

Legacy Preparatory Charter Academy

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Byron Ricks, Board of Trustees, President
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Dr. Rebecca Good, Superintendent/CEO

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Mission Statement

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

Vision

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

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 2020-2021 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 2019-2020 school year. The Superintendent will present the DIP to the Board of Trustees for final approval during the July Board Meeting.

Development of the District Advisory Committee

The Chair of the District Advisory Committee is Dr. Rebecca Good, Superintendent/CEO

The District Advisory Committee members are:

1. Scott Townsend, STEM Director
2. Maria Fernandez, Math Director
3. Oleika Lechuga, Parent
4. Jose Gomez, Parent
5. Sandra Vroman, Elementary Curriculum Director
6. Michael Davies, Director, Legacy Plano
7. Thessalian Maeweather, Assistant Director, Legacy Plano
8. Javier Chaparro, Director, Mesquite West Secondary
9. Kim Sample-Effiom, Director, Middle School
10. Jorge Flecha, Director, Mesquite West Elementary
11. Angela Willis, Director of Finance
12. Staci Weaver, Sr. Director of Operations
13. Buddy Davis, Facilities and National Lunch Program Director
14. Dr. Syrinithnia Mann, Special Education Director
15. Ida Dominguez, Special Populations Director
16. Margaret Griffith, Director of Student Information
17. Matthew Nielsen, Information Technology Manager
18. Dr. Mary Kahama, Federal Programs and Compliance Officer
19. Lilly Chacon, Human Resource Manager
20. Natasha Forge, College and Career Readiness Counselor, Legacy Mesquite West
21. Amelia Zambrano, College and Career Readiness Counselor, Legacy Plano
22. Ilse Acosta, Community Liaison
23. Jennifer Hoag, Science Coach
24. Elizabeth Hunter, ELAR/Writing Coach
25. Wildaliz Bermudez, Dual Language Instructional Coach
26. Nemias Vergara, Mathematics Coach
27. Linda Wainscott, Humanities Instructional Coach

Value Statement

District Vision Statement

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

District 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.

District Level Planning and Decision Making Belief Statement

We believe all decisions should be consistent with our mission and goals, data based, anchored in sound theory and practice, and focused on what is best for the short and long-term interests of all scholars.

We believe...

- In the worth and dignity of each individual, both scholars and staff. We will constantly strive to ensure the right of each scholar to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for scholars and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all scholars. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.
- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	9
District Processes & Programs	16
Project-based learning thrives on the use of many learning techniques, including:	17
Perceptions	21
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	25
Goals	26
Goal 1: All Scholars will reach high standards at a minimum attaining proficiency or better in reading/language arts and math.	27
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.	27
Goal 3: All scholars will be taught by facilitators who meet the state certification standards for charter school.	28
Goal 4: All scholars will be educated in learning environments that are safe, drug free, and conducive to learning.	29
Goal 5: All scholars will graduate from high school and be college ready.	30
Goal 6: Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.	31
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	33
1.1: Comprehensive Needs Assessment	33
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	36
3.1: Develop and distribute Parent and Family Engagement Policy	36

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 1,524. Our students benefit from small student to teacher ratios (17 Students per Teacher).

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

- Hispanic: 1026 (67%)
- American Indian/Alaskan Native: 18 (1%)
- Asian: 12 (1%)
- Black/African American: 313 (21%)
- White: 124 (8%)
- Two or more: 29 (2%)

1464 (96%) of the student population is economically disadvantaged.

Gender Breakout:

- Female: 48%
- Male 52%

Program Coding

- At Risk: 797 (52%)
- Special Education: 137 (9%)
- English Language Learners (ELS): 597 (39%)
- GT: 82 (5%)
- Homeless: 43 (3%)
- Dyslexia: 5%

- Title I: 1524 (100%)

Attendance Data
2020-2021 School Year
Fifth Six Weeks

All Students	98.00%
KG	98.90%
01	97.60%
02	96.50%
03	97.00%
04	99.20%
05	98.50%
06	98.90%
07	96.80%
08	97.10%
09	98.00%
10	98.70%
11	98.90%
12	99.40%

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
- Special Education

*The ELs population in recent years reveals a steady increase in numbers. Legacy PCA applied for a Bilingual Exception and ESL waiver for its 5th 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

- Implement truancy prevention measures

2. Staff Quality

Teachers by Ethnicity:

- African American 25.7 (25.6%)

- Hispanic 43.1 (43.0%)
- White 22.9 (22.8%)
- American Indian 0.0 (0%)
- Asian 6.6(6.6%)
- Pacific Islander 0.0 (0%)
- Two or more races 2.0 (2.0%)
- Background of faculty and staff reflect the population/community they serve.

