Legacy Preparatory Charter Academy

District Improvement Plan (DIP)

2025-2026

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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Demographics Summary

Demographics Summary includes:

1. Demographics
2. Staff Quality

1. Demographics

Legacy PCA is comprised of one campus consisting of Mesquite West Elementary, Middle School and High School. The campus is a Title I school. We currently have a total enrollment of 1,138 students in the disrict. 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	47	4.13%
KINDERGARTEN	64	5.62%
GRADE 1	49	4.31%
GRADE 2	93	8.17%
GRADE 3	76	6.68%
GRADE 4	89	7.82%
GRADE 5	69	6.06%
GRADE 6	104	9.14%
GRADE 7	117	10.28%
GRADE 8	109	9.58%
GRADE 9	90	7.91%
GRADE 10	79	6.94%
GRADE 11	72	6.33%
GRADE 12	80	7.03%
TOTAL	1,138	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	589	51.76%
FEMALE	549	48.24%
TOTAL	1,138	100.00%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	22	16.92%	1.93%
HISPANIC/LATINO	93	71.54%	8.17%
WHITE	11	8.46%	0.97%
HAWAIIAN/PAC ISLAND	1	0.77%	0.09%
TWO OR MORE	3	2.31%	0.26%
TOTAL	130	100.00%	11.42%

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	5	0.78%	0.44%
ASIAN	1	0.16%	0.09%
BLACK/AFRICAN AMER.	25	3.88%	2.20%
HISPANIC/LATINO	583	90.53%	51.23%
WHITE	28	4.35%	2.46%
HAWAIIAN/PAC ISLAND	1	0.16%	0.09%
TWO OR MORE	1	0.16%	0.09%
TOTAL	644	100.00%	56.59%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	4.17%	0.18%
ASIAN	1	2.08%	0.09%
BLACK/AFRICAN AMER.	9	18.75%	0.79%
HISPANIC/LATINO	32	66.67%	2.81%
WHITE	3	6.25%	0.26%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.08%	0.09%
TOTAL	48	100.00%	4.22%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	12	1.05%
UNACCOMPANIED YOUTH CODE 3	12	1.05%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	12	1.05%

* Unaccompanied Youth Total Should Match Homeless Count

	Count	%Enroll
EMERGENT BILINGUAL	574	50.44%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	905	79.53%
MILITARY CONNECTED	35	3.08%
FOSTER CARE	0	0.00%
DYSLEXIA	39	3.43%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24*	2024-25
First Day of School	1288	1499	1384	1316	1273	1226	1018
End of 1st 6 Weeks	1408	1548	1520	1477	1387	1290	1144
Snapshot (Last Friday in October)	1390	1572	1513	1464	1383	1256	1138
Last Day of School/Today	1374	1541	1523	1352	1325	1210	1128

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

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

Gender Breakout

- Female: 48.24%
- Male 51.76%

Program Coding

- At Risk: 56.59%
- Special Education: 11.42%
- Emergent Bilingual (EB): 50.44%
- PRS: 0.00%
- GT: 4.22%
- Homeless: 1.05%
- Foster: 0.00%
- Migrant: 0.00%
- Immigrant: 0.00%
- Military Connected: 3.08%
- Dyslexia: 3.43%
- Title I: 1,138 (100%)

ATTENDANCE

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

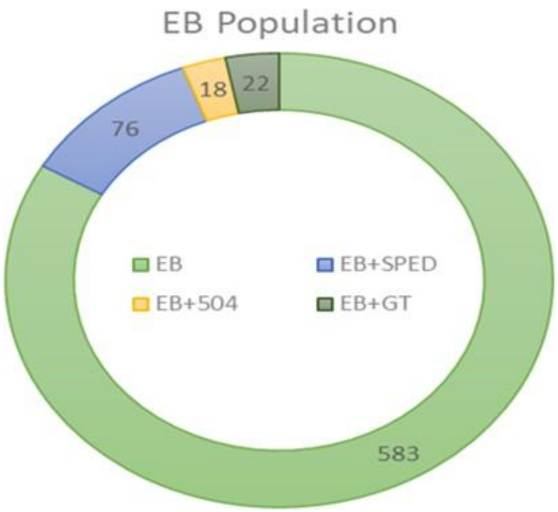
ATTENDANCE AND FUNDING

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
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**	1138 students X $10,600* **$12,062,800**
4th 6 Weeks Attendance Percentage	93.8	96.1	97.9	92.7	95.2	95.9	92.1
Missed Funding Due to Student Absenteeism	**$779,756**	**$649,865**	**$336,793**	**$1,132,843**	**$674,160**	**$525,866**	**$952,962**
Funded	$11,796,963	$16,013,335	$15,701,006	$14,385,556	$13,370,840	$12,300,134	$11,109,838

Special Population

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

We are currently serving 583 Emergent Bilinguals (EB) in the district, which constitutes 51.68% of our student population (2.61% growth from last year).



We were able to increase the number of English Learner Teacher Aides (EL TA) positions, which increased the support for EBs. EBs with a proficiency level of beginning and intermediate in Reading and Writing received targeted language support from EL TA.

The EB students received support in learning how to use the skills and instructional accommodations assigned by their teachers. In addition, the EL TAs also provide them with online tutorials and practice for state assessments.

Professinal Development

The EL TAs received training on supporting EB students with the mastery of instructional accommodations, differentiation strategies, how to support students in using the accessibility features in state assessment platform, and how to support the students on using the designated supports for state assessments. They also participated in training with the teachers to support them with the educational resources they use in the classroom.

Teachers of EB students are supported by the district's comprehensive professional development plan to meet the affective, linguistic, and cognitive needs of our Emergent Bilinguals; and ensure students are given the opportunity to master the TEKS and demonstrate growth and/or mastery in state assessments.

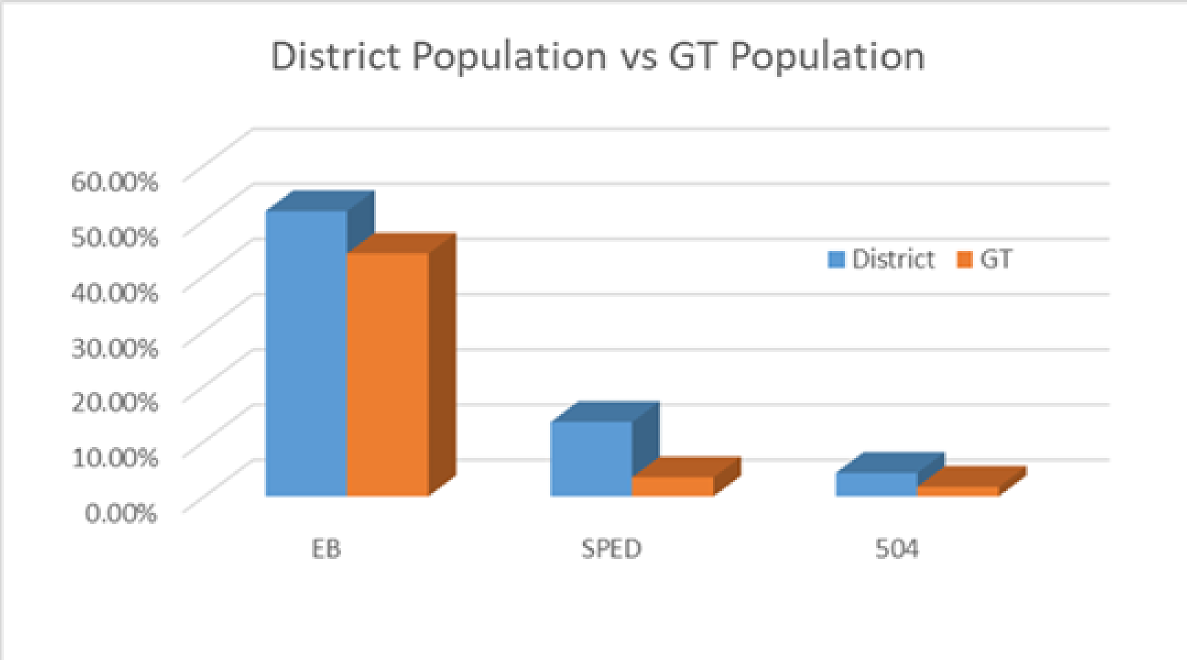
The teachers were also supported by the instructional coaches in their content areas and training targeting differentiation skills, as this was our focus this year.

The district filed a Bilingual Education exception and an ESL waiver application for the teacher(s) and student(s) impacted, per 19 TAC §89.1207, and it was accepted by TEA.

Students under the bilingual education exception or ESL waiver will temporarily participate in the alternative language program (ALP) for the current school year.

Gifted & Talented (GT)

We currently serve 50 GT identified scholars in the district, which constitutes 4.43% (-0.36% growth from the previous school year) of our student population.



