

Legacy Preparatory Charter Academy

District Improvement Plan

2023-2024



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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

Demographics

Demographics Summary

Demographics Summary include:

1. Demographics
2. Staff Quality

1. Demographics

Legacy PCA is comprised of two campuses consisting of Plano Campus and Mesquite West Campus. Both campuses are Title I campuses. The enrollment is declining at the Plano Campus. We currently have a total enrollment of 1210 students in the district. Our students benefit from small student to teacher ratios (17 Students per Teacher).

DEMOGRAPHICS

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	53	4.25%
KINDERGARTEN	45	3.61%
GRADE 1	99	7.93%
GRADE 2	75	6.01%
GRADE 3	92	7.37%
GRADE 4	79	6.33%
GRADE 5	100	8.01%
GRADE 6	131	10.50%
GRADE 7	133	10.66%
GRADE 8	118	9.46%
GRADE 9	99	7.93%
GRADE 10	87	6.97%
GRADE 11	79	6.33%
GRADE 12	58	4.65%
TOTAL	1,248	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	662	53.04%
FEMALE	586	46.96%
TOTAL	1,248	100.00%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	27	20.61%	2.16%
HISPANIC/LATINO	88	67.18%	7.05%
WHITE	12	9.16%	0.96%
HAWAIIAN/PAC ISLAND	1	0.76%	0.08%
TWO OR MORE	3	2.29%	0.24%
TOTAL	131	100.00%	10.50%
AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	5	0.70%	0.40%
ASIAN	1	0.14%	0.08%
BLACK/AFRICAN AMER.	33	4.62%	2.64%
HISPANIC/LATINO	640	89.64%	51.28%
WHITE	29	4.06%	2.32%
HAWAIIAN/PAC ISLAND	1	0.14%	0.08%
TWO OR MORE	5	0.70%	0.40%
TOTAL	714	100.00%	57.21%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	3.57%	0.16%
ASIAN	1	1.79%	0.08%
BLACK/AFRICAN AMER.	12	21.43%	0.96%
HISPANIC/LATINO	37	66.07%	2.96%
WHITE	4	7.14%	0.32%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	56	100.00%	4.49%

TOTAL ENROLLMENT 1383			
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	13	0.94%	0.94%
ASIAN	7	0.51%	0.51%
BLACK/AFRICAN AMER.	240	17.35%	17.35%
HISPANIC/LATINO	986	71.29%	71.29%
WHITE	105	7.59%	7.59%
HAWAIIAN/PAC ISLAND	4	0.29%	0.29%
TWO OR MORE	28	2.02%	2.02%
TOTAL	1,383	100.00%	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	15	1.20%
UNACCOMPANIED YOUTH CODE 3	15	1.20%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	15	1.20%

* Unaccompanied Youth Total Should Match Homeless Count

	Count	%Enroll
EMERGENT BILINGUAL	619	49.60%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	1,031	82.61%
MILITARY CONNECTED	30	2.40%
FOSTER CARE	0	0.00%
DYSLEXIA	40	3.21%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*
First Day of School	1288	1499	1384	1316	1273	1226
End of 1 st 6 Weeks	1408	1548	1520	1477	1387	1290
Snapshot (Last Friday in October)	1390	1572	1513	1464	1383	1256
Last Day of School/Today	1374	1541	1523	1352	1325	1210

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

Students come from just over 26 surrounding communities. The highest enrollment comes from Dallas, Mesquite and Plano ISDs. Over 75% of our students live in Dallas County.

Gender Breakout

- Female: 46.96%
- Male: 53.04%

Program Coding

- At Risk: 57.21%
- Special Education: 10.50%
- Emergent Bilingual (EB): 49.60%
- PRS: 0.00%

- GT: 4.49%
- Homeless: 1.20%
- Foster: 0.00%
- Migrant: 0.00%
- Immigrant: 0.00%
- Military Connected: 2.40%
- Dyslexia: 3.21%
- Title I: 1210 (100%)

ATTENDANCE

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

ATTENDANCE AND FUNDING

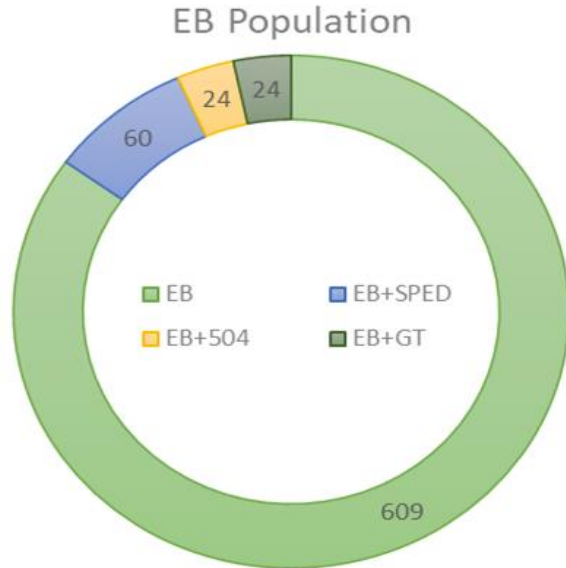
	18-19	19-20	20-21	21-22	22-23	23-24
Possible Funding at 100% attendance	1390 students X \$9048 \$12,576,720	1572 Students X \$10,600* = \$16,663,20	1513 students X \$10,600* = \$16,037,800	1464 students X \$10,600* = \$15,518,400	1325 students X \$10,600* = \$14,934,976	1210 students X \$10,600* = \$12,826,000
4 th 6 Weeks Attendance Percentage	93.8	96.1	97.9	92.7	95.2	95.9
Missed Funding Due to Student Absenteeism	\$1,179,741	\$649,865	\$336,793	\$1,126,636	\$753,024	\$525,866
Funded	\$11,396,978	\$16,013,335	\$15,701,006	\$14,391,764	\$14,934,976	\$12,300,134

*Increase in daily funding due to HB3

Special Population

The number of students receiving special education services has decreased this school year as enrollment declines.

The EB population in recent years reveals a steady increase in numbers. We are currently serving 609 EB students in the district. This constitutes 50.33% of our total student enrollment. This is about 2.25% growth from last school year.

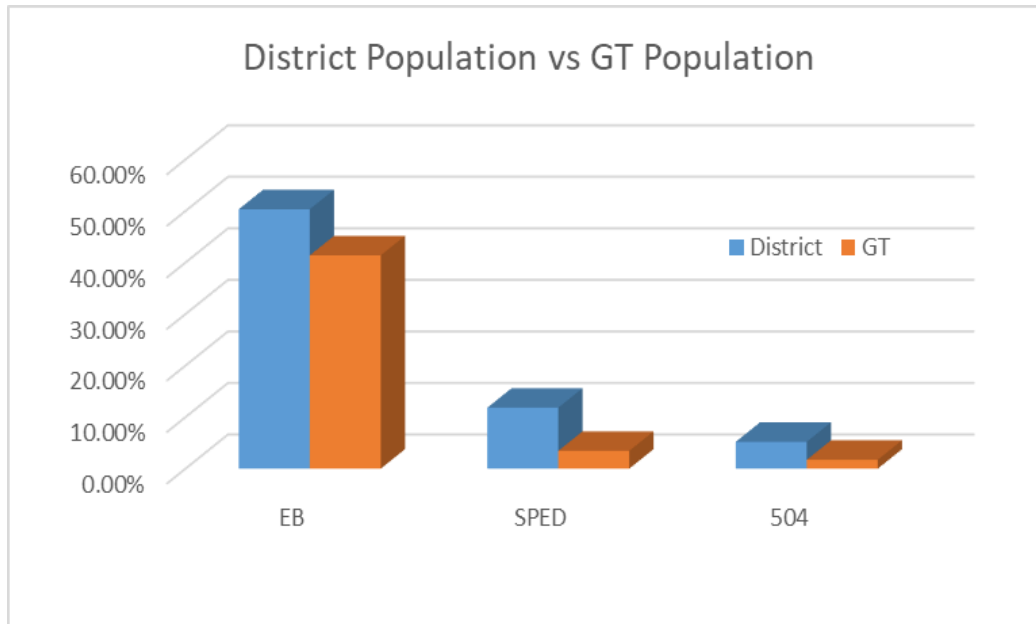


Legacy PCA applied for a Bilingual Exception and ESL waiver for its 8th consecutive year. The district has not been able to hire the appropriate certified teachers to fulfill the requirements of the bilingual and ESL programs. The growing population of EBs has prompted the district to explore various interventions and strategies made available through the coordination of state and federal funds.

Gifted & Talented (GT)

We currently serve 58 GT identified scholars in the district, which constitutes 4.79% of our student population.

GT students are served in the general ed classroom with differentiated instruction tailored by their teachers.



Demographics Needs

- Continue Implementing truancy prevention measures to help increase attendance.
- Conduct home visits for all students with excessive tardiness and absences.
- Increase enrollment to meet our goal.

2. Staff Quality

- Legacy PCA has a total of 84 teachers
- 100% have a minimum of a bachelor's degree
- 29% of the employees in a teaching position have an advanced master's degree 26% of Legacy PCA teachers have 5+ certified years of service
- The district has identified expert teachers as mentors and coaches to support the learning of teachers new to the profession and/or to the district.
- The district will provide tiered professional learning based upon teacher needs.

Staff Quality Needs

- Increased Professional Development in the areas of Project Based Learning (PBL), teachers as facilitators, and learning management systems for all campus facilitators coordinated by campus directors and content coaches
- Continue to build teacher job satisfaction through a system for recognition (peer and team recognition), affirmation and public rewards

Demographics Strengths

- Legacy PCA has a diverse student population that is welcoming to all regardless of cultural background.
- Legacy PCA provides an environment where cultural diversity is embraced and celebrated.
- The background of faculty and staff reflects the population/community they serve.
- The district is committed to focusing on understanding the needs of all sub-populations and providing necessary training to meet the challenges.
- Attendance – Truancy prevention measures contributed to the increase in attendance
- Legacy PCA pays for numerous test preparations for bilingual facilitators Mentor program for all new teachers to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Create a multi-tiered system of support that values, retains, and grows high-quality staff. **Root Cause:** Due to the competitive incentives and salaries offered by the neighboring Independent School Districts (ISDs), we have higher turnover rates in hard-to-fill areas.

Problem Statement 2: Enrollment is declining at Legacy PCA Plano. **Root Cause:** The cost of living in Plano area has increased substantially and many families are moving out due to not being able to afford living.

Student Learning

Student Learning Summary

Summary of Needs - Mesquite West Elementary & Middle School

- Student Learning: Need to increase the performance level of EB students in RLA (11% meets or above) and Math (12% meets or above). Demographics: The campus at-risk population is 60% and student attrition is at 18%.
- Staffing/Personnel: Need to increase number of certified teachers in core areas (RLA, Math, & Science). Operational: Need to implement/optimize school committees (CNA, Safety, PBIS, etc.)
- Perceptions Needs: Parent involvement is minimum outside of field trips and student performances.

Summary of Needs - Mesquite West High School

- Student Learning: Improving student proficiency in English I and English II.
- Staffing/Personnel: Need to increase number of certified teachers in core areas especially in English Language Arts Reading. operational: Implement School Threat Assessment Training for Teachers and Staff
- Parent involvement: Increase /build parent engagement and involvement

Summary of Needs - Plano Campus

Student Learning

- Only 13% of EB students were Meets or above on STAAR Reading and 17% on STAAR Math. 35% of 6th grade and 20% of 7th grade students showed growth on MAP Math.
- 46% of Kinder, 36% of 1st Grade, and 36% of 2nd Grade showed growth on Reading MAP.

School Processes & programs

- According to the teacher survey, teachers have concerns about their professional learning opportunities.
- According to the student survey, students at Plano would like more extracurricular opportunities including sports and after school clubs.