Teachers by Highest Degree Held:

- No degree 21.4 (21.3%)
- Bachelors 61.1 (61.0%)
- Masters 16.7 (16.7%)
- Doctorate 1.0 (1.0%)

Teachers by Years of Experience:

- Beginning Teachers 12.7 (12.7%) {Paraprofessionals}
- 1-5 Years Experience 63.2 (63.0%)
- 6-10 Years Experience 10.2 (10.2%)
- 11-20 Years Experience 8.1 (8.1%)
- Over 20 Years Experience 6.0 (6.0%)

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: Students in our district are served by a large percentage of inexperienced (teacher with 2 years of teaching experience or less) teachers. **Root Cause:** Due to the competitive incentives and salaries offered by the Independent School Districts (ISDs), we attract more inexperienced teachers.

Problem Statement 2: We have a large number of teachers that leave our district within the first 2 years. **Root Cause:** Teacher retention is a challenge because our district offers a relatively low teacher salary compared to other districts in our area.

Student Learning

Student Learning Summary

2020-2021 Academic Performance Data

- On March 27, 2020, the U.S Department of Education (USDE) waived the statewide assessment, accountability for 2019-2020 school year
- The waiver was due to the widespread school closures related to COVID-19 pandemic
- Increased learning opportunities such as Saturday School, Before and After School Tutoring, Math and Reading Boot Camps, ELs Summer Camps, and GT Summer Camps will be provided to mitigate COVID-19 slide
- Interventions will also be strategically scheduled throughout the school year to provide accelerations opportunities
- According to 2020 RDA Data, Special Education Department is identified as *Meeting Requirements*

Due to the impact of COVID-19, all districts and schools were Not Rated for the 2020 accountability ratings. The TEA data currently reflects the prior year's accountability rating.

2019-2020 Academic Performance Data

- Legacy PCA earned an overall score of "B" rating under the A-F framework
- According to the Results Driven Accountability (RDA) Data, Bilingual Education (BE)/English as a Second Language(ESL) Program is no longer identified as Needing Assistance; It is at "0"
- Special Education Department was identified as *Meeting Requirements*

Texas Education Agency 2019 Accountability Ratings Overall Summary

Legacy PCA Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		78	C
STAAR Performance	36	62	
College, Career and Military Readiness	68	92	
Graduation Rate	94	80	
School Progress		89	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 76.9%)	52	89	B
Closing the Gaps	37	72	C

The STAAR 2019 Grade Level performance are provided in the tables below:

Grade 3 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	64%	19%	7%
Math	67%	32%	17%

Grade 4 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	46%	21%	4%
Math	48%	23%	11%
Writing	37%	21%	3%

Grade 5 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	72%	37%	16%
Math	66%	32%	19%
Science	50%	30%	9%

Grade 6 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	56%	24%	10%
Math	70%	28%	8%

Grade 7 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	65%	32%	18%
Math	69%	33%	6%
Writing	62%	23%	6%

Grade 8 STAAR Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Reading	70%	37%	19%
Math	75%	41%	5%
Science	63%	24%	10%
Social Studies	51%	11%	2%

The following End of Course tests will still be required for students to graduate.