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

This year we continued providing additional opportunities for the GT students through the GT Google Classroom, and the GT Summer Camp, allowing our GT scholars to work in teams with their peers in problem-solving challenges.

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 77 teachers
- 100% have a minimum of a Bachelor's Degree
- 26% of the employees in a teaching position have an advanced Master's degree
- 29% of Legacy PCA teachers have 5+ certified years of service

The district has identified expert teachers as mentors and coaches to support learning of teachers new to the profession and/or to the district.

The district will continue providing tiered professional learning based upon teacher needs.

Staff Quality Needs

- Increase the percentage of highly qualified teachers
- Continuing 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.
- Background of faculty and staff reflect the population/community they serve.
- 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: The school has experienced a steady decline in student enrollment over the past three years, with a decrease of 7.8% in total student population. This decline is impacting the district's budget, staffing, and overall sustainability.
Root Cause: Declining birth rates and rising housing costs have created a challenging environment for young families, making it difficult for them to afford to stay in certain areas and potentially leading to outward migration. This, in turn, has contributed to a decrease in the school-age population within these communities.

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 (14% meets or above) and Math (13% meets or above).
- Demographics: The campus at-risk population is 60% and student attrition is at 24%.
- 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.
- Student's usage of academic vocabulary, critical thinking and problem-solving skills to attain or increase proficiency or better in Reading Language Arts and Math.
- Teachers will use visual aids, graphic organizers and writing stems to increase performance level of EB students in Reading Language Arts and Math.
- Teacher content/best practices knowledge needs to be built up in order to increase student performance levels in all subpopulations.

Summary of Needs - Mesquite West High School

- Student Learning: Continue Implementation and development of HQIM for English Language Arts Reading/Math (Amplify/Eureka to Bluebonnett)
- Continue to improve student proficiency in Math.
- Student Learning: Continue to improve student proficiency in English for our ELL/EB students.
- English 1* : 42% of EB students score minimum proficiency or better
- English 2*: 44% of EB students score minimum proficiency or better * Based on the interim assessment
- Operational: Implement Student Support Framework (SSF).
- Parent Involvement: Continue to increase parent engagement and involvement (parent academic nights, parent night and parent survey) •
Continue to provide acceleration and intervention opportunities during Fridays to our EB students based on their needs

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

- Introduction of CTE Programs of Study courses at lower grade levels to open schedule for dual credit.
- Increase the number of students who are successful on their IBC.
- Alignment of TEKS to SAT skills to enhance student outcomes.

Special Populations

2024 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.

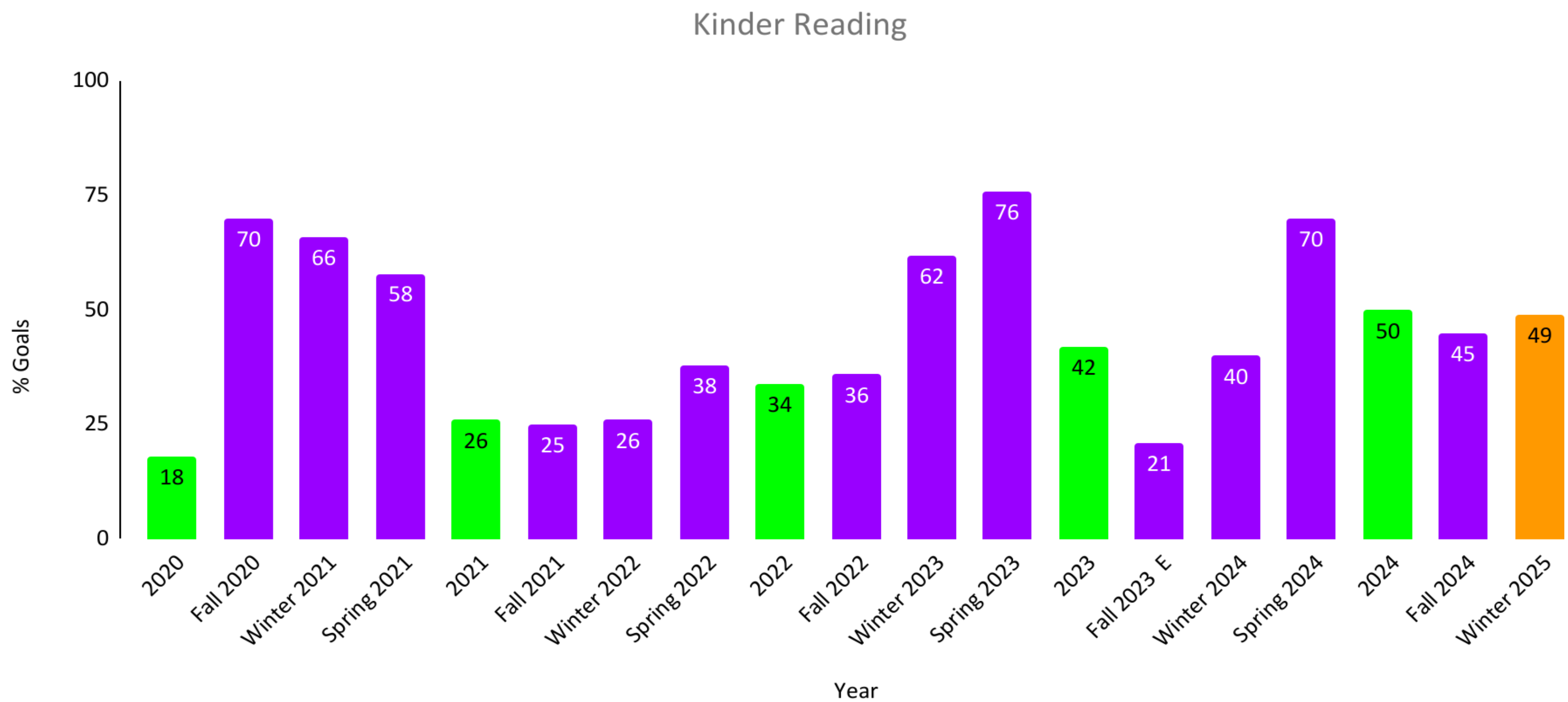
	Determination Level
BE/ESL/EB	Needs Assistance (DL 2)
OSP	Needs Assistance (DL 2)
SPED	Meets Requirements (DL 1)

Detailed information on the assignment of performance levels can be found in the [2024 Accountability Manual RDA Chapter 12 (including Appendix K)]. The Federally Required Elements indicators were included in the summary table for the SPED program area.

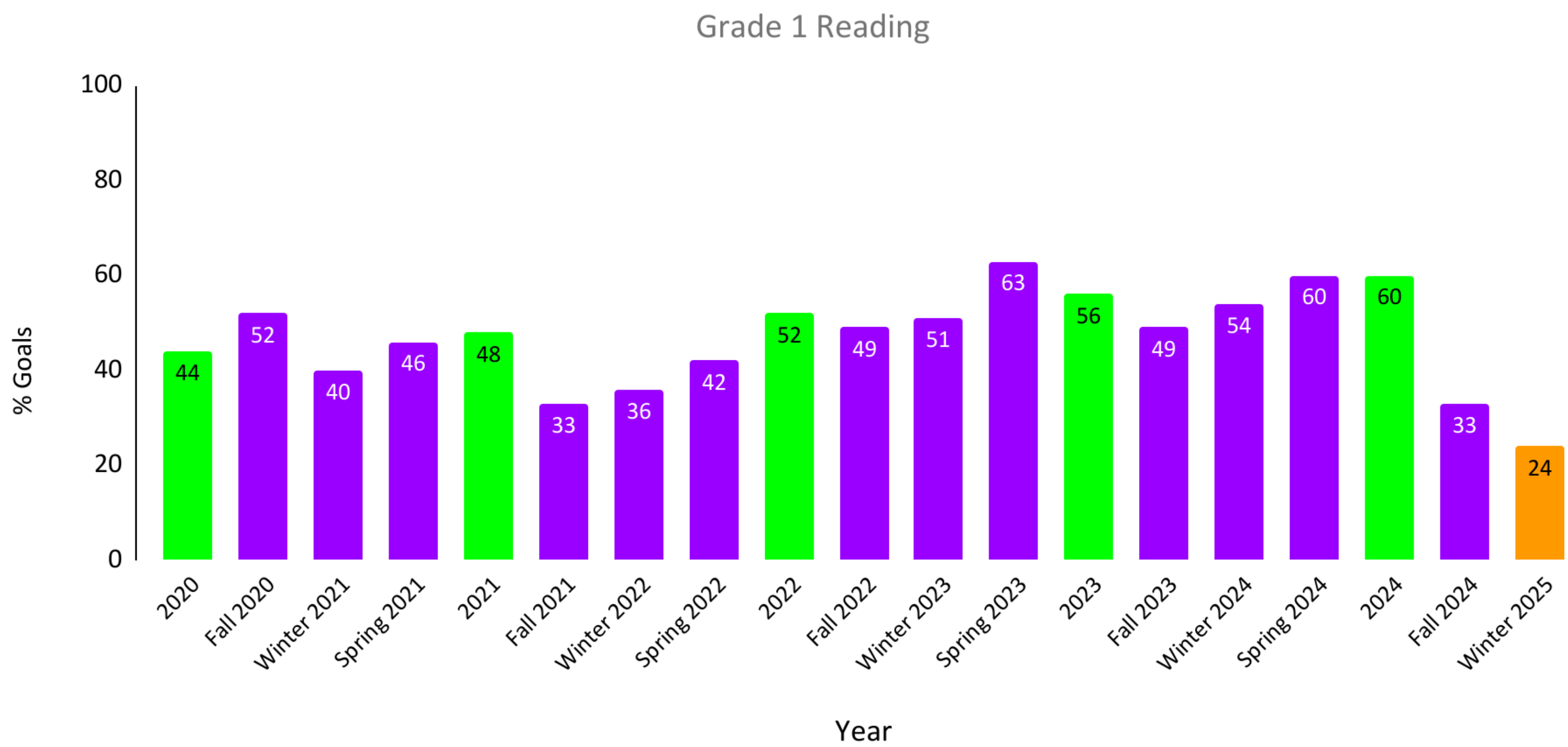
- **Special Education Determination Status:** Meets Requirement (DL 1)
- **BE/ESL/EB:** Needs Assistance (DL 2)

