

Legacy Preparatory Charter Academy

District Improvement Plan

2021-2022



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Mission Statement

Facilitate educational experiences that focus on outcomes that matter through teaching that engages, a culture that empowers, and technology that enables scholars to be college, career, and military-ready

Vision

Develop and inspire innovative, critical-thinking scholars who influence our global society.

The LPCA District Improvement Plan (DIP) was prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of scholar performance for all scholar groups in order to attain state standards in respect to academic excellence indicators.

The DIP is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable district performance objectives
- Strategies for improvement of scholar performance
- Strategies for providing secondary scholars with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible for accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2021-2022 DIP, LPCA District Advisory Committee (DAC) reviewed and revised the campuses' Comprehensive Needs Assessments (CNAs) and the Campus Improvement Plans (CIPs). The DAC and the community members used this information to revise and update the DIP for the 2021-2022 school year. The Superintendent will present the DIP to the Board of Trustees for final approval.

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 district has maintained a steady enrollment for the last couple of years. We currently have a total enrollment of 1352. Our students benefit from small student to teacher ratios (17 Students per Teacher).

Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022
First Day of School	1288	1499	1384	1316
End of 1st 6 Weeks	1408	1548	1520	1477
Snapshot (Last Friday in October)	1390	1572	1513	1464
Last of School	1374	1541	1523	1352

Students come from over 16 surrounding communities. The highest enrollment comes from Dallas,

Mesquite and Plano ISDs. Over 75% of our students live in Dallas County.

Legacy PCA has a high degree of diversity with a student population consisting of:

TOTAL ENROLLMENT		1464	
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	18	1.23%	1.23%
ASIAN	7	0.48%	0.48%
BLACK/AFRICAN AMER.	274	18.72%	18.72%
HISPANIC/LATINO	1,022	69.81%	69.81%
WHITE	110	7.51%	7.51%
HAWAIIAN/PAC ISLAND	3	0.20%	0.20%
TWO OR MORE	30	2.05%	2.05%
TOTAL	1,464	100.00%	100.00%

Gender Breakout:

- Female: 47%
- Male 53%

Program Coding

- At Risk: 52.29%
- Special Education: 9.09%
- English Language Learners (ELS): 42.35%
- PRS: 0.00%
- GT: 5.07%
- Homeless: 2.75%
- Foster: 0.00%
- Migrant: 0.00%
- Immigrant: 0.00%
- Military Connected: 1.27%
- Dyslexia: 5.29%
- Title I: 1524 (100%)

Attendance Data

2021-2022 School Year

1st 6 Weeks: 93.46%

2nd 6 Weeks: 93.85%

3rd 3 Weeks: 92.78%

4th 6 Weeks: 92.74%

5th 6 weeks: 94.62

6th 6 Weeks: 93.8%

Legacy PCA has an increasing number of scholars served in our Special Programs. The data reflects an increasing number of scholars in the following programs:

- Bilingual/ESL*
- Gifted & Talented
- Dyslexia and Related Disorders

The Special Education enrollment has decreased this school year.

*The ELs population in recent years reveals a steady increase in numbers. Legacy PCA applied for a Bilingual Exception and ESL waiver for its 6th 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 ELs has prompted district to explore various interventions and strategies made available through the coordination of state and federal funds.

Demographics Needs

- Continue Implementing truancy prevention measures to help increase attendance.

2. Staff Quality

Teachers by Ethnicity:

- African American 26 (23.9%)
- Hispanic 41 (37.6%)
- White 26 (23.9%)
- American Indian 0.0 (0%)
- Asian 10 (10.9%)
- Pacific Islander 0.0 (0%)
- Two or more races 6 (5.50%%)
- Background of faculty and staff reflect the population/community they serve.

Teachers by Highest Degree Held:

- No degree 5 (4.6%)
- Associates 1 (1.0%)
- Bachelors 81 (74.3%)
- Masters 21 (19.3%)
- Doctorate 1.0 (1.0%)

Teachers by Years of Experience:

- Beginning Teachers 34 (31.2%)
- 1-5 Years Experience 41 (37.6%)

- 6-10 Years Experience 15 (13.8%)
- 11-20 Years Experience 11 (10.1%)
- Over 20 Years Experience 5 (4.6%)

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 provide tiered professional learning based upon teacher needs.

Staff Quality Needs

- We have a large number of teachers that leave our district within the first 2 years
- This high attrition impedes the District's efforts to build cohesive professional learning communities which contributes to teacher retention
- During the exit interview some of the reasons teachers cited for leaving the district were: lower pay, being overwhelmed by the rigorous instructional demands of project-based learning (PBL), and struggles with classroom management.
- Increased opportunity for leadership opportunities
- Continue to provide a variety of staff development opportunities based on identified campus instructional needs
- Greater cultural awareness and diversity training is still needed for all staff.