STAAR/EOC Algebra I Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Algebra I	84%	53%	27%

STAAR/EOC Biology I Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
Biology I	81%	38%	7%

STAAR/EOC English I Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
English I	47%	32%	3%

STAAR/EOC English II Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
English II	53%	29%	0%

STAAR/EOC US History Performance

Subject	Approaches	Meets	Masters
	Grade Level	Grade Level	Grade Level
US History	95%	64%	23%

Student Learning Needs

- Increase rigor to raise the number of students mastering grade level
- Closing achievement gaps between each student group
- Increase performance of the Special Education Students and English Learners (ELs)
- Address 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

Dual Credit Participation

2020-2021 School Year

Campus	Subject	Number of Students Enrolled
Mesquite West	Chemistry	20
Mesquite West	US History	2
Mesquite West	Principles of IT	2
Mesquite West	EDCU 1300	11
Mesquite West	Sociology	2
Mesquite West	English	1
Mesquite West	Networking	11
Mesquite West	Digital Media	8
Mesquite West	Networking	6
Mesquite West	Web Technology	12
Plano Campus	EDU 1300	9
Plano Campus	U.S. History	1
Plano Campus	Spanish	2
Plano Campus	Pre-Calculus	2
Plano Campus	Psychology	1
Plano Campus	English	1
Plano Campus	Art	1

There is an increased number of students participating in dual-credit courses.

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 2019 Plano Campus received 6 designations in the following areas:
 - Academic Achievement in ELA/Reading
 - Academic Achievement in Mathematics
 - Academic Achievement in Science
 - Top 25 Percent: Comparative Academic Growth
 - Top 25 Percent: Comparative Closing the Gaps
 - Postsecondary Readiness
- 2019 accountability data indicates that the District earned a "B" rating in student's academic progress
- 2019 accountability data also shows that the district earned a "B" rating in the relative performance of economically disadvantaged students
- Grades 3, 4, 7, 8 and Algebra 1 had a double digit gain (10% to 30%) on Meets level in Math STAAR from 2018 to 2019
- *Legacy continued the Robotics program and competed in the BEST Robotics Competition in the fall.*

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The district MAP scores data indicate that the percentage of Kindergarten students that scored on grade level or above in reading was 18%. **Root Cause:** Teacher retention is a challenge because our district recruits teachers from Spain to teach in Dual Language classrooms. During the exit interview some of the reasons teachers cited for leaving the district were: being overwhelmed by the rigorous instructional demands of Project-Based Learning (PBL), struggles with classroom management, and family illness.

Problem Statement 2: The district MAP scores data indicate that the percentage of Kindergarten students that scored on grade level or above in math was 33%. **Root Cause:** Teacher retention is a challenge because our district recruits teachers from Spain to teach in Dual Language classrooms. During the exit interview some of the reasons teachers cited for leaving the district were: being overwhelmed by the rigorous instructional demands of Problem-Based Learning (PRBL), struggles with classroom management, and family illness.

Problem Statement 3: The Fall 2019 STAAR reading performance data indicate that the percentage of 3rd grade students in the district that scored Meets grade level or above was 29%. **Root Cause:** The rigorous instructional demands of project-based learning (PBL) .

Problem Statement 4: The Fall 2019 STAAR math performance data indicate that the percentage of 3rd grade students in the district that scored Meets grade level or above was 32%. **Root Cause:** The rigorous instructional demands of Problem-based Learning (PRBL).

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)
- 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 Summer 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.

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.

- **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:

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

- Continue to provide a variety of staff development opportunities based on identified campus instructional needs
- 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
- Implement a plan to compose a variety of written texts and participate in strategic reading, writing, and social social studies activities including editing/revising, composition writing, and reading focusing on comprehension skills by SE.
- Improve effective feedback through walk-throughs
- Design enrichment avenues for students who have met grade level expectation
- Continue networking to locate real world PBL opportunities for scholar experience in post-secondary pursuits
- Response to Intervention (RtI): provide facilitators with targeted training on documenting interventions for tier progression
- Implementation of Multiple Response Strategies (MRSs) across the district (Quick Response, Thumbs Up/Down, Think-Pair-Share, White Boards, Whip Around, Modifies Whip Around, White Boards, Table Talk, Oral/Choral Response, Response Card, Gallery Walks
- Behavioral Threat Assessment Software and training
- Mobile Active Shooter App District wide

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
- 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 Teacher Incentive Allotment (TIA) Funds
- Provide longevity stipends to teachers entering their third year with the district
- Provide stipends for certified bilingual and ESL teachers, math and science 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

- Scholarship program to pay half the cost of teachers that enroll in a teacher certification program (Legacy PCA has a partnership with Teacher Certification Alternative Program)
- Provide 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 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

- 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

- Implement a more robust remote learning tools via software and hardware improvements. Including the addition of more supplementary educational software for academic reinforcement and refreshing staff devices to meet the increased technology needs of remote learning procedures.
- Identifying cyber security gaps and closing them to ensure the safety of students, we are improving these gaps by implementing more current security appliances for the school's network, more robust security software for student devices, and implementing teacher and staff training specifically focusing on phishing and preventing data breaches.