HB3 Progress Measures

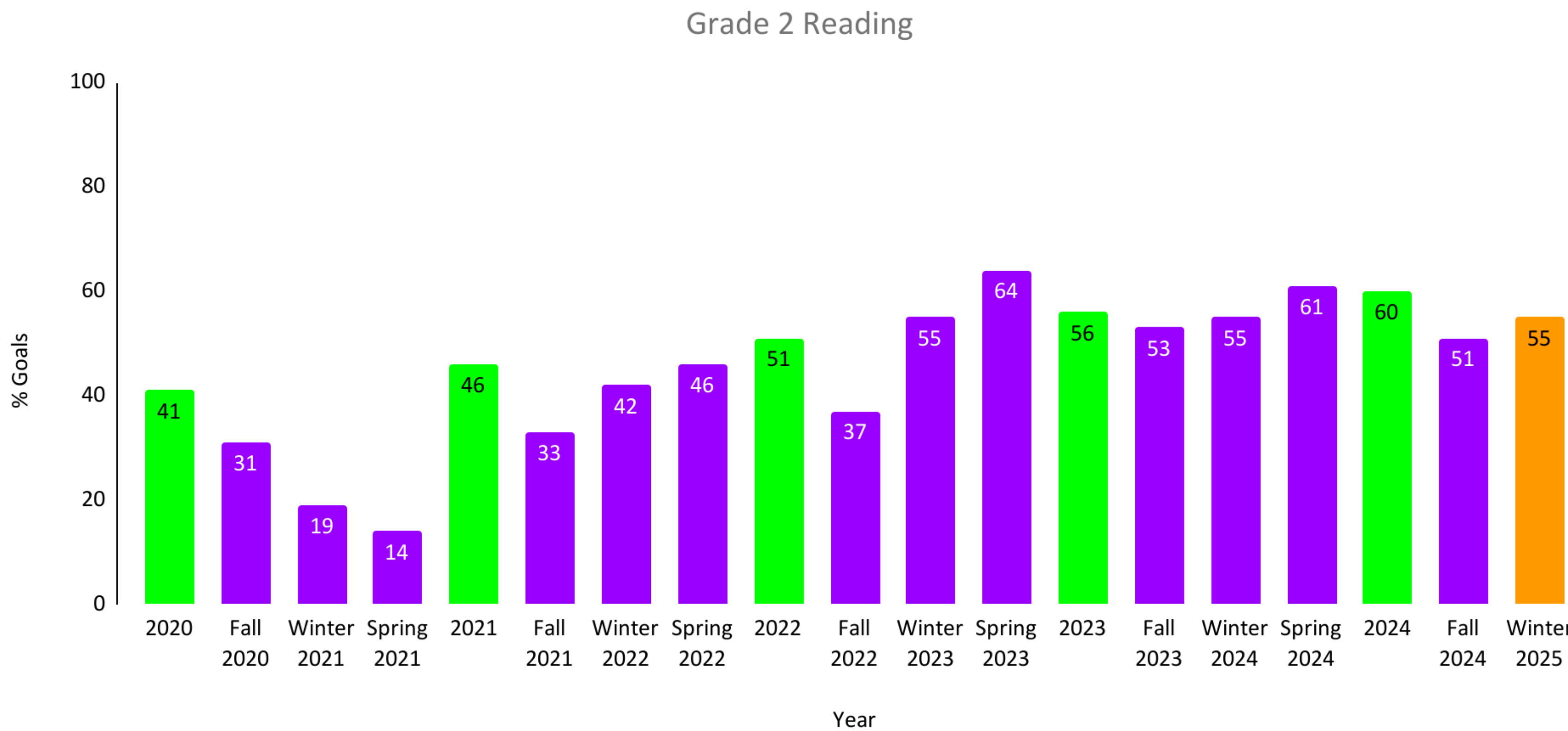
Reading



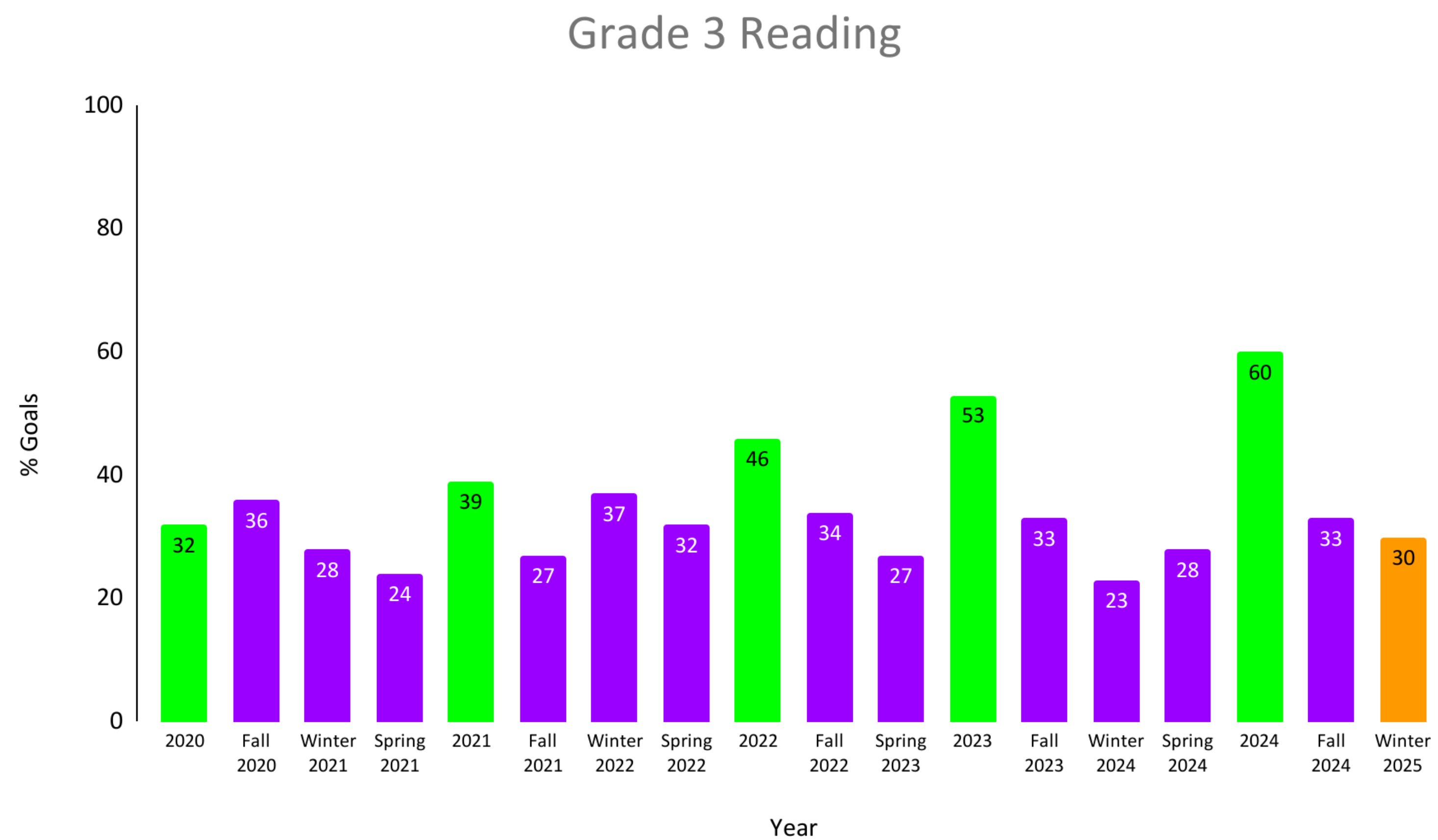
PreK program made a positive impact to effective program because Fall 2024 score is 45%
70% of students scored meet grade level and above.
Increasing trend from Fall 2023 to Spring 2024 (21% to 70%)
Kinder Reading : 20% higher than the 2024 set Goal.
Spring 2023 : 76%
Spring 2024 : 70%
Decreased by 6% but still 10% above the 2024 Goal
Source :mCLASS