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; study groups have been organized and monitored by campus directors
- Mentor program for all new teachers to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1: To what degree do we hire, develop, and retain highly effective teachers? **Root Cause:** Due to the competitive incentives and salaries offered by the Independent School Districts (ISDs), we tend to have more new or inexperienced teachers.

Student Learning

Student Learning Summary

The 2021-22 school year marked a return to one hundred percent in-person instruction and the second year of resuming the State of Texas Assessments of Academic Readiness (STAAR) administrations after being canceled due to the COVID-19 pandemic. LPCA is committed to providing the same level of excellence as it has done in the past to ensure the education of our students remains stellar.

2021-2022 Academic Performance Data

Texas Education Agency
2022 Accountability Ratings Overall Summary
LEGACY PREPARATORY (057846) - DALLAS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		72	C
STAAR Performance	33	58	
College, Career and Military Readiness	46	75	
Graduation Rate	98.5	95	
School Progress		91	A
Academic Growth	79	91	A
Relative Performance (Eco Dis: 79.9%)	40	75	C
Closing the Gaps	46	75	C

Distinction Designations

X Postsecondary Readiness

The 2022 STAAR performance data is provided in the table below.

Texas Education Agency
2022 STAAR Performance
LEGACY PREPARATORY (057846) - DALLAS COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,035	906	380	227	2,548	
Approaches GL or Above	672	499	239	109	1,519	60%
Meets GL or Above	374	208	89	51	722	28%
Masters GL	148	75	18	27	268	11%
Total Percentage Points						99%
Component Score						33

The 4-year graduation rate (Gr 9-12) for the class of 2021 was 98.5%

Student Learning Needs

- Increase rigor to raise the number of students mastering grade level
- Closing achievement gaps between each student group
- Increase graduation rates from 98.5% to 100%
- Increase performance of the Special Education Students and EB/ELs
- Continue Addressing learning loss through the implementation of evidence-based interventions
- Vertical alignment of training and strategies for continuity in student expectations and rigor of assessments
- Provide differentiated instruction for new scholars enrolling with academic gaps
- Targeted support in reading and math
- Continue professional learning communities to support continued professional development

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

- (1) Develop additional Dual Credit Opportunities for our CTE Programs.
- (2) Lead students to obtain post-secondary credentials such as TEA A-F Industry Certifications.
- (3) Increase the opportunities for students to participate in work-based learning experiences.

(4) Increase the number of CTE completers.

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.
- In 2022 Plano Campus received 3 designations in the following areas:
 - Academic Achievement in ELA/Reading
 - Academic Achievement in Mathematics
 - Academic Achievement in Science
 - Comparative Academic Growth
- In 2022 Mesquite West Campus received 2 designations in the following areas:
 - Academic Achievement in Science
 - Comparative Academic Growth
- 2022 accountability data indicates that the District earned a "A" rating in student's academic progress

BOY vs EOY MAP Data comparison

- As a district, 55% of our students in Algebra 1 met projected growth (52% for MW Campus and 75% for Plano Campus).
- Mesquite West Campus shows a 10% increase of students who met approaches level and above.
- Plano Campus shows an 18% increase of students who met approaches level and above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percent of K students that score on grade level or above in Reading using MAP will increase from 18% to 34% by June 2022. **Root Cause:** Teachers need a better understanding how to deliver interventions effectively.

Problem Statement 2: The percent of 1st grade students that score on grade level or above in Reading using MAP will increase from 44% to 52% by June 2022. **Root Cause:** Decrease in academic performance due to the impact of COVID-19 pandemic.

Problem Statement 3: The percent of 2 students that score on grade level or above in Reading using MAP will increase from 41% to 51% by June 2022. **Root Cause:** Decrease in academic performance due to the impact of COVID-19 pandemic.

Problem Statement 4: The percent of 3rd grade students that score grade level on STAAR Reading will increase from 32% to 46% by June 2022. **Root Cause:** STAAR results showed a decrease in academic performance due to the impact of COVID-19 pandemic.