Special Populations

2023 Results Driven Accountability (RDA)

The Results Drive Accountability (RDA) system is used by the TEA as one part of its annual evaluation of LEA performance and program effectiveness.

Determination Levels

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

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

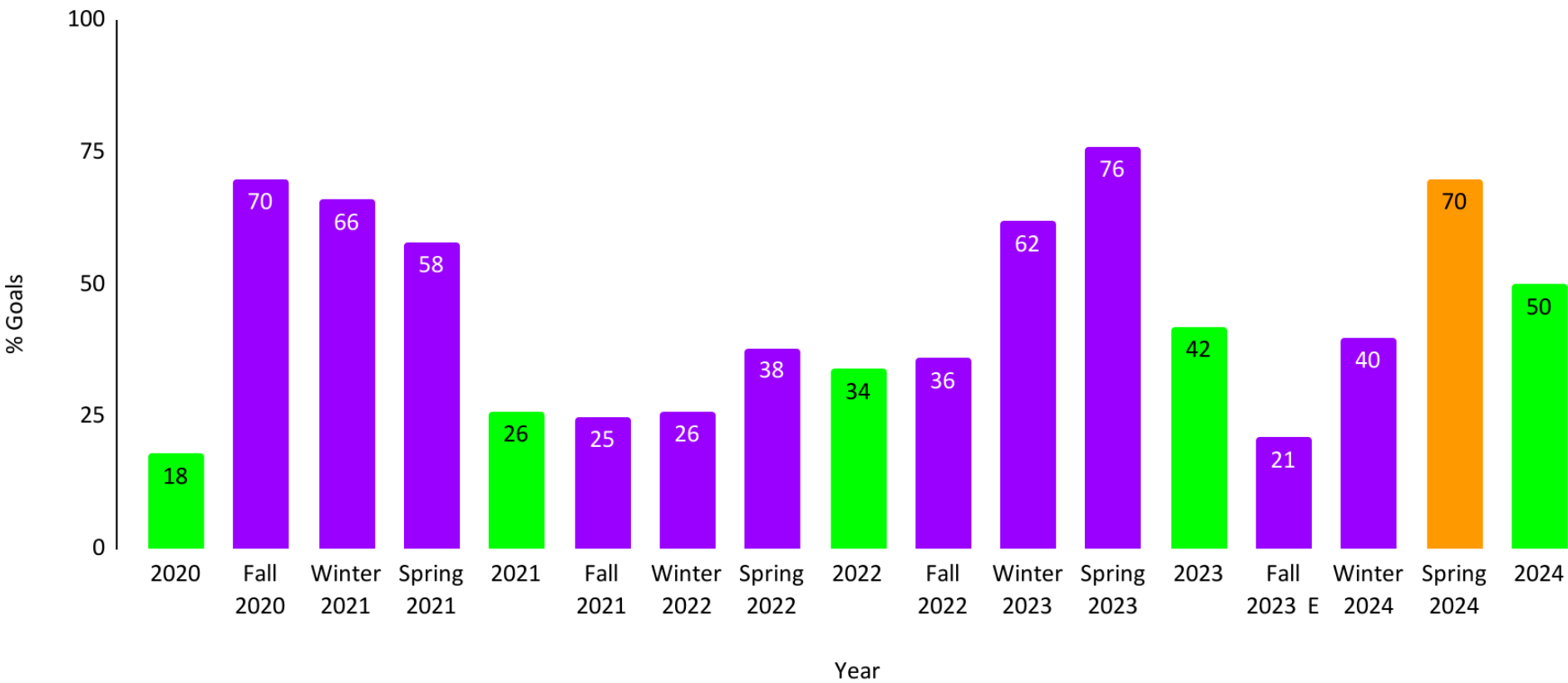
Detailed information on the assignment of performance levels can be found in the [2023 Accountability Manual RDA Chapter 12](#).
The Federally Required Elements indicators were included in the summary table for the SPED program area.

BE/ESL/EB and Special Education Determination Status: Meets Requirement

HB3 Progress Measures

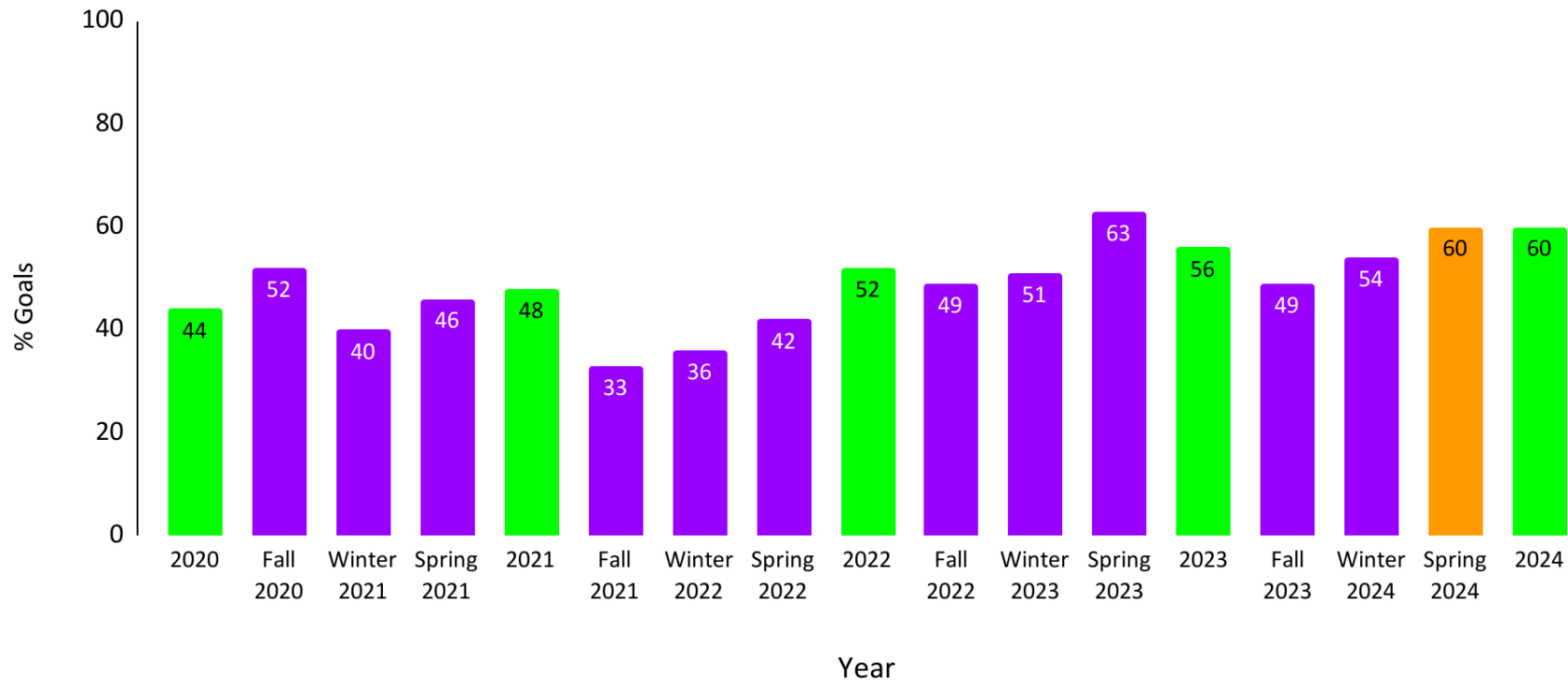
Reading

Kinder Reading



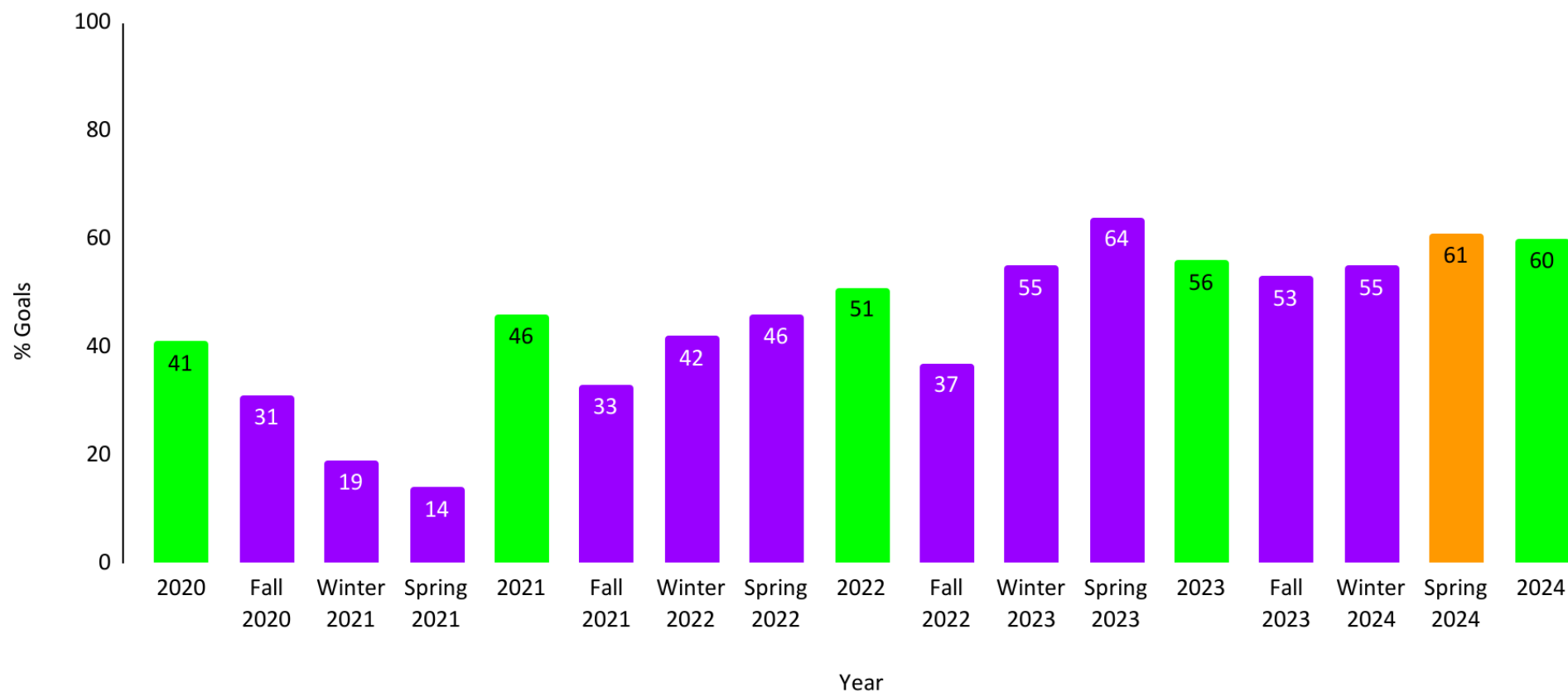
70% of the kinder students scored meets grade level and above.
Increasing trend from Fall 2023 to Spring 2024 (21% to 70%)