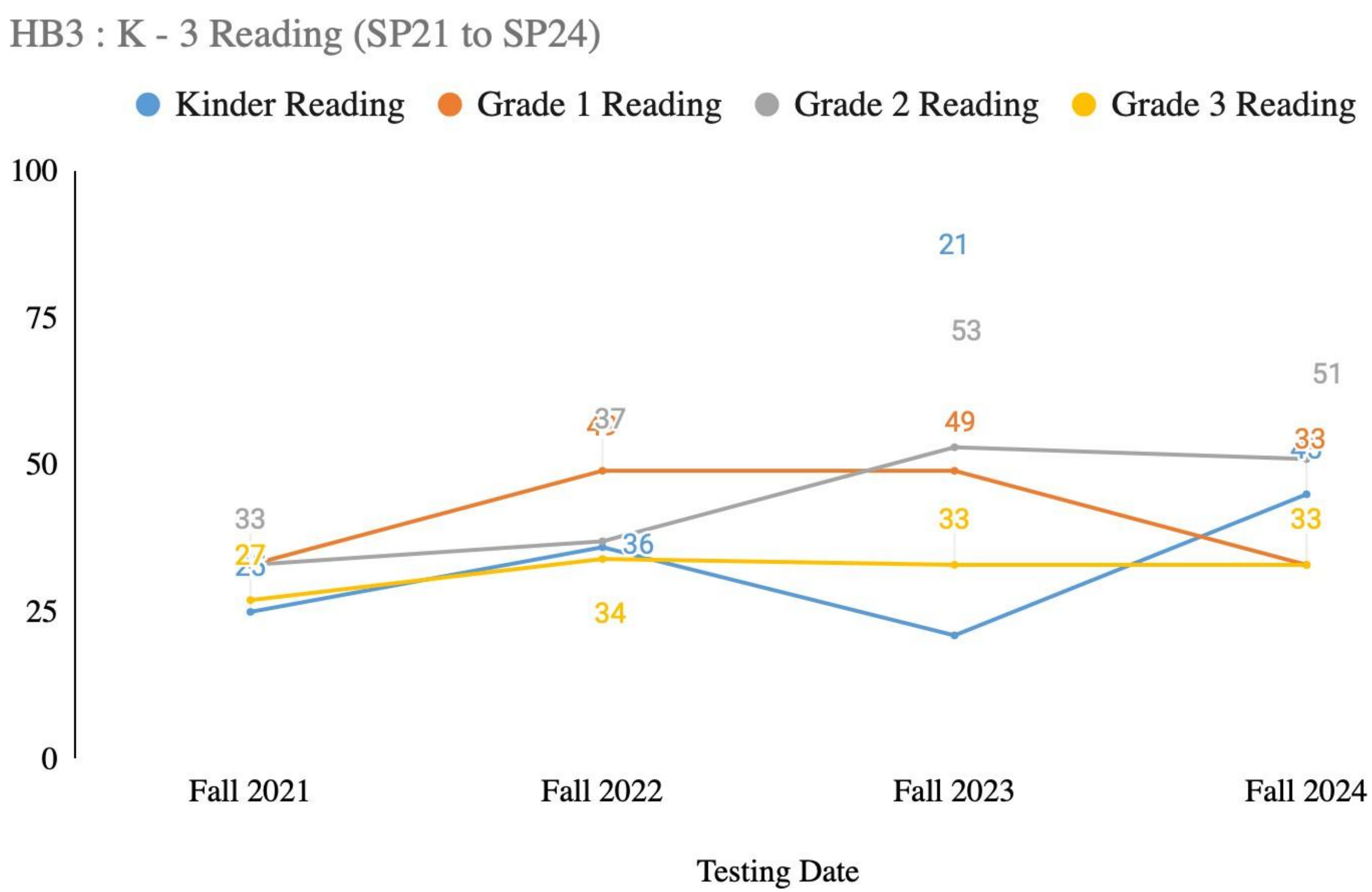
Increasing Trend from Fall 2023 to Spring 2024 (49% to 59%) which is 10% .
Spring 2023 : 63%
Spring 2024 : 59% almost reached the 2024 Goal (60%)



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
Spring 2023 : 64%
Spring 2024: 61%



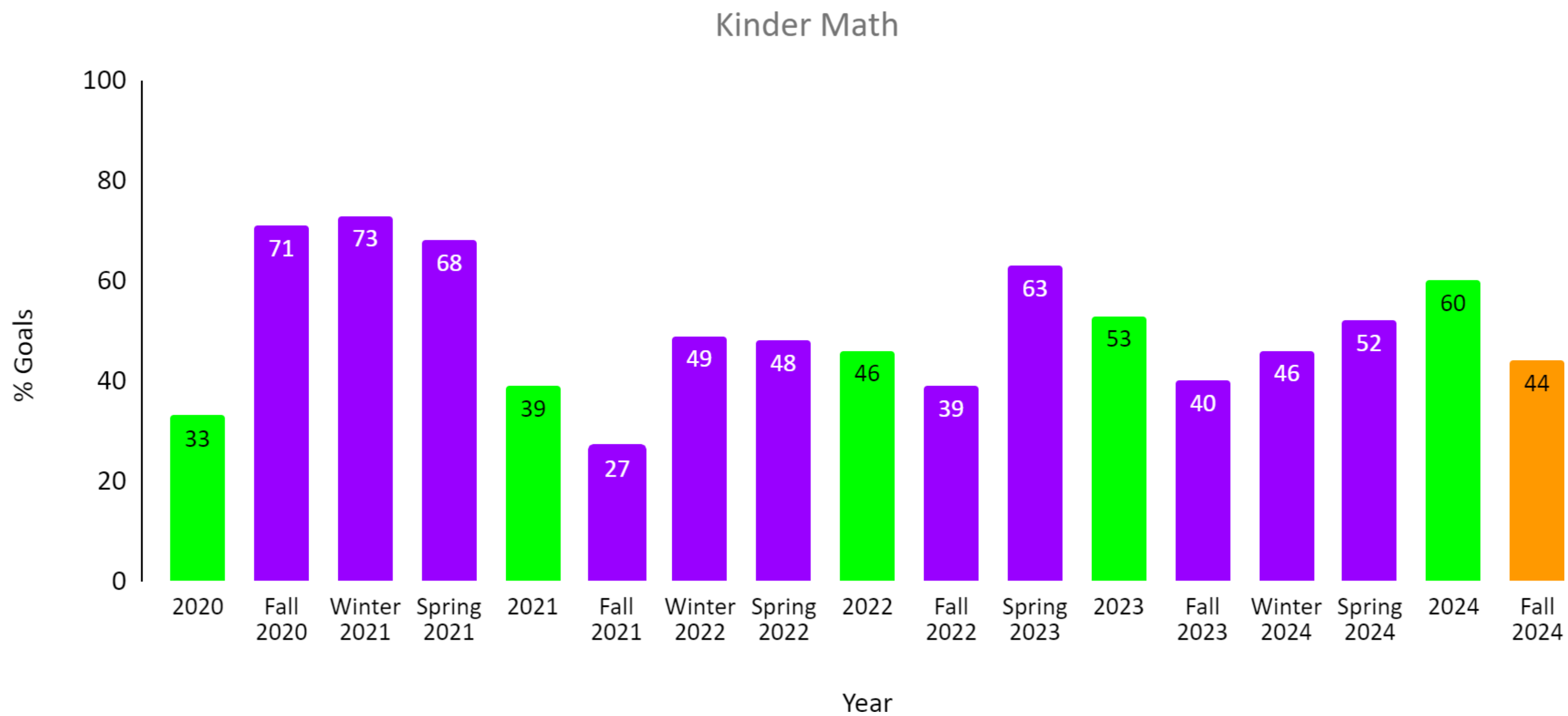
Grade 3 Reading Data uses STAAR NOT MAP but MAP conversion is used For Spring 2024, there are 28% of students who met GL and above.
SP24 10% high approaches. (1 to 3 questions away from 52 items)
Approximately 38% of students who met GL
SP23: 11% high approaches
Spring 2023* Based on scale score 2021 -2022
Spring 2023 ** MAP EOY Score