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

- Legacy PCA is a Project Based Learning (PBL) school

Project-based learning thrives on the use of many learning techniques, including:

- Creative, purposeful play
- Communal activities that encourage teamwork for problem solving
- Projects that encourage creative innovation
- Promoting an environment that caters to every kind of learner
- Open discussion among students to encourage acceptance and community
- Our district curriculum is the TEKS Resource System
- The implementation of the curriculum is monitored through extensive review of data, lesson plans, and grade level Professional Learning Communities (PLC)
- Dedicated time for the PLC
- K-5 utilize guided reading and writing program to increase Lexile levels
- District established days for after school tutoring: Tuesdays and Thursdays
- Teachers are using research based instructional materials to cover the TEKS (such as, Eduphoria, Lexia and iStation lessons)
- Provide and utilize research based instructional resources/materials to develop deep mathematical understanding through hands-on exploration
- Curriculum team provides constructive and timely feedback on weekly lesson plans

Instructional methods for addressing the needs of student groups not achieving their full potential;

- CRIMSI Learning, English Learners Science Summer Enrichment, GT Summer Campus, Chinese Camps and Math and Reading Boot Campus will provide students, with and without disabilities an additional intervention time.
- Legacy Preparatory exceeds the required number of Programs of Study given our population and current CTE programs offerings. Our top three aligned Programs of Study meet high need/high wage careers for our local area. Listed in student preference (1) Health Science, (2) Information Technology, and (3) STEM.
- Analyze attendance data to identify students who are at risk of chronic absenteeism.
- Legacy PCA has created a school wide attendance action plan that establishes a set of prescribed interventions/actions for teachers when students are absent

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**
 - Legacy PCA has partnered with Peer Health Exchange Program (PHE) to empower young people with the knowledge, skills, and resources they need to make healthy decisions.
 - PHE significantly improves student knowledge, skills, and help-seeking behavior.
 - PHE outcomes are most consistent in mental health and personal well being.
- **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)

◦ **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.

◦ **Talented and Gifted**

We offer the GT Enrichment Saturdays program during the second semester. In this program, scholars have the opportunity to work with their GT peers in fun, hands-on, STEM, and Engineering projects. In this program, the students address real-life, culturally relevant problems through Project-based learning using the Engineering is Elementary resources.

◦ **Dyslexia support**

The dyslexia teachers that provide services to students identified with dyslexia will receive training in MTA (Multisensory Teaching Approach). 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

Curriculum, Instruction, & Assessment Needs

- Strengthen focus and sustainability of NTN and PBL strategies
- Maximize professional learning focused on planning, instruction, and improving learning conditions for students with a focus on data-based decision making to monitor student progress.
- Increased Professional Development in the areas of Project Based Learning (PBL) and Problem-Based Learning (PRBL) for all campus facilitators coordinated by campus directors and content coaches
- Continue to focus on deeper learning with more utilization of high-quality resources.
- Implement Full Year 2022 - 23 CRIMSI pilot program in K - 3 Reading and Grade 3 Math.
- Alignment of curriculum and assessment management with Amplify Reading and Eureka Math.
- Provide additional high quality instructional materials (HQIM) and resources.
- Response to Intervention (RtI): provide facilitators with targeted training on documenting interventions for tier progression
- Classroom observations indicate a need to boost students' engagement and improve academic instruction
- Purposeful professional learning cycles
- Implement Social Emotional Learning (SEL) to explicitly teach SEL skills focused on self-awareness, self-management, social-awareness, relationship skills, responsible decision-making
- Provide incentives for students with favorable attendance records.

2. Staff Recruitment & Retention

District hiring procedures include:

- The District participates in the Visiting International Teacher (VIT) Program with Spain via ESC Region 13 and the Spain Ministry of Education
- The VIT Program allows the district to recruit experienced educators from Spain to teach in dual language classrooms.
- The District conducts a teacher job fair in Puerto Rico and Orlando, FL to recruit bilingual teachers
- Participation in teacher job fairs at the University of Texas in Arlington, Texas A&M Commerce, Texas Woman's University, and the University of North Texas Post job openings on the Teacher Job Network from ESC Region 10
- Legacy hosted a job fair at one of the campuses for people interested in learning more about the opportunities they have available.
- Posting job openings on the Handshake Jobs & Careers Network
- Participation in the North Texas Charter Schools' Career Fair
- 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 receives state and federal funding including Title I, II, III, Title IV and IDEA-B Formula.
- Teachers new to the profession and/or to the district are supported through a district wide mentoring program
- Multiple opportunities for staff to provide input (General Meeting, Surveys etc.)
- The district provides teachers financial incentives each semester for zero days absent
- All professional employees are required to take the following mandatory compliance courses annually:
 - Blood-borne Pathogens
 - Bullying Prevention
 - Child Abuse, Sexual Abuse, and Other Maltreatment of Children
 - FERPA (Student Records)
 - Sexual Harassment
 - Suicide Prevention
 - Texas Educator's Code of Ethics
 - 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.