Grade 1 Reading



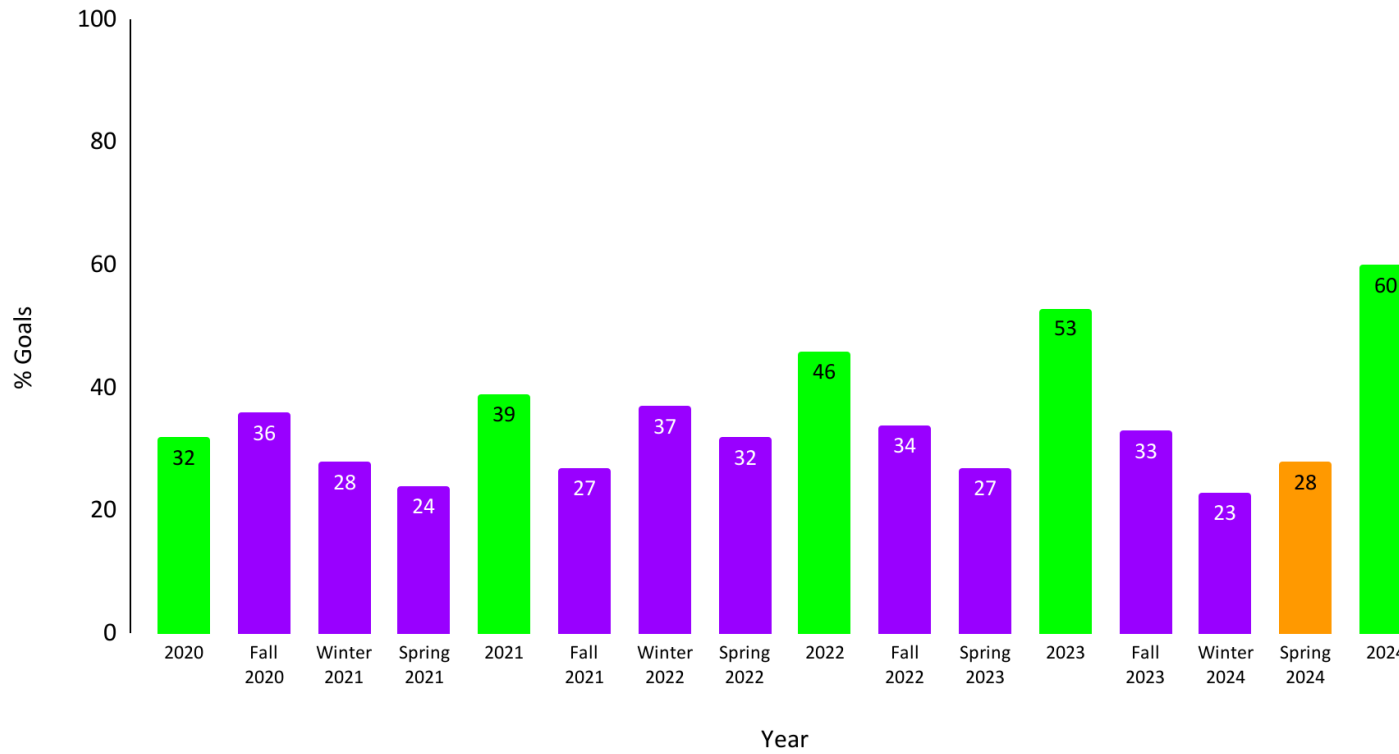
Increasing Trend from Fall 2023 to Spring 2024 (49% to 59%) which is 10%
Spring 2023 : 63%

Grade 2 Reading



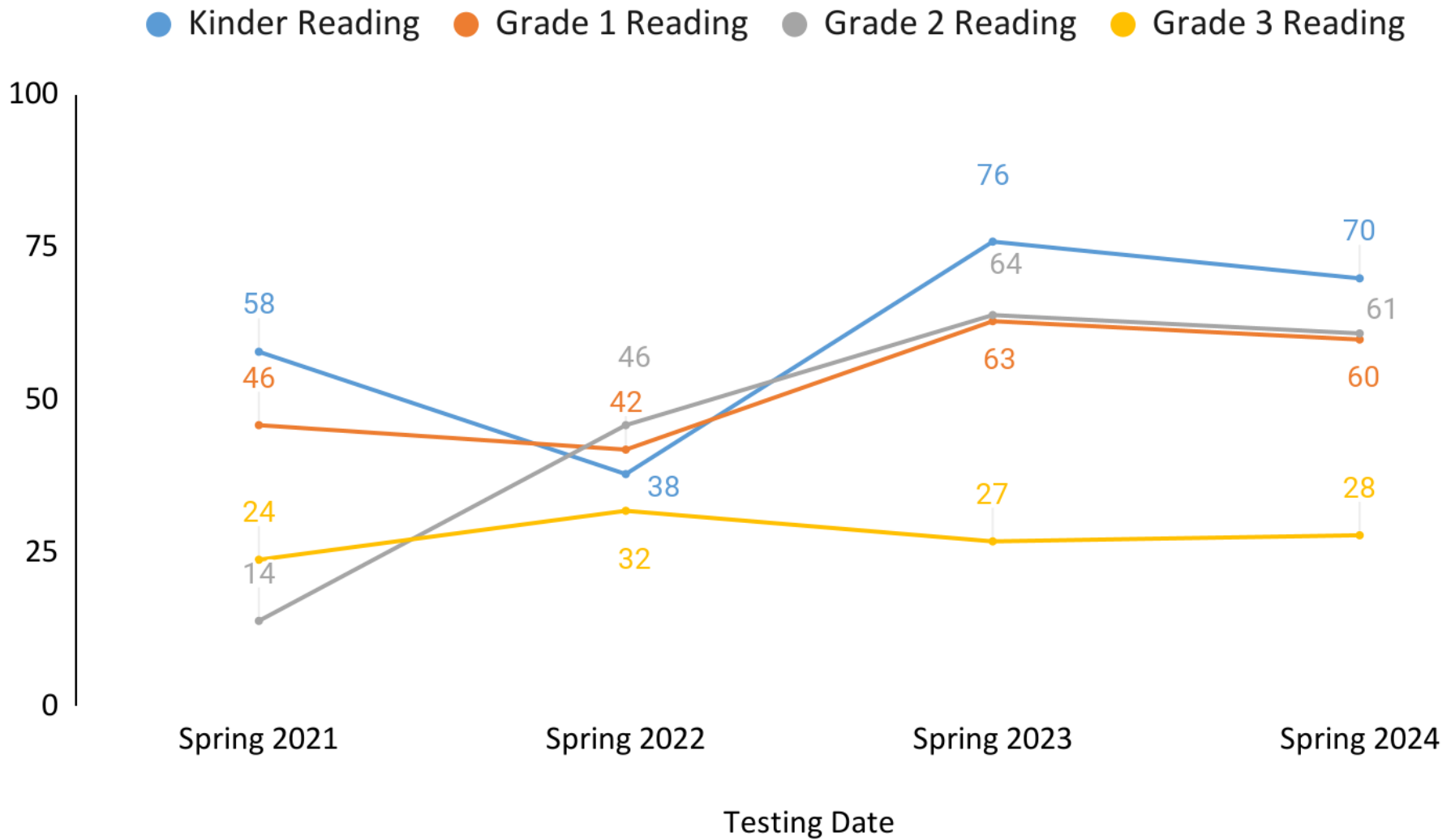
61% of students' scores meets grade level and above and reached the 2024 Goal. This SY, there is increasing trend from 53% to 61% and met the 2024 Goal

Grade 3 Reading



For Spring 2024, there are 28% of students who met GL and above. SP24 10% high approaches. (1 to 3 questions away from 52 items)
Approximately 38% of students who met GL. SP23: 11% high approaches.

HB3 : K - 3 Reading (SP21 to SP24)

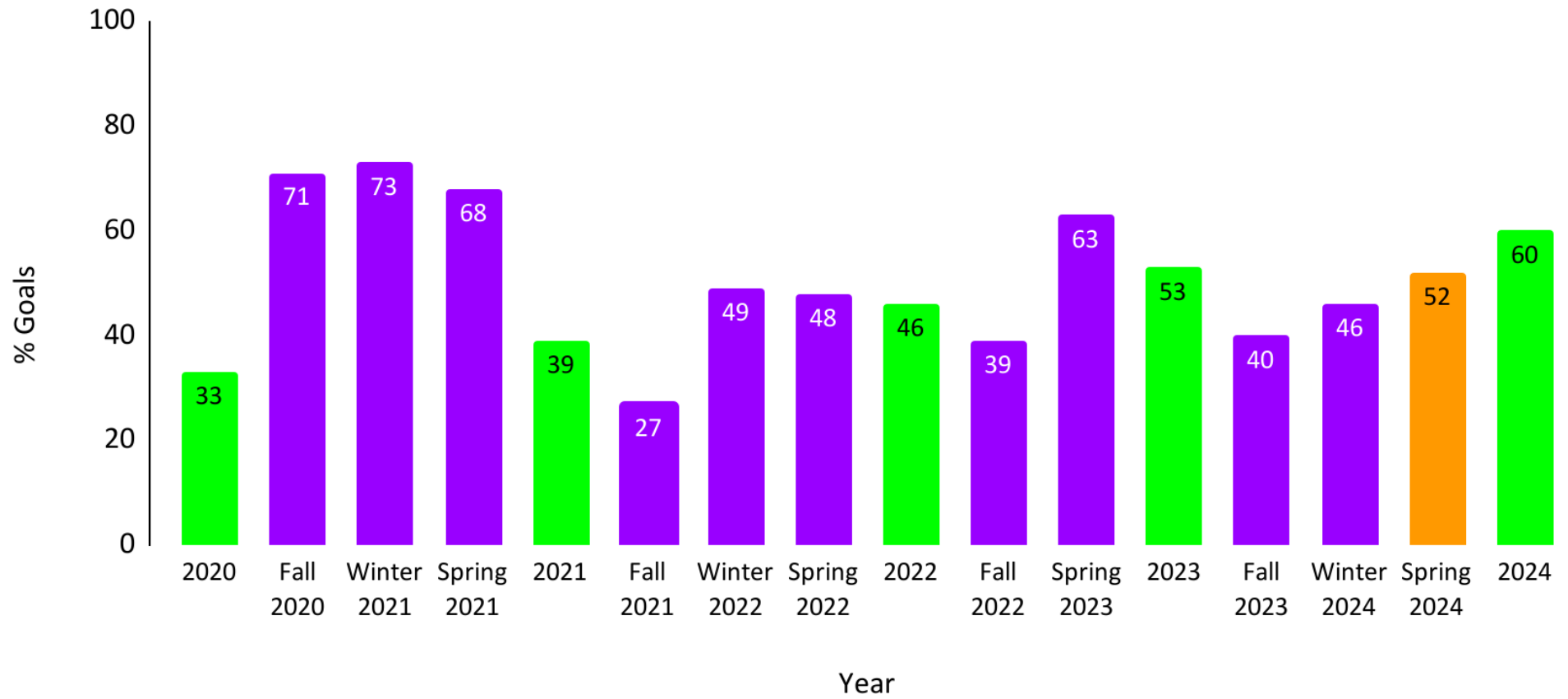


Data trend of K - 3 Reading from Spring 2021 to Spring 2024 (End of the Year)
Increasing Trend : Kinder Reading got the highest % of students who met GL

Summary of Performance (K - 3 Reading)