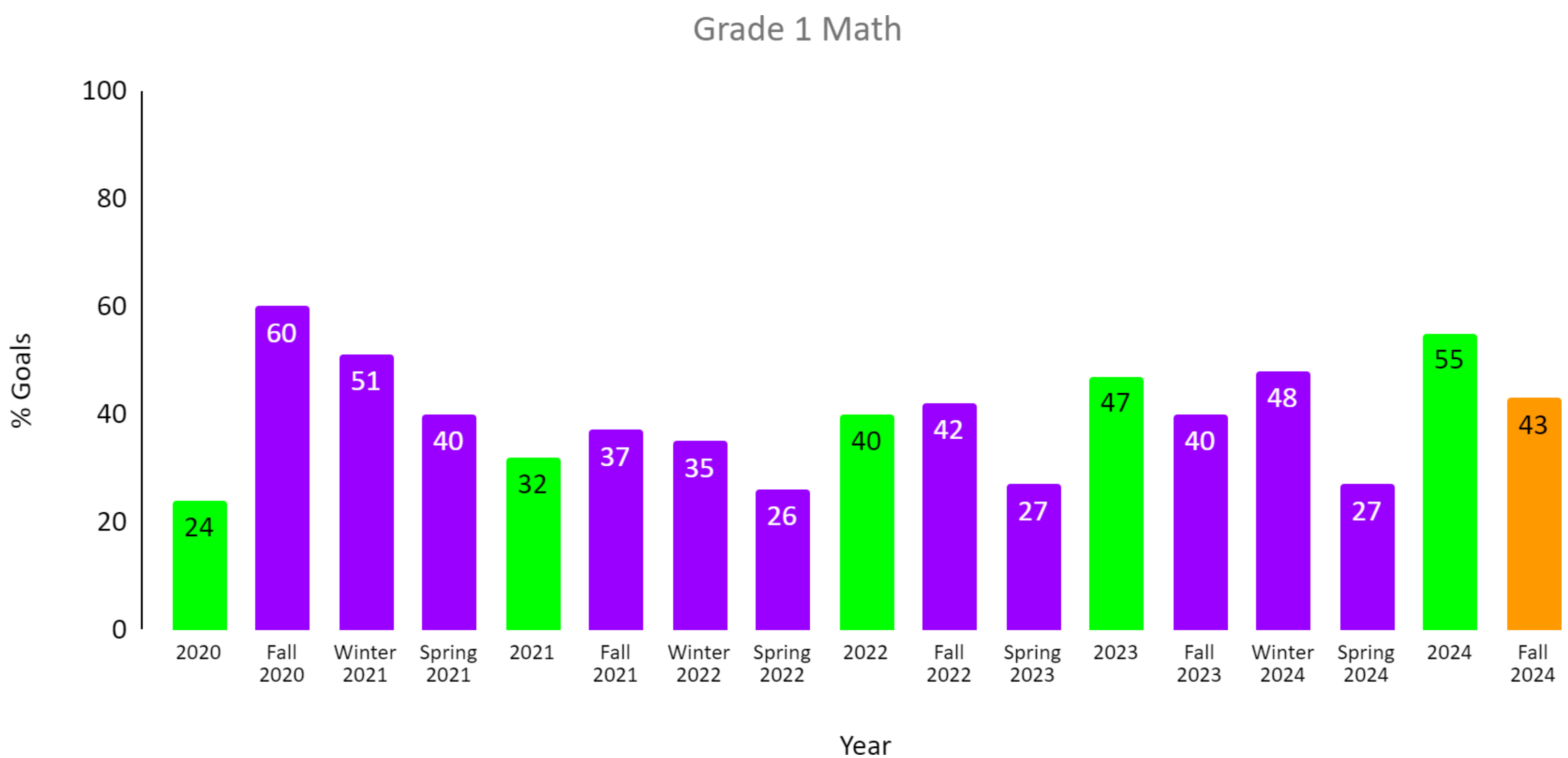
Summary of Performance (K - 3 Reading)

- K Reading shows growth from Fall 2023 to Fall 2024.
- PreK program made a positive impact to improve Kinder Reading performance
- Cohort Kinder to Grade 1 increase from Fall 2023 to Fa 2024 (21% to 33)
- More than 50% Grade 2 Reading performing on grade level
- Grade 3 Reading students performed the same from Fall 2023 to Fall 2024 (33%)