- Improve our community engagement by evaluating communication platforms, renovating the school's website, and implementing additional communication pieces to establish more meaningful connections with parents and the community.
- Increase opportunities for teacher leaders to help cultivate ideas for integration of technology in each classroom

District Processes & Programs Strengths

- 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
- Summer School - Teachers get their daily rate
- Medical Benefits - very competitive with other districts
- The district has high expectations in regards to technology
- Teachers use technology every day in the classroom for teaching, enrichment of learning, and to provide interventions for struggling students
- Use of one-on-one laptops, chrome, iPads for 2-12 grade scholars (in response to COVID-19 pandemic)
- During the COVID-19 Pandemic Immediate remote and on-site IT Support provided to staff, scholars and parents
- 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): Students in our district are served by a large percentage of inexperienced (teachers with 2 years of teaching experience or less) teachers.

Root Cause: Due to the competitive incentives and salaries offered by the Independent School Districts (ISDs), we attract more inexperienced teachers.

Problem Statement 2 (Prioritized): We have a large number of teachers that leave our district within the first 2 years. **Root Cause:** Teacher retention is a challenge because our district offers a relatively low teacher salary compared to other districts in our area.

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 has formed an Equity Task force that ensures that we have a welcoming and inclusive environment

Members of the Equity Task Force includes:

Dr. Rebecca Good, Superintendent/CEO
Maria Fernandez, Math Director
Sandra Vroman, Elementary Curriculum Director
Javier Chaparro, Mesquite West High School Director
Buddy Davis, Facilities and National Lunch Program Director
Ida Dominguez, Special Population Director
Jorge Flecha, Mesquite West Elementary Director
Kim Sample-Effiom, Middle School Director
Lilly Chacon, Human Resource Manager
Michael Davies, Plano Campus Director
Scott Townsend, STEM Director
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Dr. Syrinithnia Mann, Special Education Director
Angela Willis, Director of Finance
Thessalian Maeweather, Plano Assistant Director,
Dr. Mary Kahama, Federal Programs Compliance Officer

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

- 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
- New Signs at Plano Campus installed
- Security gates at Plano campus
- Ongoing training on safety practices

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 Marshall to enhance safety and security services to all campuses

School Culture & Climate Needs

- Increase effective communication within the district
- Continue Training on Campus Security/lockdowns & drills
- Security gates/barriers at Mesquite West Campus
- Foundation repairs, Mesquite Middle School
- Air conditioner replacements
- Paint exterior Plano campus
- Air scrubbers for ventilation
- 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
- Involve both parents and community members to participate in the STEM Advisory Committee
- Continue to provide parents with resources on Bullying and Suicide Awareness
- Provide parent education on:
 - Attendance
 - Accessing scholar information in Skyward and ECHO
- Hiring Liaison for African American Community and Hispanic Community

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
 - Active Shooter 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

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: Students in our district are served by a large percentage of inexperienced (teachers with 2 years of teaching experience or less) teachers.

Root Cause 1: Due to the competitive incentives and salaries offered by the Independent School Districts (ISDs), we attract more inexperienced teachers.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: We have a large number of teachers that leave our district within the first 2 years.

Root Cause 2: Teacher retention is a challenge because our district offers a relatively low teacher salary compared to other districts in our area.

Problem Statement 2 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Student Success Initiative (SSI) data for Grades 5 and 8
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion 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.

Title I Schoolwide 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

- 2019-2020 district improvement plan;
- 2019-2020 Campuses' Comprehensive Needs Assessments (CNAs);
- 2019-2020 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)
- Imagine Math scores
- Lexia Learning
- DreamBox Learning
- Achieve 3000 scores

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)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Involvement Policy

Parent Compact