- and regionally-identified in-demand occupations**.
- Support students in earning **Texas-recognized industry certifications**, **dual credit**, and **Level I and Level II certificates** linked to the Texas CTE Programs of Study.

4. Equitable Access for All Learners

- Ensure all students—including Emergent Bilinguals (EB) learners, students with disabilities, economically disadvantaged students, and other special populations—have equitable access to integrated academic/CTE instruction and work-based learning experiences.
- Provide accommodations and supports consistent with TEA guidance and Perkins V requirements.

5. Continuous Improvement

- Use **Texas labor market data**, student performance indicators, and feedback from advisory committees to annually review and refine programs.
- Adjust pathways and instructional practices to maintain strong alignment with evolving Texas workforce needs.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Legacy PCA will provide students with high-quality work-based learning (WBL) opportunities that offer **meaningful, in-depth interaction with industry professionals** and support the development of skills aligned with **Texas high-demand occupations**. Opportunities may include internships, clinical rotations, mentorships, industry-led projects, and pre-apprenticeships designed to meet Texas CTE Program of Study expectations.

When appropriate, students will earn **academic credit or CTE credit** for participation in WBL experiences in accordance with TEA guidelines, local board policy, and Texas Essential Knowledge and Skills (TEKS) requirements. Legacy PCA will collaborate with regional employers, workforce boards, and postsecondary partners to ensure WBL placements use **industry-standard tools, expectations, and safety practices**, and that experiences are accessible to all learners, including special populations.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

The Legacy PCA will support campuses in identifying and serving gifted and talented students by providing guidance on equitable screening practices, using multiple measures for identification, and offering professional development on differentiated instruction. The LEA will ensure campuses have access to appropriate enrichment and acceleration opportunities and will monitor implementation to maintain high-quality, TEA-aligned G/T services.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Legacy PCA will support campuses in developing effective school library programs that provide students with opportunities to strengthen **digital literacy skills** and enhance academic achievement. Support may include professional development for teachers, access to digital (such as the Learning Ally Audiobooks) and print resources, integration of technology-based learning tools, and guidance on embedding information literacy instruction across the curriculum. Legacy PCA will also monitor library program implementation to ensure students have equitable access to resources that support learning and research skills.