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)

School Organization Needs

- Provide tiered professional learning based upon teacher needs
- Increase in 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
- Open a PreK program

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 as we transition to exclusively 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

- Isolating each campus on independent internet circuits, this will increase each campus to have 1gbps internet bandwidth and triple the currently available bandwidth.
- Isolated internet circuits will also eliminate single points of network failure which will increase uptime and reduce network outages
- Implementing additional security appliances and software methodologies to increase both cyber and physical building security
- Continue to grow and maintain our student device inventory (1:1 iPads for K-2, Chromebooks for 3-8, and Windows devices for 9-12)
- Implementing classroom improvements to provide teachers with touch interactive displays and replace aging projectors

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 provides 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, Robotics, and Medical Billing and Coding

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Decrease in enrollment **Root Cause:** There's been a significant shift in enrollment numbers among public schools since the pandemic.

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 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

School Culture & Climate Needs

- Enlist support of community partners and parents to support literacy
- Continue Training on Campus Security/lockdowns & drills
- Increase staff understanding and knowledge of social emotional learning and how it affects students
- Continue to offer programs related to internet safety and bullying
- Increase student participation in after school clubs
- Use Skyward data software to track all discipline referrals, to identify trends and adapt accordingly

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:
 - 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

- Increase parent attendance at district board meetings, school improvement meetings, PTO meetings, and parental involvement conferences
- Continue to provide parents with resources on Bullying and Suicide Awareness
- Provide parent education on:
 - Attendance
 - Accessing scholar information in Skyward and ECHO
 - 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)
- 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, radio broadcasting, Dr. B. Good Podcasts 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 Rounds
- Monthly PTO meeting

Facilities

- Improved drainage at Mesquite portables sidewalk
- Replaced residential iron fence with Commercial grade
- Re-striped Plano, Mesquite ES & Middle school parking lanes and fire lanes.
- Installed hand sanitizer dispensers in all classrooms in all Mesquite locations
- Continued with face masks for scholars and staff to insure safety protocols
- Installed hand dryers at Plano and Mesquite middle Schools
- Purchased new OSHA MSDS books for all campuses
- New signage will be installed in June. These will include, 5 mph Speed limit, No handguns, Property surveillance, etc.
- New Crosswalk at Mesquite Elementary back door to portable classrooms
- High school parking and fire lanes to be re-striped
- Rubber mulch will be added to Mesquite and Plano playgrounds.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase parent attendance at district board meetings, school improvement meetings, PTO meetings, and parental involvement conferences.

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: Decrease in enrollment

Root Cause 1: There's been a significant shift in enrollment numbers among public schools since the pandemic.

Problem Statement 1 Areas: District Processes & Programs

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
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- TTESS data

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.

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

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

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

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

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

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Legacy PCA District Comprehensive Needs Assessment (CNA) process is ongoing to ensure that progress toward the school's objectives, goals, mission and vision are being realized. In addition, the activities allow the district to monitor and assess the impact of programs, instruction, and other resources related to student achievement, particularly the needs of those children who are failing or are at risk of failing. The aim of the CNA is to increase student's performance.

The CNA tool focuses on four areas:

1. Demographics
2. Student Achievement
3. Perception
4. Processes and Programs

The following data were used for this analysis:

Improvement Planning Data

- 2021-2022 District improvement plan;
- 2021-2022 Campuses' Comprehensive Needs Assessments (CNAs);
- 2021-2022 Campuses' Improvement Plans (CIPs)

1. Demographics

- Enrollment
- Attendance
- Race/Ethnicity
- Gender
- Mobility
- Special Program Participation
- At-Risk Scholars
- Economic Disadvantage
- Limited English Proficient (LEP)
- Bilingual
- English as a Second Language (ESL)
- Gifted and Talented (GT)
- Homeless
- Facilitator-Scholar Ratios
- Course Assignments

- Data from Parents
- Federal Law
- Public Education Information Management System (PEIMS)

Staff Quality

- Facilitator Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Special Program Qualifications (Bilingual, Special Education)
- Professional Developmental Data

2. Scholar Achievement

- State of Texas Assessments of Academic Readiness (STAAR)
- Texas English Language Proficiency Assessment System (TELPAS) results Texas Primary Reading Inventory (TPRI)
- Measure of Academic Progress (MAP)
- Common Assessments (CA)
- Texas Academic Performance Report (TAPR), Results Driven Accountability (RDA), System Safeguards
- Texas Success Initiative (TSI) data
- Preliminary Scholastic Aptitude Test (PSAT)
- Progress reports
- Report card grades
- Course grades
- Scholar Work
- IStation Indicators of Progress (ISIP)
- Book Nook
- Zearn
- Amplify
- Lexia Learning
- Mathia
- ST Math
- Learning A to Z
- Eureka
- DreamBox Learning