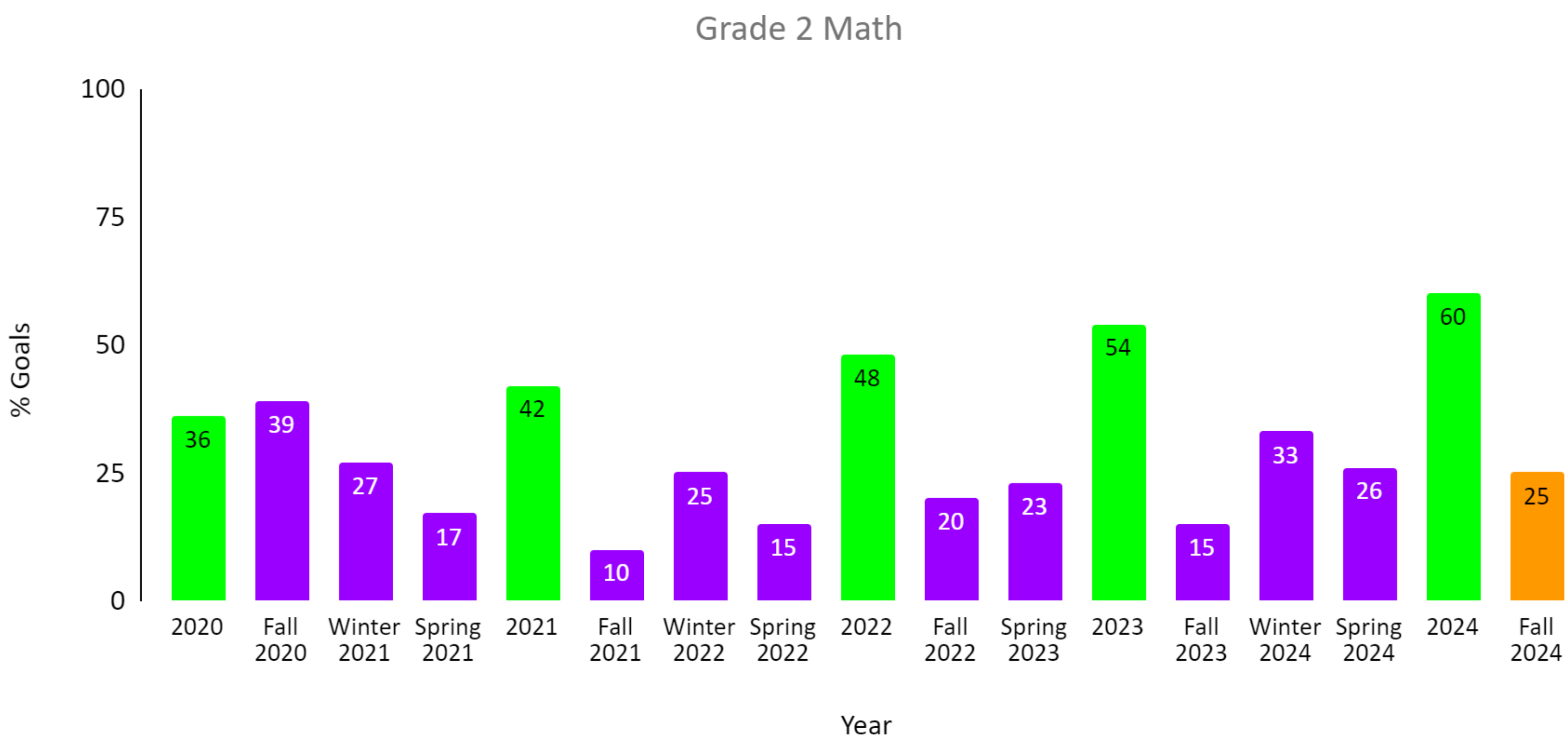
Math



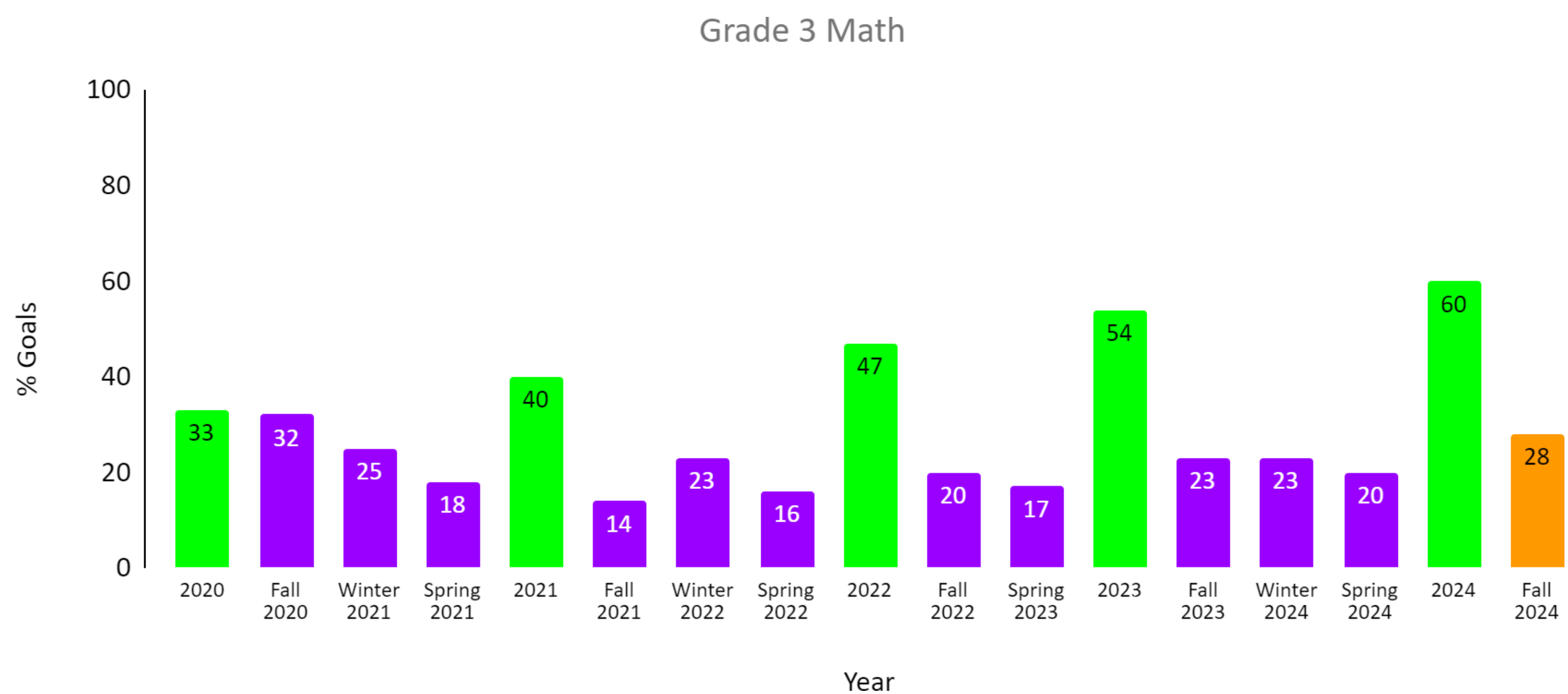
Kinder Math : Increased by 12% from Fall 2023 to Spring 2024 and 8% lower than the 2024 Goal.
Spring 2023 : 63%
Spring 2024 : 52%
Increasing trend from Fall 2023 to Spring 2024
And 8% below the 2024 Goal.



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

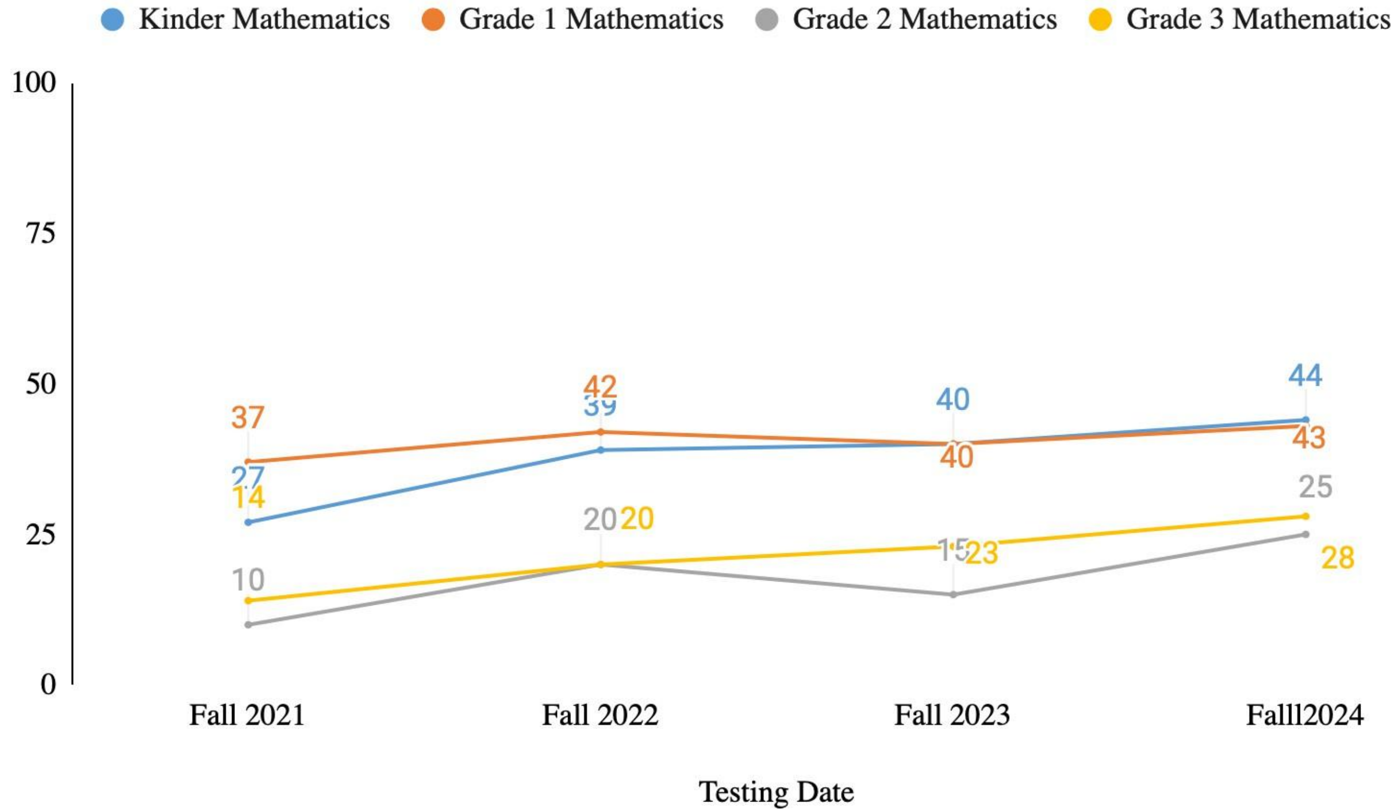


Increased by 3% from SP23 to SP24 and increased by 11% from Fall 2023 to Spring 2024.
34% below from the 2024 Goal
Spring 2023: 23%
Spring 2024 :26%
3% increase compared to last
year's 11% increase from BOY
2023
11% high approach (1 to 3 items away from meets GL out of 37 questions)
Grade 3 Math increased by 3% from Spring 2023 to Spring 2024.



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.
Spring 2023* Based on scale score 2021 _2022
Spring 2023 ** MAP EOY Score

HB3 : K - 3 Mathematics (FA21 to FA24)



Summary of Performance (K - 3 Math)

- K - 3 Math performance increased from Fall 2023 to Fall 2024.
- Grade 2 Mathematics increased by 10% and Grade Math increased by 3%.
- Grade 3 Math STAAR BOY increased by 5% from Fall 2023 and 2024.

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 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

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

College, Career & Military Readiness (CCMR)

- We have implemented the Use of Texas College Bridge to ensure all students are ready for entry level Reading and Math courses in college.

- Increased percentage of students who earned their IBC from 2.5% on 23-24 to 29.5% in 24-25.

- CCMR facilitator hired to assist CCMR counselor

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 27% to 40% by June 2026.
Root Cause: Teachers need a better understanding how to differentiate instruction and tailor the lesson to individual students' 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 19% to 30% by June 2026.
Root Cause: Teachers need a better understanding how to differentiate instruction and tailor the lesson to individual students' needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 3 (Prioritized): The percentage of 2nd grade Math students scoring meets grade level or above on MAP will increase from 23% to 33% by June 2026.
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 41.9% to 70% or higher by 2027.
Root Cause: Challenges in efficiently tracking completion of CCMR indicators and ensuring students meet 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 students leave PreK with increased proficiency in language and Kinder Ready
2. All students improving pre-literacy skills needed for Kinder-2nd grade proficiency.
3. Recruit and retain families to continue with LPCA until 12th grade.