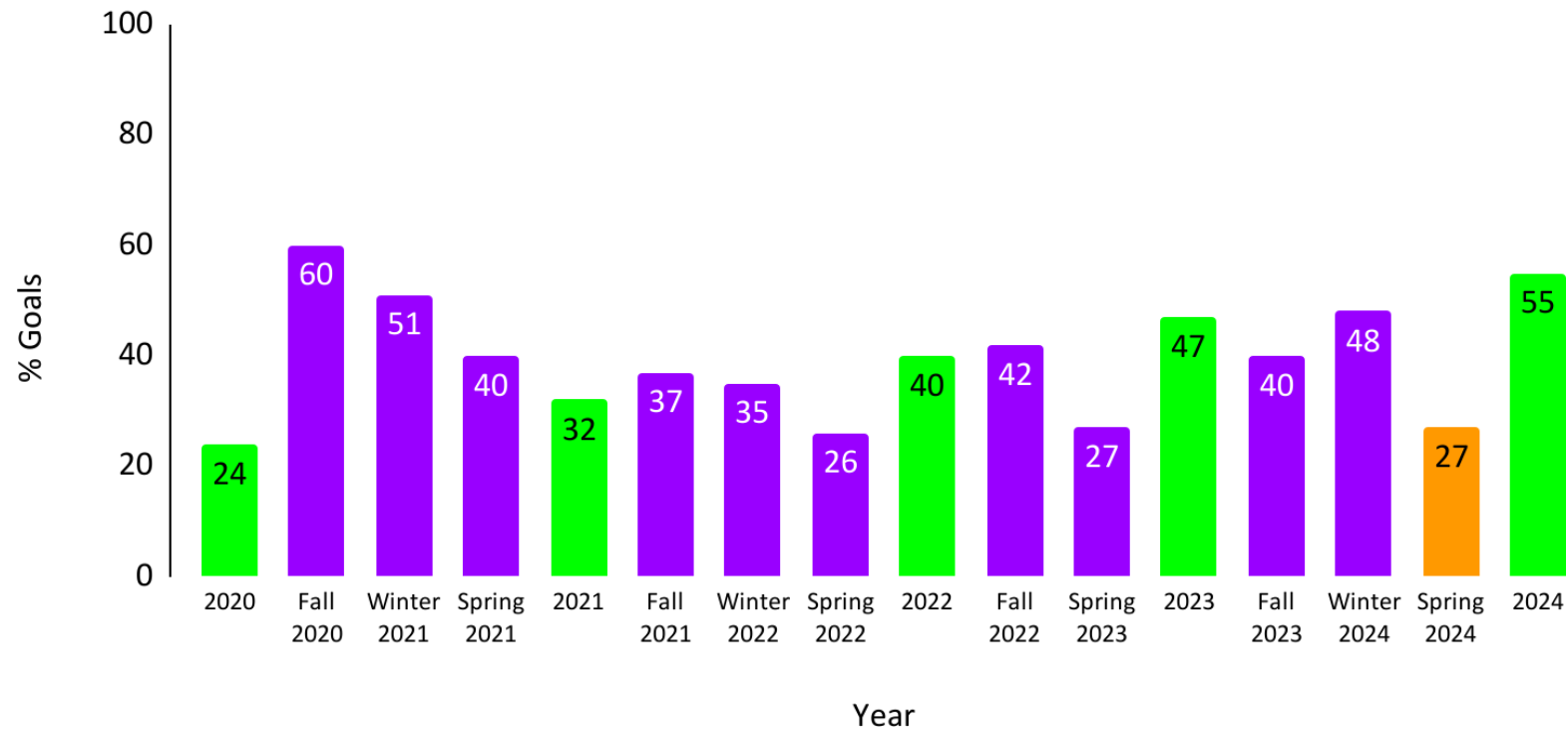
- K - 2 Reading shows growth from Fall 2023 to Spring 2024.
- Kinder Reading performed 20% higher than the 2024 set goal.
- Grade 1 Reading increased by 11% from Fall 2023 to Spring 2024 and met the 2024 Goal.
- From Spring 2021 to Spring 2023, there is an increasing trend for both Grade 1 and Grade 2 Reading. K - 2 Reading performance met the 2024 goal.
- Grade 3 Reading decreased by 5% from Fall 2023 to Spring 2024. There are 10% of additional students who scored “high approaches” grade level (32% lower than the target)

Kinder Math



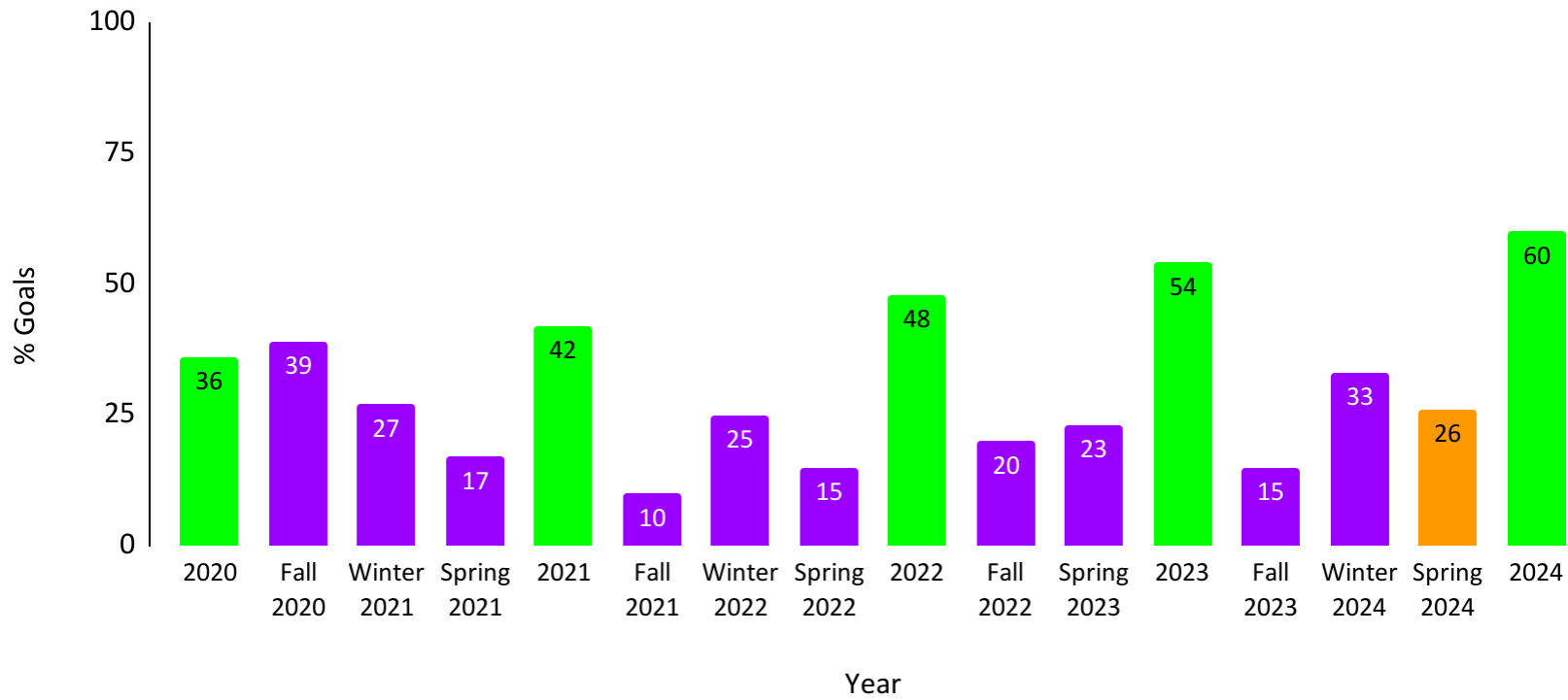
Kinder Math : Increased by 12% from Fall 2023 to Spring 2024 and 8% lower than the 2024 Goal.

Grade 1 Math



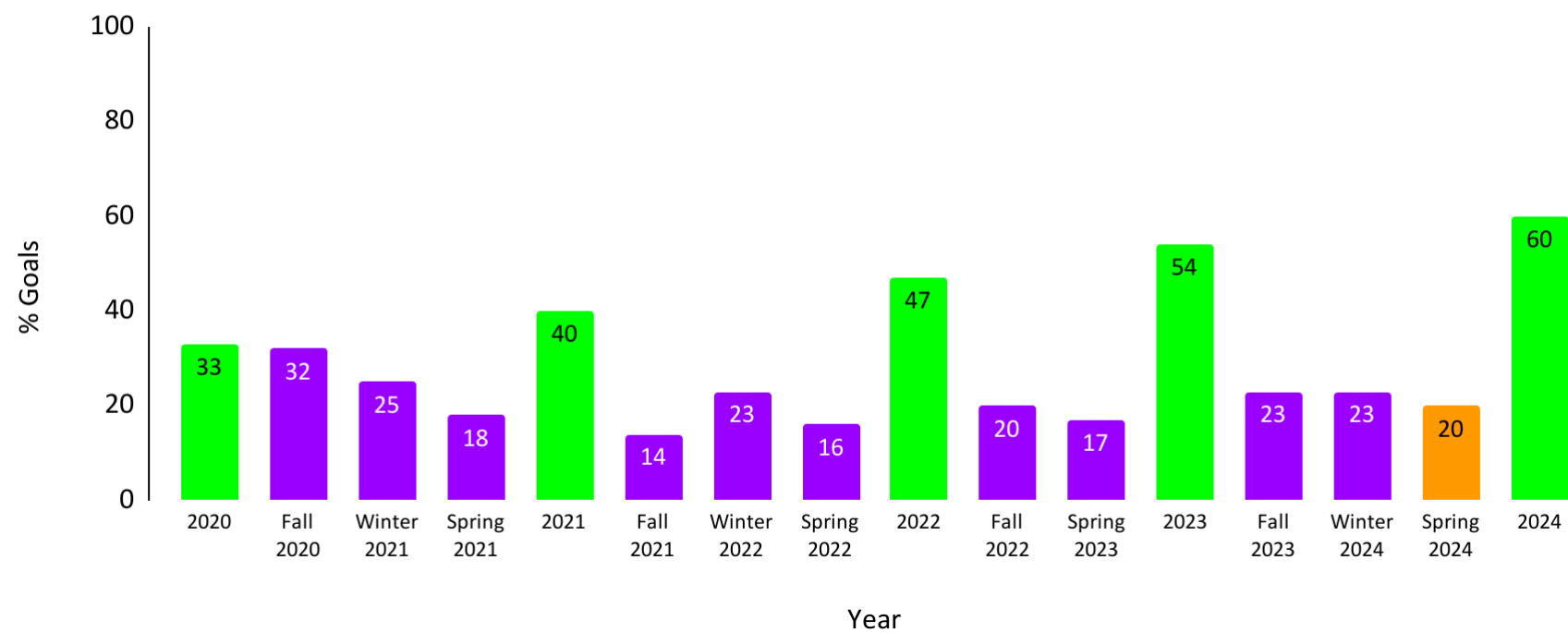
Grade 1 Math : Decreased by 13% same student performance from Spring 2023 to Spring 2024 and decreased by 1
Spring 2023 : 27%