3. Perceptions (*School Culture & Climate; Family & CCommunity Engagement*)

School Culture & Climate

- Survey for Campus Culture and Safety
- Questionnaires
- Interviews
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings

Family & Community Engagement

- Participation Counts
- Parent Volunteer Information
- Parent Activity Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- Interviews with Parents
- Parent Teacher Organization (PTO) Meetings

4. Processes & Programs (*Staff Recruitment & Retention; School Organization; Curriculum, Instruction & Assessment; Technology*)

Staff Recruitment & Retention

- Staff Mobility
- Facilitator-Scholar Ratio
- Recruitment and Retention Strategies and Other Data
- Job Fair Information
- Texas Academic Performance Reports (TAPR)

School Organization

- School Structure or Make-Up
- Decision-Making Processes
- Master Schedule
- Leadership
- Supervision Structure
- Duty Rosters
- Schedule for Scholar Support Services
- School Map and Physical Environment
- Program Support Services (After School Activities)
- Communication
- Organizational Chart

Curriculum, Instruction & Assessment

- Standards-based Curriculum Resources and Materials
- Scope and Sequence
- Foundation Course Materials
- Enrichment Course Materials
- Technology
- Instructional Design/Delivery
- Collaborative Teams
- Differentiated Strategies
- Common Assessments
- Master Schedule
- Interviews with Facilitators

- Walk-throughs
- Classroom Observations

Technology

- Technology Infrastructure, Networks
- Technology Hardware, Software
- Classroom Technology Needs
- Professional Development
- Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Scholars and Staff
- Skyward
- Echo
- Touch Interactive Smart TV

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Development of the District Advisory Committee

The Chair of the District Advisory Committee is Staci Weaver, Superintendent/CEO

The District Advisory Committee members are:

1. Angela Willis, Assistant Superintendent, Business Operations
2. Melonie Iglehart-Hammons, Assistant Superintendent of Campus Operations
3. Buddy Davis, Director of Facilities
4. Dr. Mary Kahama, Federal Compliance Officer
5. Sandra Vroman, Senior Director of Operations, Languages and Compliance
6. Maria Fernandez, Senior Director of Operations, Elementary Curriculum
7. Josie Eatman, Senior Director, of Operations and Programs
8. Matthew Nielsen, IT Director
9. Dr. Syrinthia Mann, Special Education Director
10. Margaret Griffith, Director of Student Information

11. Keri Anderson, Director of Human Capital
12. Jorge Flecha, K-8 Principal Mesquite West Campus
13. Thessalian Maeweather, K-5 Assistant Principal Mesquite West Campus
14. Tara Moore-Addison, 6-8 Assistant Principal Mesquite West Campus
15. Javier Chaparro, 9-12 Principal Mesquite West Campus
16. Dr. Stephanie Edwards, 9-12 Assistant Principal Mesquite West Campus
17. Michael Davies, K-12 Principal Plano Campus
18. Char'mon (Ken) Dickerson, K-12 Assistant Principal Plano Campus
19. Elizabeth Hunter, ELAR Instructional Specialist
20. Brandi Braley, Instructional Innovation Specialist
21. Juan Amaya, Elementary Instructional Coach
22. Ida Dominguez, Special Programs Coordinator
23. Earl Esquajo, Math Instructional Specialist
24. Angela Humprey, District ELAR and TCLAS Coordinator
25. Rosie Arteaga, Parent
26. Greg Gent, Parent
27. Charlotte Haney, Parent
28. Rosa Banda, Parent
29. Dr. Karen Williamson Johnson, Dyslexia Teacher
30. Lolita Evans Johnson, Dyslexia Therapist
31. Barbara Langston, School Counselor Mesquite West Campus
32. Cynthia Ferguson, School Medic
33. Stephen Aagesen, CTE Teacher
34. Sydney Casey, ELAR Teacher

- 35. Nekeya Morgan, Science Teacher
- 36. Laura Sifferman, ELAR/Science Teacher
- 37. Porcha Maten, Community Liaison
- 38. Gregory Cawthon, Science Teacher
- 39. Mariela Saldana-Delgado
- 40. Dawn Allison, Social Studies Teacher
- 41. Florence Leopold-George, Math Teacher
- 42. Laura Alavarez, ELAR Teacher

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Involvement Policy

Parent Compact

Plan Notes

The District Advisory Committee met on May 19, 2022 to revise and update the DIP.