Needs:

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

Strengths:

- Parental Support
- Campus Administrator Support
- Impassioned PreK4 (early childhood teachers)
- Program Recruitment and Retention
- Vertical Alignment professional learning sessions PK-2nd

Areas of Growth:

- Implementation of the adopted Dual Language model with fidelity •
Hiring certified teachers
- Providing the necessary instructional materials in timely fashion **Instructional**

methods/Materials for addressing the needs all student groups; K-12 ELAR

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

Strength *(Reinforcement:*

HQIM Implementation: *Goal 100% HQIM Implementation*
- Teachers implement the ELAR materials with **fidelity**.
- 100% of teachers implement HQIM (K-8 Amplify, 9-12 My Perspective) curriculum (SFI Action Plan 1)
- 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) that support the implementation of HQIM and examine strategies to support best practices

Stakeholder Investment: *Goal 85% 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 (May Parent survey shows parents strongly agree)

- District Learning Walks conducted regularly

- District Data collected/analyzed regularly

- Walkthrough Observation Surveys:

    - District T & L Team Walkthroughs with NIET campus
    - Walkthroughs with Principals

- *T*eacher Pulse Surveys:

    - Observation Data Trends

    - PL Feeback Surveys
    - YAG Feedback Survey

- Parent Pulse Surveys:

    - HQIM Culture and Climate

- HQIM implementation

Areas of Needs/Growth (Refinement):

Teacher Practice: *Goal 85% of Teachers Implementing Effectively*

- Teachers **effectively** internalize and implement ELAR units and lessons and provide data-driven instruction.
- Develop Literacy Blueprint: Leading with RBIS
- Continuing 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 (SFI Action Plan 3) (Bambrick Model-See It, Name it, do it) with observation/Feedback of HQIM, DDI, Differentiation
- Continue monitoring and Leading Unit/Lesson Internalization Protocol (SFI Action Plan 2)/ 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-levels

Student Outcomes: *Goal 83% 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 (SFI Action Plan 4)

K – 12 Social Studies

Areas of Strength *(Reinforcement):*

HQIM Implementation

- *Access to K-12 Social Studies HQIM this school year.*
- *Professional Learning: PL Gold Friday Systems & Structure*

Areas of Needs/Growth *(Refinement):*

Teacher Practice

- *Ensuring that all teachers have equitable access to lessons and unit internalization.*
- *Coaching Cycle: Observation/Feedback Loop*

Stakeholder Investment

- *Ensuring that expectations for PLCs are clear and concise for all stakeholders*

Student Outcomes

- *Leverage exit ticket data to inform small group instruction and identify targeted skills for student development.*
- *Embed student work analysis and lesson rehearsals as regular practices within PLCs.*
- *Provide timely interventions based on student needs while maintaining access to high-quality Tier 1 instruction.*

K - 12 Mathematics

Areas of Strength *(Reinforcement):*

HQIM Implementation

All teachers consistently implemented the High- Quality Instructional Materials (HQIM), as evidenced by classroom observations.

- Teachers are making a strong effort to implement high-quality instructional materials (HQIM) with fidelity.
- The curriculum provides all the necessary foundational skills and content, allowing educators to deepen their instructional practices and improve their level of lesson internalization.
- Through the use of the lesson rehearsals and internalization protocols, teachers are better prepared to deliver effective instruction. The curriculum also emphasizes student engagement and learning, while school leadership remains deeply committed and actively involved in supporting the implementation process.

Areas of Needs/Growth *(Refinement):*

Teacher Practice

Ensuring that all teachers have equitable access to lessons and unit internalization.

Stakeholder Investment

Family engagement (e.g. parent nights, parent surveys) and parent academies) efforts are continuous and the team is looking into various ways to engage them in the research based instructional strategies (RBIS).

Ensuring that expectations for PLCs are clear and concise for all stakeholders.

Student Outcomes

Using raw data from "exit ticket" to drive small groups and what skills students are working on.

PLC's include student work analysis and lesson rehearsals as normative practice.

Ensuring that interventions are provided for students as needed while ensuring that they continue to access tier 1 instruction.

K – 12 Science

Areas of Strength (Reinforcement):

- Ongoing access and implementation of **STEMScopes resources** in alignment to the curriculum. (TEKS gr. ES-HS).
- Strong PLCs/PD among science teachers for lesson planning, data analysis, and vertical alignment.
- Teachers effectively use formative assessments and MAP data to identify student needs and adjust instruction.
- Integration of platforms like PhET simulations and virtual labs to supplement traditional instruction.

Areas of Need/Growth (Refinement):

- High-quality hands-on investigations throughout the school year. Increasing the frequency of labs that deepen students' conceptual understanding, foster scientific inquiry skills, and boost engagement.
- Integration of cross-curricular connections between science and other core subjects.

Dual Language Instruction (DLI)

Areas of Strength (Reinforcement):

- DLI was implemented for the 2024-2025 in grades PreK – K. For effective implementation and transition for staff and students, we follow the implementation timeline:

School Year	Revised DLI Model	Previous DLI Model Continued
2023-2024	PK-K initiate	1st-5th grades
2024-2025	• PK-K continue • 1st grade initiates	2nd-5th grades
2025-2026	• PK-1st grade continue • 2nd grade initiates	3rd-5th grades
2026-2027	• PK-2nd grades continue • 3rd grade initiates	4th-5th grades
2027-2028	• PK-3rd grades continue • 4th grade initiates	5th grade
2028-2029	• PK-4th grades continue • 5th grade initiates	

*Key: PK = Pre-kindergarten; K = Kindergarten

- Orientation meetings were held with parents during roundups and during Meet-the-Teacher Day.
- The program implemented a paired literacy approach that provided Spanish literacy instruction and literacy-based English Language Development (ELD) incorporating oracy, reading, writing, and metalanguage daily.

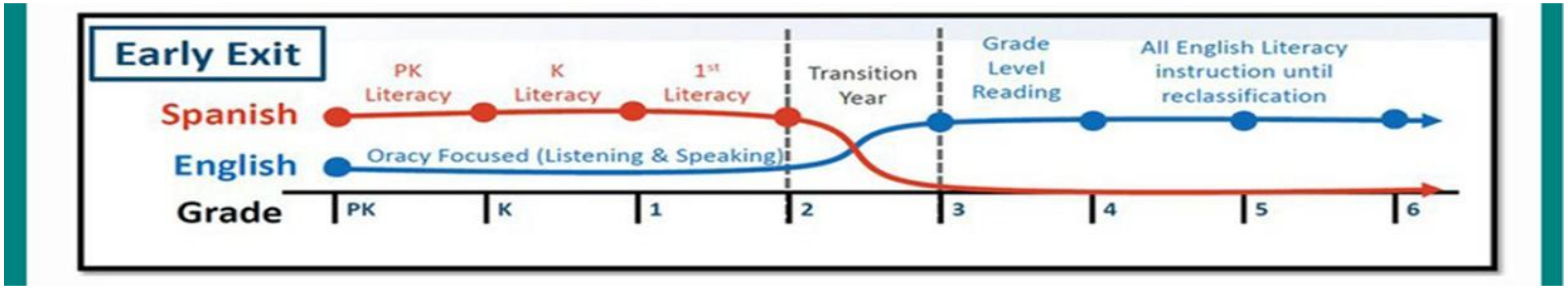
Areas of Need/Growth (Refinement):

- Intentional bridging was a new strategy for our teachers. We supported them with training and strategies throughout the school year. Teachers demonstrated progress in this area, but it will still be an area that we need to focus on for next year to continue growing our teachers.
- Taking into consideration the state accountability and the gaps in academic growth, the district is inclined to modify the current bilingual program. (see next slide)
- Teacher tiering based on teaching capacity, needs, and performance of their students:
  - Tier 1 - understand the programs, know how to use the resources, have content knowledge, are effectively differentiating and bridging instruction, and students are demonstrating growth
  - Tier 2 - understand the programs, know how to use the resources, have content knowledge; need support with differentiation and bridging & linguistic strategies
  - Tier 3 - need to build content knowledge, need support with differentiation and bridging & linguistic strategies.

2025-2026 District Priority Action Steps

Taking into consideration the state accountability and the gaps in academic growth, the district is inclined to modify the bilingual program from a one-way Dual Language program and two-way Dual Language Immersion (DLI) program to a **Transitional Bilingual Early Exit (TBE) program with the approval of the board**.

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. Program model illustration:



LOTE Spanish

Areas of Strength *(Reinforcement)*

- We adopted the Region 10 World Languages (WL) curriculum framework to support grades 7th through 12th LOTE.
- 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.

Areas of Need/Growth (Refinement):

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.

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 students who make 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 provide 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

Post-Secondary Preparedness/Career Education

Post-Secondary Preparedness/Career Education
Strategies for providing information about elementary school, middle school, junior high and high school students, teachers, counselors and parents:
Higher education admission and financial aid opportunities:

- The Toward Excellence, Access, and Success (TEXAS) Grant Program and the Teach for Texas Grant Program 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 45–52-minute accelerated instruction block added to their daily schedule
  - Students grade 4 and up will be grouped according to their Spring 2024 STAAR performance on all Reading, Math, Science, and Social Studies assessments.
  - Students require 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 students.

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 credit 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

2. Staff Recruitment & Retention

Strengths

No high turnover rate

ØTeacher Incentive Allotment (TIA) designed district

ØSupport teachers new to the profession and/or to the district through training and mentorship.