Grade 2 Math



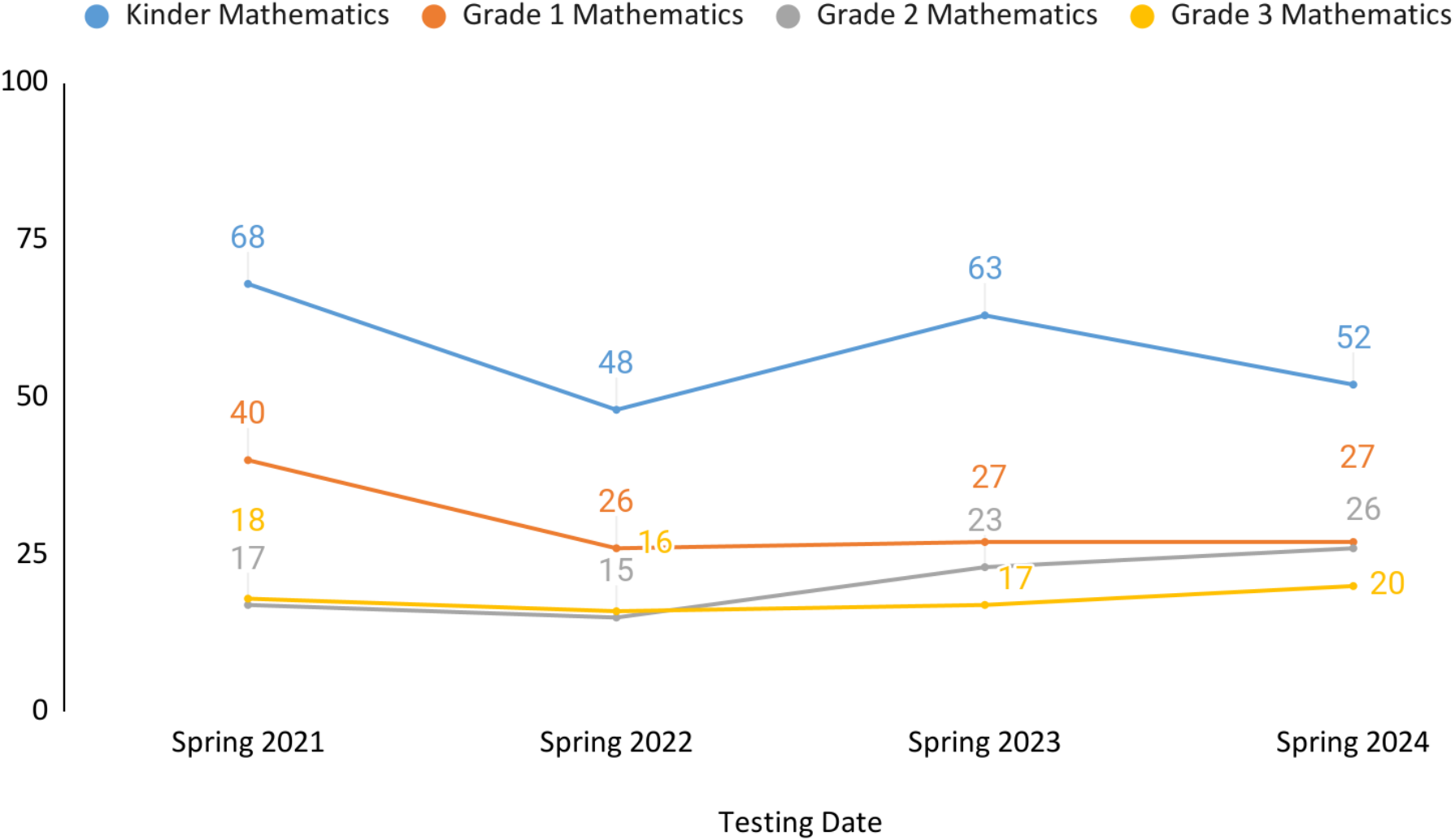
Increased by 3% from SP23 to SP24 and increased by 11% from Fall 2023 to Spring 2024.
34% below from the 2024 Goal

Grade 3 Math



11% high approach (1 to 3 items away from meets GL out of 37 questions)
Grade 3 Math increased by 3% from Spring 2023 to Spring 2024.

HB3 : K - 3 Mathematics (SP21 to SP 24)



K - 3 Math trend from Spring 2021 to Spring 2024
There is a dip during SP2022 but slightly increasing trend for Grade 1 to 3 from SP23 to SP24
Kinder decreasing trend from 68 to 52%.

Summary of Performance (K - 3 Math)

- Kinder Math increased by 12% from Fall 2023 to Spring 2024.
- Grade 1 Mathematics decreased by 13% from Fall 2023 to Spring 2024 and same performance from SP23 to SP24.
- Grade 2 Mathematics increased by 3% from Spring 2023 to Spring 2024 and increased by 11% from Fall 2023 to Spring 2024 but 34% below the 2024 Goal.
- Grade 3 Mathematics increased by 3% from Spring 2023 to Spring 2024.
- K - 3 Mathematics performance is below the 2024 Goals.

Action Steps SY 2024 - 2025

- Participate in Region 10 Mathematics Achievement Academy (Sept. 14, Oct. 5 and Nov. 2).
- 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 Amplify Reading and Eureka 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 instructional framework for Reading and Math.

Student Learning Strengths

- Legacy PCA provides a supportive learning environment where each student can reach his/her full potential.
- Use of Progress Monitoring to analyze data for each scholar and provide effective teaching and assessment practices to ensure student achievement gains. Legacy PCA utilizes instructional coaches to implement strategies and intervention to support struggling scholars.
- Legacy PCA offers After-School Club Activities in Esports, Athletics and Cheer-leading

We have designed our CTE programs to match TEAs high school endorsements. Our priorities for CTE are:

- (1) Develop additional Dual Credit Opportunities for our CTE Programs.
- (2) Lead students to obtain post-secondary credentials such as Industry Certifications based in their specified programs of study
- (3) Increase the opportunities for students to participate in work-based learning experiences.
- (4) Increase the number of CTE completers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 24% to 40% by June 2025. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 2 (Prioritized): The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 30% by June 2025. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.

Problem Statement 3 (Prioritized): The percentage of 2nd grade Math students scoring meets grade level or above on MAP will increase from 26% to 36% by June 2025. **Root Cause:** The teachers need to implement high-quality instructional materials with fidelity daily.

Problem Statement 4: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024. **Root Cause:** Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

District Processes & Programs

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

PreK Program

Adopted Curriculum Resource: Frog Street

State Regulated Standards: PreK Guidelines 2022

Targeted Language: 80 -20 Spanish (Dual Language Immersion)

Assessment Tool: CLI Engage 3 times per year (BOY, MOY, and EOY)

TIA: Growth Measurement Adopted; comparison BOY benchmark and EOY Benchmark

Program Goals:

1. All classroom teachers are certified bilingual teachers per program requirements.
2. All students leave PreK with increased proficiency in language and Kinder Ready.

Needs:

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

Strengths:

- Parent Response and Support Campus Administrator Support
- Program Timeline of Planning and Implementation
- Vertical Alignment professional learning sessions PK-2nd

Areas of Growth:

- Implementation of Dual Language model with fidelity
- Staffing certified bilingual teachers for classroom positions

Instructional methods/Materials for addressing the needs all student groups;

Elementary ELAR Priorities

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

K-5th ELAR teachers are implementing **Amplify curriculum**. **K-2 mCLASS** is utilized to provide **progress monitoring** for in-class interventions and inform areas of **focus for small group instruction**. **K-2 mCLASS** and **3-5 Learning A-Z/Sirius** are utilized to provide interventions. **Learning A-Z** is utilized to measure **reading fluency** growth. **Reading A-Z** is also utilized in K-5th grade to assess **reading levels** as well as process monitor reading fluency and reading comprehension. **Sirius STAAR resources** are utilized to implement TEKS targeted lessons during small group instruction. K-5th Grade ELAR teachers implement the **Amplify ELAR Units of Study** and follow the **Amplify Year-At-A-Glance (YAG)**.

Priority #2: Differentiation (Small Group)

Student data from LPCA District **K-5 Amplify Unit Assessments**, **K-5 MAP Data Reports**, **K-5 Learning A-Z**, and **K-2 mCLASS Reports** are utilized to **analyze student achievement** in order to adjust **whole group instruction**, **small group**, and **one-on-one interventions** as well as **accelerate learning** during in-school instruction, Wolf-Time Interventions, and after-school tutoring. Lessons are differentiated according to **TEKS focused skills based on data to meet the individual needs of students** providing multiple options to demonstrate their learning.

Priority #3: Data-Driven Instruction (DDI)

K-5 ELAR student growth measurements using the DDI Protocol include:

- **K-2:** mCLASS, MAP, Learning A-Z Running Records, Amplify Unit Assessments through Eduphoria, Student Work Analysis Protocol
- **3-5:** STAAR Interim, STAAR, Weekly Assessments through Sirius/Eduphoria, MAP, Learning A-Z Running Records, Amplify Unit Assessments in Eduphoria/ All in Learning, Student Work Analysis Protocol, [RSSP - 4th Gr. ELAR](#)

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic achievement.

Areas of Strength: (reinforcement)

Professional Learning: PL Gold Friday Systems & Structure

DDI Protocol, support with differentiation strategies and small group implementation, monitor and adjust instruction based on data, Academic Goal Setting and Student Data Trackers

Areas of Growth: (refinement)

Coaching Cycle: Observation/Feedback of HQIM, DDI, Differentiation

Student Work Analysis Protocol: “Show What You Know” Strategy - Student demonstration of learning/mastery of skills

Unit/Lesson Internalization Protocol, Lesson Rehearsal Protocol

Elementary Math Priorities

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

- Implementation of the CRIMSI materials, Eureka K-5, to ensure students receive instruction from high quality instructional materials in alignment to the state standards, TEKS
- Supported with data analysis and instructional support during PL Fridays and the 4th week PLCs (K-5) to build the capacity of teachers for the implementation of good 1st instruction
- Provided supplemental resources such as Sirius to prepare for STAAR
- Implemented the “Read, Manipulate, Draw, & Write” strategy in alignment to the Eureka Math’s to help students problem solve in everyday life situations
- Supported with the implementation of the curriculum using the Eureka Math Scoping Sequence, the district’s YAG, teacher’s IPC, lesson internalization and rehearsal process

Priority #2: Differentiation (Small Group)

- Expedited the data collection process of Tier 1 instruction using All in Learning software platform to monitor exit tickets and module assessments for teachers to create small group instruction for grades 2-5 to address student needs
- Implemented Accelerated Instruction (AI) in grades 3-5 for mathematic twice a week to support students with obtaining their personal math performance goals and close the achievement gaps
- Implemented additional adaptive learning software such as Sirius, Zearn, ST MATH and Progress Learning (Free Pilot at MW Gr.1-5) in support of student agency
- Attended Lead4Ward “Rockin Review” conferences and implemented the given strategies in grades 3-5 to uniquely engage students during the STAAR 10 Day Countdown Review

Priority #3: Data-Driven Instruction (DDI)

- Provided PL on DDI protocol & Module Data Analysis Process Support in the facilitating the Lesson Internalization Process
- Student Work Analysis Protocol
- Scope & Sequence analysis and optimization to ensure content is covered before MAP & STAAR (K-5).

Elementary Math - Strengths & Growth

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic achievement.

Areas of Strength: (reinforcement)

- Systems and structures set for classroom data tracking in grades 2-5 math (data walls and student data folders) for teacher and student accountability
- YAG reflects completion of Tier 1 instruction prior to STAAR for grade 3-5
- **Acceleration Instruction support with emphasis on additional small groups in grades 4-5 to increase student performances for CCRM**
- **Facilitated “Rockin’ Review: in the cafeteria and classroom during “10 Day Countdown” in grades 3-4 to increase student performances for CCRM**

Areas of Growth: (refinement)

- YAG reflects completion of Tier 1 instruction prior to MAP EOY for grade K-2
- Provide academic counseling to progress monitor all student groups in K-5 using individual data folders
- Revise Accelerated Instruction, AI, systems and structures
- Implement math vertical alignment and backwards design planning for K-5 to build teacher capacity
- Address math content development on all PL Fridays to build teacher capacity
- Support with the implementation NIET protocols as it pertains to Leadership Meetings, PLCs, learning walks and implementation of products to build the capacity of all personnel impacting student achievement
- Attend training or conferences such as Lead4Ward “Rockin Review,” Backwards Design Planning, Region 10, CAMT, etc. to continue building teacher capacity in support of student achievement

Elementary Science Priorities

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

- Full implementation of CRIMSI materials (Stem scopes K-5)
- Support with data analysis and instructional support during PL Fridays and 4th week PLCs (K-5)
- Support with the merging of the old and new science TEKS using Stem scopes materials
- STAAR practice and preparation using SIRIUS web-based resources in grade 5
- Implementation of hands-on lab work that require to read, analyze and write response in
- Support with implementation of the curriculum using the YAG, IPC & lesson internalization process

Priority #2: Differentiation (*Small Group*)

- Expedited the data collection process of Tier 1 instruction using Eduphoria or Stem scope software platform to
- monitor exit tickets and module assessments for teachers to create small group instruction for grades K-5 to address student needs
- Implementation of “Typing Club” with the Claims, Evidence, reasoning weekly investigations in support of special populations in grades 2-5 to impact student achievement on TELPAS, MAP & STAAR
- Implementation of Sirius as a supplemental resource in support of 5th grade STAAR student performances
- Lead4Ward “Rockin Review” strategies in grade 5 as a unique way to engage students during 5th grade STAAR Review

Priority #3: *Data-Driven Instruction (DDI)*

- Professional Learning on DDI protocol and Module Data Analysis Process Support in the facilitation of Lesson Internalization Process
- Student Work Analysis Process
- Scope & Sequence analysis and optimization to ensure content is covered before MAP or STAAR (3-5).

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic achievement.

Areas of Strength: (reinforcement)

- Systems and structures set for classroom data tracking in grades 2-5 grade (data walls and student data folders) for teacher and student accountability
- YAG reflects completion of Tier 1 instruction prior to MAP or STAAR for grade 3-5
- Acceleration Instruction support with emphasis on additional small groups in grade 5 to increase student performances for CCRM
- Facilitated “Rockin’ Review: in the cafeteria and classroom during “10 Day Countdown” in grades 5 to increase student performances for CCRM

Areas of Growth: (refinement)

- YAG reflects completion of Tier 1 instruction prior to MAP & STAAR for grade 3-5
- Provide academic counseling to progress monitor all student groups in 3-5 using individual data folders
- Revise Accelerated Instruction, AI, systems and structures to include intervention for 5th grade in spring 2025
- Implement science vertical alignment and backwards design planning for K-5 to build teacher capacity
- Address science content development on all PL Fridays to build teacher capacity in grades K-5
- Support with the implementation NIET protocols as it pertains to Leadership Meetings, PLCs, learning walks and implementation of products to build the capacity of all personnel impacting student achievement
- Attend training or conferences such as Lead4Ward “Rockin Review,” Backwards Design Planning, Region 10, etc. to continue building teacher capacity in support of student achievement

Secondary ELAR Needs and Strengths

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

- Amplify 6-8 is a curriculum that combines the critical elements of a learning system of assessment, core curriculum, personalized learning, and intervention. It delivers skills practice and supports needed to become proficient readers
- My Perspectives 9-12 Is research-based guidance and give teachers autonomy to do what they do best to support each unique learner. It also

brings students in with relevant and engaging content. Get Students Going with support and scaffolding for ALL learners. Keep Students on Track with built-in formative assessments and progress monitoring. Let Students Explore, Share, and Grow with collaborative experiences that hone writing, speaking, and listening skills

Priority #2: Differentiation (Small Group)

- **Sirius 6-10** was used to analyze student achievement to adjust whole group instruction, small group, and one-on-one interventions as well as accelerate learning. Lessons are differentiated according to TEKS focused skills based on data to meet the individual needs of students providing multiple options to demonstrate their learning.
- **Lexia POWER UP** is a literacy blended learning program that supports educators in providing differentiated literacy instruction for students in grades 6-10 who are reading below grade level. This program supports the diverse needs of adolescent readers and enables students to make multiple years of growth in a single academic year.
- **ILIT20 9-12** iLit is a comprehensive reading intervention program for students in Grades 6 and up. It includes every resource you need to support your Tier 2, Tier 3, and English language learner (ELL) students: curriculum, assessment, data, and professional development.

Priority #3: Data-Driven Instruction (DDI)

- **6-12 ELAR student growth measurements using the DDI Protocol include:**
- **6-8:** MAP, Amplify Unit Assessments through Eduphoria, Student Work Analysis Protocol, Sirius, STAAR Interim, I-Station Assessment (**7th only**), STAAR
- **9-12:** STAAR Interim, STAAR, Weekly Assessments through Sirius/Eduphoria, MAP, My Perspective Unit Assessments, Student Work Analysis Protocol

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic

achievement. Strengths (reinforcement)

- **Professional Learning:** Gold Friday's preparation and structure based on teacher's needs.
- **DDI Protocol:** Supports differentiation strategies and small group implementation by monitoring and adjusting instruction based on data by using data folders and an instructional data wall.

Areas of Growth: (refinement)

- **Coaching Cycle:** (Observation, Feedback, Lesson Rehearsal, Observe/Co-Teach) to build teacher capacity in order to increase student growth and academic achievement.
- **Student Work Analysis Protocol:** “Show What You Know” Strategy - Student demonstration of learning/mastery of skills
- **Unit/Lesson Internalization Protocol:** Understand the lesson purpose and objectives, understand the sequence and pacing of activities, prepare to teach each activity, and organize resources.
- **Lesson Rehearsal Protocol:**
 - provides opportunities for teachers to determine how an instructional episode may play out and to use what they learned to aim towards productive enactment of their instructional plan.

Secondary Mathematics Needs and Strengths

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

Math 6-8, Algebra 1 and II, and Geometry teachers are implementing **Carnegie Learning** curriculum which makes math meaningful through collaborative exercises and independent practice.

- End of Topic Assessments (EOT) and NWEA MAP are used to provide progress monitoring.
- MATHIA provides a more in-depth conceptual understanding of mathematical concepts and algorithms.
- SIRIUS provides support in developing mathematical analysis and wider exposure to rigorous math problems.

Need Refinement

- Teacher support in the effective implementation of lesson and unit internalization
- Regular teacher observation and feedback in the actual implementation of the HQIM

Priority #2: Differentiation (Small Group)

Student data gathered from EOT and MAP are utilized to adjust Tier 1 instruction, create small group instructions, and individualized or accelerated instruction. Varied instructional strategies are provided to address the differences among the students’ learning needs. Accelerated Instruction (AI)/Wolf Time also provides a venue for students to do independent practice.

Need Refinement

- Consistent support in the implementation of small group instructions.

- Teacher training and professional development that focus on increasing student engagement.
- Continue utilizing supplemental tools such as SIRIUS and MATHIA to reinforce and accelerate learning.

Priority #3: Data-Driven Instruction (DDI)

Student achievement and growth are presented through a Data Wall which the teachers update once the MAP Data is available. This tool demonstrates how individual data moves from one reference point to the next (e.g. STAAR vs MAP BOY, etc.).

Need Refinement

- Data gathering and presentation on a regular basis (e.g., bimonthly) during PLC time. This includes a student intervention plan.
- Each student will keep a data folder which requires a regular updating of assessment scores.

Secondary Mathematics Needs and Strengths

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic

achievement. Areas of Strength: (reinforcement)

- **Professional Learning:** PL Gold Friday - provides sessions based on teachers' needs based on surveys and Learning Walks data
- **DDI Protocol,** support with differentiation strategies and small group implementation, monitor and adjust instruction based on data, Academic Goal Setting and Student Data Trackers

Strong Review Protocols:

- after school tutoring; boot camps, Rockin' review
- **Accelerating Instruction** (in support of efforts to increase high school students in advanced math) • Advanced Math Program will be offered to Incoming 6th graders (for 2024-2025)

Areas of Growth: (refinement)

- **Coaching Cycle:** Observation/Feedback of HQIM, DDI, Differentiation
- **Student Work Analysis Protocol:**
- Analyze student work (based on Masters, Meets, Approaches, and
- **DNM Unit/Lesson Internalization Protocol, Lesson Rehearsal**
-

Protocol Support in the effective implementation of the HQIM

Instruction(Student engagement)

- Increase teacher capacity and expertise on pedagogy by providing off-campus conferences and seminars that focus on improving academic engagement.

Secondary Science Needs and Strengths

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

STEMscopes is the primary curriculum resource. Teachers utilize the curriculum to provide hands-on lab investigations for their students. Curriculum supports the implementation of **Project Based Learning** in the classroom. There will be continued use the Backwards design model to ensure **high quality lessons** that lead to content mastery.

Priority #2: Differentiation (Small Group)

During lab investigations and projects, teachers use small groups to reiterate key concepts based on students' misconceptions.

Priority #3: Data-Driven Instruction (DDI)

Use a variety of data to inform teachers about the instructional decisions for individual students and for the whole class.

MAP tests are utilized to measure student growth and performance throughout the year. **Engage our students** with their own data to improve their own learning. Utilize the EOC Interim Assessment and Unit Assessments through **Eduphoria** to monitor student progress
Provide Friday **Biology Boot Camp** to better target instruction based on students' strengths and needs.

District Priority Action Steps for 2024-2025

Continue to build teacher capacity in order to increase student growth and academic

achievement. Areas of Strength: (reinforcement)

- **Professional Learning:** PL Gold Friday Systems & Structure
- **DDI Protocol**, support with differentiation strategies and small group implementation, monitor and adjust instruction based on data, Academic Goal Setting and Student Data Trackers.

Areas of Growth: (refinement)

- **HQIM** (adoption and effective implementation of **Biozone** for SY 2024 - 2025
- **DDI** effectively monitors the student progress through **Sirius and All in Learning software**.
- **Coaching Cycle**: Observation/Feedback of HQIM, DDI, Differentiation
- **Student Work Analysis Protocol**: “Show What You Know” Strategy - Student demonstration of learning/mastery of skills
- **Unit/Lesson Internalization Protocol, Lesson Rehearsal Protocol**

Methods for addressing needs of students for special programs:

Suicide Prevention

- Suicide Prevention Program includes training in the following areas:
 - Risk Factors and Warning Signs
 - Protective Factors
- Assessment and Referral
- Recommendations for student who makes a suicide threat
- Counselors follow the Legacy PCA Suicide Intervention protocol which requires notifying a parent/guardian and providing resources.

Conflict resolution

- Legacy PCA administrators and school counselors conduct mediation for students as needed

Social Emotional Learning

- The school partners with DayBreak health Services that provides evidence-based personalized mental health services for K-12 including universal
- screening, professional learning/mental health classes for staff and families.
- DayBreak provides flexible hours and scheduling.
- Focus areas are tailored to each staff and family.
- They have highly qualified, diverse, and multilingual clinicians.

Violence prevention

- Legacy PCA students and staff are trained in bullying and cyberbullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the campus anonymous tip line reporting system to report undesired or suspicious activity:
- <https://www.legacypreparatory.com/schoolmessenger-quick-tip/?value=Mesquite%20Campus>
<https://www.legacypreparatory.com/schoolmessenger-quick-tip/?value=Plano%20Campus>
- Campus administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources

are provided.

State Compensatory Education (SCE)Program

The SCE program provides supplemental programs and services in coordination with general education instruction for struggling students, special populations, or students not meeting standards on state assessments. These services include the following:

- Math and Reading Boot Camps
- Saturday School
- Credit Recovery
- Homebound Services
- Summer School opportunities
- Pregnancy-Related Services (PRS)

For expectant students experiencing health concerns, Legacy PCA offers Pregnancy-Related Services (PRS) including Compensatory Education Home Instruction (CEHI). Students must be confined to the home or hospital bedside for pregnancy-related issues to be provided CEHI and other pregnancy support services. With assistance from a certified teacher, students can continue their education at home and receive instructional support and materials such as textbooks, calculators, and other necessary supplies. Students have the opportunity to continue making progress in their courses and be counted present for school while they work from home with their assigned teacher.

Students may receive support during the school day provided by the school counselor while the student is attending school. The following are examples of support services that a district may choose to offer:

- counseling services, including the initial session when the student discloses the pregnancy, emotional support academic and vocational guidance
- health services, including services from the school nurse,
- instruction on a wide variety of topics related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training and
- referrals to community resources

Homeless Children and Youth

The Families in Transition program helps all students that meet the eligibility to receive services under the McKinney-Vento Act, to ensure the right to an education regardless of their living situation. The term “homeless children and youth” is defined as individuals who lack a fixed, regular, and adequate nighttime residence. The district homeless liaison and the district community liaison works collaboratively with campus staff to provide support/services as needed.

Services provided to homeless families include:

- free school meals,
- immediate enrollment in school,
- as needed transportation to campuses,
- participate fully in all school activities and programs for which you are eligible
- school supplies
- DayBreak Health Services
- The school partners with DayBreak health Services that provides evidence-based personalized mental health services for K-12 including universal screening, professional learning/mental health classes for staff and families. They provide flexible hours and scheduling. Focus areas are tailored to each family. They have highly qualified, diverse, and multilingual clinicians.
- connect families with local resources in the community

Post-Secondary Preparedness/Career Education**Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors and parents information about:**

Higher education admission and financial aid opportunities.