ØProvide retention-based stipends to teachers.

Needs

ØEstablishing a mentorship program to open more opportunities and pathways to opportunity for our existing staff.

ØEstablish partnerships between colleges/universities with a focus of recruiting highly qualified teachers.

ØEstablishing a pathway between Human Resources and staff.

Recruiting

LPCA has focused some of its hiring efforts on recruiting such as:

- Participation in college job fairs
- Travelling to universities and college to recruit employees
- Speaking to aspiring teachers
- Sending intent letters to strong candidates who attend the job fairs
- Posting job openings on the Indeed.com & Careers Network (TXED)

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 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

- Continuing 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 scholars' 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 (Frog Street, Brain Pop, Istation, Lexia Learning, Bluebonnet, Google Suite, Amplify, Carnegie Math, Stemscopes, Savvas etc.)
- 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 high-quality 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 chromebooks and 9-12 on windows laptops.
2. We are reconditioning computers and chromebooks for the students this coming year
3. We are utilizing some switches to restore internet in the portables this summer
4. Work with incoming PTECH industry partners to understand how technology plays a role in new Curriculum resources, identify changes need of 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 daily planning time for lesson internerlization and to collaborate 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 students build a foundation in reading and math and connect high school to career and college
    - Activities include tutoring, math and reading boot camps, academic enrichment, hands-on learning and family engagement
- 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.

Problem Statement 2: Retaining high-quality teachers has been a challenge, particularly in subject areas such as math, science, special education, and bilingual education.
Root Cause: Teachers are leaving LPCA for districts that offer more competitive salaries and financial incentives, such as stipends. Offering competitive compensation is essential to ensure our educators feel appreciated, valued, and motivated to stay.

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
- Security gates at Plano campus
- Ongoing training in 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 drills, 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

- Additional Clubs and Athletics
- Character Development and PBIS Program
- New exterior doors for portable classroom (5)
- New exterior door at Middle & Elementary

- Drainage line along alley needs replaced
- Gates needed for entrance drives (4)
- Additional signage will be installed in June for gun safety
- Two ac / heat units needs to be replaced
- New Irrigation system needs installed at middle and Elementary
- Landscaping needs improvement at all Mesquite Locations.

2. Family & Community Engagement

- The district creates an inclusive and welcoming environment that engages all families in critical aspects of student learning
- 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 at 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.
- Provide more family workshops and networking opportunities for families
- 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 (parent portal)
    - Enlist parents and families as academic partners in student learning

Perceptions Strengths

- Staff and students generally 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)
- Established a food pantry at school for students facing food insecurity

- 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 newsletters, 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 parents with weekly College and Career Awareness meetings and multicultural reading projects
- 8 ' iron fence installed from military alley to back of the high school.
- Safety Signage installed on exterior.
- Extensive air conditioning / heating repairs and updates
- Card readers are installed on fence gates at Elementary /Middle school in addition to portable classrooms.

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: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 27% to 40% by June 2026.

Root Cause 2: Teachers need a better understanding how to differentiate instruction and tailor the lesson to individual students' needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 19% to 30% by June 2026.

Root Cause 3: Teachers need a better understanding how to differentiate instruction and tailor the lesson to individual students' 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: Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.

Root Cause 4: 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 4 Areas: Perceptions

Problem Statement 5: The percentage of 2nd grade Math students scoring meets grade level or above on MAP will increase from 23% to 33% by June 2026.

Root Cause 5: The teachers need to implement high-quality instructional materials with fidelity daily.

Problem Statement 5 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

Revised/Approved: June 23, 2025

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. 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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Instr				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Math Consultant to implement strategies and intervention to support teachers, the instructional programs, and struggling scholars. **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				

No Progress Accomplished Continue/Modify Discontinue

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 establish systems and structures that support intervention and enrichment opportunities--such as Enrichment Learning Fridays, extended support planning, and EB summer camps--tailored to the assessed needs and interests of students, with a primary 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).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Title III bilingual teacher assistants to enhance the academic performance of English Learner (EB) students. **Strategy's Expected Result/Impact:** Increase of benchmark Results, NWEA MAP scores, and STAAR/EOC Results for Emergent Bilinguals students. **Staff Responsible for Monitoring:** 1. Campus Principals 2. Executive Director Teaching & Learning 3. Sr. Director of Languages and Grants **Results Driven Accountability** **Funding Sources:** Title III, ELA - 263 Title III, Part A EL/Immigrant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide stipends to support the recruitment and retention of bilingual teachers. **Strategy's Expected Result/Impact:** Improve bilingual teacher retention and attract new bilingual teachers. **Staff Responsible for Monitoring:** HR **Funding Sources:** - 266 CARES/ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand the availability of sports, extracurricular activities, and 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				

No Progress Accomplished Continue/Modify Discontinue

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

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).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will identify and cultivate expert teachers to serve as mentors and 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:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Allocate Teacher Incentive Allotment (TIA) Funds to reward and retain our most dedicated educators. **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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide teacher retention stipends specifically for math and science educators to strengthen our schools, retain top talent, and ensure our students have the quality education they deserve. **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	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Utilize content coaches and specialists to support and guide teachers in their professional development. **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	Nov	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Providing evidence-based, high-quality, and personalized professional development for teachers, instructional leadership teams, principals, and other school leaders, with a focus on improving teaching practices, 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).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will offer tiered professional learning opportunities tailored to the specific needs of the staff. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The secondary math teachers will join the Fellowship Using the Science of Engagement (FUSE) in collaboration with the University of Texas at Austin (UTA), aimed at enhancing teaching methods and fostering greater student engagement in mathematics. **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				

No Progress	Accomplished	Continue/Modify	Discontinue

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

Performance Objective 1: Comprehensive training and strategic planning for ensuring the safety and security of schools

High Priority

Evaluation Data Sources: 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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer continuous training on safety protocols to ensure ongoing awareness and adherence to best 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementing school safety measures through the deployment of security monitors and fostering strong partnerships with local law enforcement agencies. **Strategy's Expected Result/Impact:** Increase school climate, student motivation, reduce behavior problems and build 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				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Red Ribbon Week activities designed to promote and encourage safe, healthy choices for 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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
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:** 100% of the campus employees are trained before the beginning of each school year **Staff Responsible for Monitoring:** Director of Safety and Security School Counsellors School Nurse	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 1: Utilize cutting-edge technology to enhance student engagement, boost motivation, and improve educational outcomes.

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).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Invest in advanced technology infrastructure, including tools like CCMR Insights and Texas College Bridge, to enhance and optimize teaching and learning outcomes. **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				
No Progress · Accomplished · Continue/Modify · Discontinue				

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

Performance Objective 2: Expand access to dual credit and college preparatory courses, encouraging more students to participate and benefit from these opportunities.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer comprehensive, personalized college tours to empower students in making well-Informed choices about their future **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)				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Increase the number of students obtaining industry-recognized certifications to better align with workforce demands.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the completion rate of Career and Technical Education (CTE) programs by implementing targeted strategies that support student engagement, academic success, and career readiness. **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)				

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: Foster greater parent engagement and participation throughout the school year by actively encouraging involvement in key events, including annual campus activities, parent engagement conferences, and the Parent-Teacher Organization (PTO), to strengthen the school-community partnership.

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).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host family engagement events that are tailored to meet the unique needs of diverse student groups, including newcomers, students in special education or gifted programs, and English Learners. **Strategy's Expected Result/Impact:** Strengthen family connections and develop closer relationships. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Schedule specific dates for parent-teacher conferences and provide flexible meeting times, both during and after school hours, to accommodate different schedules **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer parents, staff, students, and other stakeholders' meaningful opportunities to engage in and contribute to the district's 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				

No Progress   Accomplished   Continue/Modify   Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

420 State Comp Ed (SCE), Accelerated Reading Instr					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

420 State Comp Ed (SCE), Title IA, Schoolwide Acti					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
				Sub-Total	$0.00

420 College, Career, and Military (CCMR)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1			$0.00
5	3	1			$0.00
				Sub-Total	$0.00

420 School Safety Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$0.00
4	1	2			$0.00
				Sub-Total	$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
3	1	5	Title I, Part A and TCLAS		$0.00
3	2	1			$0.00
6	1	1			$0.00
6	1	3			$0.00
				Sub-Total	$0.00

224 IDEA B Special Ed (SpEd)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

225 IDEA B Preschool					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

244 Perkins Career & Technical Ed (CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	1			$0.00
				Sub-Total	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
3	1	4			$0.00
3	2	1			$0.00
				Sub-Total	$0.00

263 Title III, Part A EL/Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Title III, ELA		$0.00
6	1	1			$0.00
				Sub-Total	$0.00

266 CARES/ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
				Sub-Total	$0.00

289 Title IV, Part A-SSAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
2	1	3			$0.00
3	1	4			$0.00
3	2	2			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
5	1	1			$0.00
				Sub-Total	$0.00