- The Toward Excellence, Access, and Success (TEXAS) Grant Program and the Teach for Texas Grant Program were established.
- The need for students to make informed curriculum choices to be prepared for success beyond high school, and Sources of information on higher education admissions and financial aid
- NTN College Access team will assist in providing the above information
- **Assessment Tools Used:** TSIA2, SAT, ACT, IBC, Dual Credit Class completion.

Program Goals:

1. Ensuring that students have the necessary academic skills and knowledge to succeed in college-level coursework or military training programs.
2. Helping students explore various career options, identify their interests and strengths, and develop a plan for achieving their career goals.
3. Equipping students with essential skills and competencies needed for success in the workforce, such as communication, critical thinking, problem-solving, teamwork, and digital literacy.

Accelerated education

- At-risk students will be identified at all grade levels and will receive appropriate intensive or accelerated instructional services through the RTI process.
- Each student in grades PreK-EOC will have a 45 to 52 minutes accelerated instruction block added to their daily schedule
- Students grades 4 and up will be grouped according to their Spring 2024 STAAR performance on all Reading, Math, Science, and Social Studies assessments.
- Students requiring **30 hours**
 - Low Did not Meet (LDNM) for Reading/Math
 - Incoming 4th grades student who did not meet Approaches
- Students requiring 15 hours
 - High Did Not Meet (HDNM) for Reading/Math
 - Low Approaches for Reading/Math
 - Did Not Meet on Science, Biology, and US History STAAR Assessments

Gifted and Talented (GT)

- GT students are served in the general ed classroom with differentiated instruction tailored by their teachers. This year we continued providing additional opportunities for the **GT students to research, and work on solving hands-on challenges using different resources**, such as the Breakout EDU and Quest Challenges.
- **We offered the GT Enrichment Fridays program.** In this program, scholars had the opportunity to work with their GT peers in fun, hands-on, STEM, and Engineering projects addressing real-life, culturally relevant problems through Project-based learning using Breakout EDU, and the ProSolve Quest challenges.
- **We will be offering GT Summer Camp** to provide more opportunities for our GT scholars to work in teams with their peers in problem-solving challenges that use gaming concepts familiar to students, while developing their ability to think critically and solve problems.

Gifted and Talented (GT) training

Teachers who provide instruction and services that are part of the GT Program must have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted student.

Dyslexia support

- The dyslexia teachers that provide services to students identified with dyslexia received training in Reading by Design.
- On-going training will continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers.

Dropout reduction

- High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs.
- Naviance web-based program is used to assist scholars prepare for college and identify possible future careers.

Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as:

- Credit by Exams (CBE) through the University of Texas UT High School
- Summer School

After-School Enrichment Program

Current School Year (2023-254 SY)

Activities

- Homework Help
- STEAM Activities
- Sports/Physical Activity
- Chinese

Partnerships

- Texas Legends
- Mad Science of Dallas
- K12-Enrichment
- 300 Enrolled
- 156 Daily Attendance
 - 90 Mesquite
 - 66 Plano

Next School Year (2024-25 SY)

After-School Enrichment Partner (Elite Learning After-School Program)

Activities

- Homework Help
- STEAM Activities
- Physical Activity
- Program Hours: 4:10-6:00pm, Monday thru Thursday and Blue Fridays Meal Partner (K12-Enrichment)

2. Staff Recruitment & Retention

Out of our 94 teachers, we have 6 non-returning/non-renewals. We are retaining 93% of our teachers. Some teachers have been transferred from Plano to the Mesquite Campus due to enrollment.

Recruiting

District hiring procedures include:

Participation in following teacher career job fairs:

- Texas A&M Kingsville
- Louisiana
- Tech Angelo State
- UTRGV Edinburg, TX
- UT Tyler
- Collin County
- Posting job openings on the Indeed.com & Careers Network (Teacher Job Network)

The district has also implemented aggressive strategies to retain and recruit experienced teachers such as:

- Provide hiring signing-up bonuses
- Provide Teacher Incentive Allotment (TIA) Funds
- Provide longevity stipends to teachers and staff entering their third year with the district Provide teacher retention stipends for math, science, IT, bilingual and ESL teachers
- Pay for bilingual and ESL teacher certification training
- Use of social media to promote the district, and advertise job openings
- Salary supplemental pay for teachers such as extra duty pay (outside of regular school hours, i.e. evenings, weekends) Staff members are recognized annually for services in the district at the appreciation end of the year party

Staff Recruitment and Retention Needs

Continue providing Staff Retention and Recruitment Incentive Stipends

3. School Organization

Legacy PCA is comprised of the following innovative programs that contribute to our success:

- **New Tech Network**: Provides access to the latest advances in educational technology and Project Based Learning Experiences.
- **Project Based Learning**: Promotes scholar's active participation in and ownership of their classroom environment with a rigorous curriculum and a reasonable scholar facilitator ratio.
- **PK-5 Dual Language Program**: Promotes bilingual, biliterate, and multicultural learners who are critical thinkers, leaders and contributors in a diverse and competitive global society.
- **LOTE**: Provides Languages Other Than English.
- **Spanish Language Program**: Provides our scholars the opportunity to continue their Spanish language acquisition at their tested level.
- **Chinese Language Program**: Provides our scholars the opportunity to learn the Chinese language and experience Chinese culture. Our program is centered around the American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages with an emphasis on improving scholars' communication skills.
- **Advanced Middle School Program**: Beginning in 6th grade students will have the opportunity to take advanced courses. This will put them on track to finish middle school with a maximum of 7 high school credits.
- **P-TECH**: Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that enable students to earn a high school diploma, along with a possible associate degree, Level 1 or Level 2 certificate, or industry-based certification.
- **Second Step® Mind Up**: Second Step® social-emotional learning (SEL) programs empower preschoolers, teens, and all ages in between to build skills for success. This program helps students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting

goals—so they can thrive in school

Finance

- Legacy PCA Business and Finance Department is responsible for the management of the district's financial resources in a fiscally responsible and transparent manner.
- The programs include Purchasing, Accounts Payable, Accounts Receivable, Human Resources, Benefits, Payroll, PEIMS and many other supporting roles. The department is a member of ASBO, GFOA, TASBO, and other professional organizations. Our team strives to make sure that our campuses, departments, and students are at the forefront of everything we do.
- Legacy PCA received the state's highest financial integrity rating (A) on the Charter FIRST
- Legacy PCA receives state and federal funding including Title I, II, III, Title IV and IDEA-B Formula.

School Organization Needs

- Provide tiered professional learning based upon teacher needs
- Continue partnership and relationships with the community – Legacy presence at Plano, Richardson, and Mesquite Chamber of Commerce • Need to focus on marketing to get enrollment up especially in Plano Campus

4. Technology

- Improvement projects are centered around increasing internet access, improving network stability and security, and maintaining our 1:1 student device deployment
- Having reliable access to technology and the internet will continue to grow in importance for our students because we have transitioned to online STAAR testing
- Legacy PCA integrates technology to expand student learning opportunities (iStation, Imagine Math, Achieve 3000, Renzulli Learning, ECHO, DreamBox, Brain Pop, Lexia Learning, Google Suite)
- Legacy PCA has a strong media presence through Facebook, district/school website, twitter.
- Legacy PCA embraces technology to ensure that our students and staff have the digital resources necessary to provide the highest quality instruction possible
- Student safety and cyber-security are central to the design of Legacy PCA technology infrastructure

Technology Needs

1. In order to start preparing 2nd graders to have the foundation of typing by the time they get to third grade for testing. This school year we are distributing the 2nd graders with touch screen chromebooks.k-1 will stay on ipads,2-8th will be on chrome books and 9-12 on windows laptops.
2. In order to solve the issues with windows laptops with disk space, wireless and operating system issues. We are replacing all windows laptops 9-12th grade. These will be win 11,updated wireless and double the space from ones we are using. We are also purchasing 350 non-touch Chromebooks and 150 touch chrome books.
3. We are evaluating new software such as Power School to improve and streamline our school communications. This includes mass email

and texts, call out messages and social media. The PEIMS Coordinator, Marketing Coordinator, and the IT Director will be evaluating these processes and software.

4. Work with incoming PTECH industry partners to understand how technology plays a role in new Curriculum resources, identify changes need to technology systems to support our new industry focused programs so that students have seamless access to the resources required for these programs.
5. Identify and improve communication processes with our communities. Evaluate processes and programs for call-out messages, mass email/text, social media etc. to see if we can improve the effectiveness of our communication efforts.

District Processes & Programs Strengths

- Legacy PCA has adopted a school-wide progress monitoring system that uses data to track key academic indicators in order to identify and intervene with students who are at risk of falling off track.
- Curriculum Team conducts data meetings with grade level teams and individual teachers to discuss data and next steps regularly
- Facilitators are given additional 2 hours weekly to plan engaging projects in collaboration with directors, instructional coaches
- and grade level teams Legacy PCA utilizes data driven instructional processes, which includes high quality assessment, deep analysis, next steps/action, and data driven culture Instructional coaches model lessons and offer additional support to classroom facilitators
- The district offers a wide variety of professional development to all teachers
- The campus directors provide weekly faculty meetings to keep staff updated with information related to their job assignment and provide professional development based on administration observations and teacher input.
- Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics Teachers are evaluated using the T-TESS system
- Walkthroughs, observations and performance data are used to determine the effectiveness and provide feedback to teachers Teacher Incentive Allotment (TIA) Funds that help reward, retain, and recruit highly effective teachers
- We offer after or extended-school programs to provide supplemental assistance to help student build a foundation in reading and math and connect high school to career and college
 - Activities include tutoring, Saturday school, math and reading boot camps, academic enrichment, hands-on learning and
- family engagement Medical Benefits - very competitive with other districts
- Help tickets are answered in a timely manner
- The district offers after school clubs in Esports and Cheer-leading

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Addressing the achievement gap **Root Cause:** A diverse population requires a deep understanding of the needs of various learners. Teachers need to incorporate culturally responsive instruction in the classroom.

Perceptions

Perceptions Summary

Perceptions Summary Include:

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

1. School Culture & Climate

Legacy PCA strives to create a culture and climate that is safe, and caring, so that all students can reach their maximum potential. Legacy PCA families are pleased with school culture; highest dimension is safety

Safety is our number one priority – we have several hard and soft practices that have been added to our safety plan. These include:

- Raptor alert technologies for campuses as a measure of school safety.
 - The alert technology is intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders.
- Hired two safety and security monitors to ensure the safety and well-being of the students and staff
- School security metal detectors
- Exterior and internal doors re-keyed to auto lock
- Panic buttons at the front office
- “Bullet proof” film on the glass at the front office doors and other vulnerable areas that will help slow down the entrance of someone trying to force their way in
- Ongoing training on safety practices (such as Stop the Bleed, Standard Response Protocol (SRP), Behavioral Threat Assessment, and Parent Reunification Training)
- We participate in fire safety drills monthly, and active shooter drill, shelter drill, hold drill and secure drill each semester. Legacy PCA requires all classroom doors to be locked at all times
- The district employs a School Marshal program to enhance safety and security services to all campuses

Drug Free

- Contracted Vendor - Tactical K9 & Investigation as a resource to assist with prohibited items (Vapes, Drugs, Firearms)
- On going training on trends related to drugs in our school areas.

School Culture & Climate Needs

The safety and security team conducted a survey with the entire staff to identify potential risks, threats and/or hazards to the safety and security of students, parents, and families. The following needs were identified:

- Training for Behavioral Assessment for campus staff
- Training on SEL and Mental Health Resources
- Training on Parent Reunification
- Additional Clubs and Athletics
- Character Development and PBIS Program

2. Family & Community Engagement

- The district creates an inclusive and welcoming environment that engages all families in critical aspects of student learning
- Delightful customer service (DCS) is non-negotiable when interacting with family and community partners
- Legacy PCA offers a variety of activities to increase parent and family engagement (PFE) such as:
 - Back to school bash,
 - Meet the teacher night
 - Scholastic Book Fair
 - Family Literacy Night
 - Health Fair
 - Veteran Day's Program
 - Winter Celebrations from around the world
 - Art Purchase Night
 - Morning Coffee Chat with parents
 - Grandparents' breakfast
 - Community partnerships
 - Fall Festival
 - Sponsor attendance to the Statewide Parental Involvement Conferences
 - Parent classes

Family & Community Engagement Needs

- School parental involvement policy and parent compact must be evaluated and revised with parents
- Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.

- Continue to provide parents with resources on Bullying and Suicide Awareness
 - Provide opportunities for parents to volunteer in their child's classroom
 - Provide parent education on:
 - Attendance
 - Accessing scholar information in Skyward and ECHO
- Enlist parents and families as academic partners in student learning
- Offer GED classes to help parents prepare for the GED test

Perceptions Strengths

- Staff and students feel safe at school
 - School Messenger Quick Tip provides a simple tip line allowing scholars and members of the community to submit an anonymous tip to school and district officials
 - Red Ribbon Week Activities (District-wide)
 - Development of Safety Committees and advanced school audits
 - District wide safety training was conducted in the following areas
 - Stop the Bleed Trauma Control training and safety kits
 - Standard Response Protocol (SRP) Training
 - Active Shooter Training and Parent Reunification Training
 - Wednesday newsletter, calendar alerts, phone communications, and social media are used to keep parents informed of campus activities and to encourage parent participation.
 - Provide parent education on district and state assessment (“Shooting for the STAAR Training”)
 - Community Liaison provides English and GED classes for parents, along with weekly College and Career Awareness meetings and multicultural reading projects
- The following activities are being consistently implemented: -
- Wednesday Communication Folders
 - Restorative circles
 - Weekly staff newsletters with instructional focus
 - Weekly Instructional Round

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc. **Root Cause:** 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 Problem Statements

Problem Statement 1: Addressing the achievement gap

Root Cause 1: A diverse population requires a deep understanding of the needs of various learners. Teachers need to incorporate culturally responsive instruction in the classroom.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: Create a multi-tiered system of support that values, retains, and grows high-quality staff.

Root Cause 2: Due to the competitive incentives and salaries offered by the neighboring Independent School Districts (ISDs), we have higher turnover rates in hard-to-fill areas.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 24% to 40% by June 2025.

Root Cause 3: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 30% by June 2025.

Root Cause 4: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.

Root Cause 5: 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.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The percentage of 2nd grade Math students scoring meets grade level or above on MAP will increase from 26% to 36% by June 2025.

Root Cause 6: The teachers need to implement high-quality instructional materials with fidelity daily.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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
- RDA data

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
- Texas approved Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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 reach high standards at a minimum attaining proficiency or better in reading/language arts and math.

Performance Objective 1: Increase the number of students achieving at "Meets" Grade Level in STAAR assessments and MAP Scores.

High Priority

HB3 Goal

Evaluation Data Sources: 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).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Develop tiered support structures (MTSS) for campuses to help increase student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Director of Community and Engagement and other support personnel services to provide consistent assistance to all students in need of extra support such as tutorials before/during/after school, and/or on Saturdays Strategy's Expected Result/Impact: Increase of benchmark Results, 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 Results Driven Accountability Funding Sources: - 266 CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
Strategy 2: Purchase high-quality materials, educational software, and/or other supplemental instructional materials for STAAR remediation to improve student academic performance, including Special Education, EB and at-risk students. Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP Data, 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 Results Driven Accountability Funding Sources: - 211 Title I, Part A, - 255 Title II, Part A, - 289 Title IV, Part A-SSAEP, - 224 IDEA B Special Ed (SpEd), - 225 IDEA B Preschool, - 420 State Comp Ed (SCE), Accelerated Reading Instruction	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 3 Details	Reviews			
Strategy 3: Utilize Math Consultant to implement strategies and intervention to support teachers, the instructional programs, and struggling scholars.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP Scores and STAAR/EOC Results
Staff Responsible for Monitoring: 1. Campus Principals
2. Executive Director of Teaching & Learning

Results Driven Accountability

Funding Sources: - 211 Title I, Part A

			
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No Progress



Accomplished



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Goal 2: All EBs will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and math.

Performance Objective 1: LPCA will create systems and structures that support intervention and enrichment opportunities (enrichment learning Fridays, extended support planning, EB summer camps etc.) for all students based on assessed needs and interests of students with a focus on closing the achievement gap.

- High Priority
- HB3 Goal
- Evaluation Data Sources: 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).
- Summative Evaluation: Significant progress made toward meeting Objective
- Next Year's Recommendation: Ensure effective teaching strategies are in place to meet the needs of diverse learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide bilingual teachers retention and recruitment stipends. Strategy's Expected Result/Impact: Improve bilingual teacher retention and attract new bilingual teachers. Staff Responsible for Monitoring: HR Funding Sources: - 266 CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 3 Details	Reviews			
Strategy 3: Offer more sports and extracurricular activities/afterschool clubs. Strategy's Expected Result/Impact: Increase enrollment and academic performance. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. Athletic Coaches 3. Marketing Coordinator Funding Sources: - 289 Title IV, Part A-SSAEP, - 420 State Comp Ed (SCE), Title IA, Schoolwide Acti	Formative			Summative
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0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue				

Goal 3: All scholars will be taught by facilitators who meet the state certification standards for charter school.

Performance Objective 1: LPCA will recruit and retain highly qualified, diverse staff.

High Priority

- Evaluation Data Sources:** 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).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Recruit and retain highly qualified teachers.

Strategy 1 Details	Reviews			
Strategy 1: Provide longevity stipends to teachers and staff entering their third year with the district. Strategy's Expected Result/Impact: Boosting staff morale and retention. Staff Responsible for Monitoring: 1. Campus Principals 2. HR Equity Plan Funding Sources: - 266 CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will identify and develop expert teachers as mentors and coaches to support learning in their areas(s) of expertise for teachers with 2 years of teaching experience or less.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Support teacher learning and growth on the job to help promote students' learning outcomes. Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principles 2. Instructional Coaches and Specialists Equity Plan Funding Sources: - 266 CARES/ESSER				
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Strategy 3 Details	Reviews			
Strategy 3: Provide Teacher Incentive Allotment (TIA) Funds Strategy's Expected Result/Impact: Recognize, reward, and retain effective teachers who have demonstrated success in improving student outcomes. Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director of School and Administrative Operations Funding Sources: - 266 CARES/ESSER	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide teacher retention stipends for math and science. Strategy's Expected Result/Impact: By retaining the most effective teachers, districts can reduce teacher turnover and recruitment costs and create a more stable and positive student learning environment. 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize content coaches and specialists to support and guide teachers Strategy's Expected Result/Impact: Improve teacher practice and student outcomes 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	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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Goal 3: All scholars will be taught by facilitators who meet the state certification standards for charter school.

Performance Objective 2: Providing high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders, which is focused on improving teaching and student learning and achievement.

High Priority

Evaluation Data Sources: 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).

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The district will provide tiered professional learning based upon staff needs. Strategy's Expected Result/Impact: Implementation of effective instructional strategies that promote academic growth for all students and build cohesive 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: - 211 Title I, Part A, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The secondary math teachers will join the Fellowship Using the Science of Engagement (FUSE) with University of Texas at Austin (UTA) Strategy's Expected Result/Impact: Increasing academic engagement using cognitive and motivational science-based strategies developed through decades of research on adolescent development. Staff Responsible for Monitoring: 1. Executive Director of Teaching & Learning 2. Math coordinators and Specialists Results Driven Accountability Funding Sources: - 289 Title IV, Part A-SSAEP	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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

Performance Objective 1: School safety and security training and planning.

High Priority

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to enhance the existing safety protocols to ensure students, parents, and staff feel safe.

Strategy 1 Details	Reviews			
Strategy 1: Provide Ongoing training on safety practices. Strategy's Expected Result/Impact: Prevention, identification and management of emergencies and 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Employing school safety security monitors and collaborating with local law enforcement agencies. Strategy's Expected Result/Impact: Increase school climate, student motivation, reduce behavior problems and build	Formative			Summative
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partnerships with the community. Staff Responsible for Monitoring: 1. Campus principals and assistant principals 2. Director of School Safety and Security Funding Sources: - 289 Title IV, Part A-SSAEP, - 420 School Safety Allotment				➔
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Strategy 3 Details	Reviews			
Strategy 3: Red Ribbon Week activities to support safe and healthy students Strategy's Expected Result/Impact: Help create awareness of the use of drugs and its consequences. Staff Responsible for Monitoring: 1. Campus Principals 2. School Counselors Funding Sources: - 289 Title IV, Part A-SSAEP	Formative			Summative
	Nov	Jan	Mar	June
				➔

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No Progress

100%

Accomplished

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Goal 5: All scholars will graduate from high school and be college ready.

Performance Objective 1: Leverage modern technology to better engage, motivate, and educate students.

High Priority

HB3 Goal

- Evaluation Data Sources:** 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).

Summative Evaluation: Met Objective

Next Year's Recommendation: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024

Strategy 1 Details	Reviews			
Strategy 1: Purchase technology infrastructure (such as CCMR Insights and Texas College Bridge) to maximize teaching and learning. Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for CCMR. Staff Responsible for Monitoring: 1. Principals and Assistant Principals 2. Instructional Innovation Specialist 3. CCMR Counselor Results Driven Accountability Funding Sources: - 289 Title IV, Part A-SSAEP	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 5: All scholars will graduate from high school and be college ready.

Performance Objective 2: Increase the number of students taking dual credit and/or college prep courses

High Priority

HB3 Goal

Evaluation Data Sources: 1. Campus principals and Assistant Principals
2. High School Counselors
3. Instructional Innovation Specialist

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Expand dual credit opportunities and increase advising support for dual credit students.

Strategy 1 Details	Reviews			
Strategy 1: College Tours Strategy's Expected Result/Impact: Assure students attain the best post-secondary match for college. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. High School Counselors 3. College Access Team Results Driven Accountability Funding Sources: - 420 College, Career, and Military (CCMR)	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: All scholars will graduate from high school and be college ready.

Performance Objective 3: Increase the percentage of industry-based certifications earned by students.

High Priority

HB3 Goal

- Evaluation Data Sources:** 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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Revise CTE pathways to ensure students with diverse interests have opportunities to pursue Industry Based Certifications upon completion of the pathway

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of CTE completers Strategy's Expected Result/Impact: Students can fast-track their undergraduate or workforce degrees. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. High School Counselors 3. Instructional Innovation Specialist Funding Sources: - 420 College, Career, and Military (CCMR), - 244 Perkins Career & Technical Ed (CTE)	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.

Performance Objective 1: Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.

High Priority

Evaluation Data Sources: 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).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Legacy will continue to encourage and promote a climate that fosters family engagement in the education of all scholars.

Strategy 1 Details	Reviews			
Strategy 1: Organize family engagement events that address the needs of specific student groups (e.g., newcomers; students in special education or gifted programs; English Learners). Strategy's Expected Result/Impact: Strengthen family connections and develop closer relationship. Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principals 2. District Community Liaison Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule specific dates for parent-teacher conferences and offer meeting times during and after school. Strategy's Expected Result/Impact: Building Trust and a Supportive Community to help enhance the students' overall educational experience. Staff Responsible for Monitoring: 1. Campus Principals 2. Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide parents, staff, students, and other stakeholders opportunities to participate in district decision making processes. Strategy's Expected Result/Impact: Increase the rate of family participation in school events Staff Responsible for Monitoring: 1. Principals and Assistant Principals 2. District Community Liaison Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress  Accomplished  Continue/Modify  Discontinue				