

Legacy Preparatory Charter Academy, Plano

Campus Improvement Plan

2020-2021

Dr. Rebecca Good, Superintendent

Campus Improvement Team

Michael Davies	Director
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Nolan Mueller	Classroom Teacher
Laura Sifferman	Classroom Teacher
Brandi Braley	Classroom Teacher
Kathy Nguyen	Classroom Teacher
Nuria Giraldo (leaving)	Classroom Teacher
Beatrice Cordova	Parent
Michael Schmidt	Parent
Dawn Schmidt	Parent
Jackson Gent	Student

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The scholar in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The scholars in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The scholars in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The scholars in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Scholars will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all scholars will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all scholars.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's scholars will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to scholar learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve scholar learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of scholar learning, instructional management, staff development and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2020-2021

Data Sources Reviewed:

Enrollment, attendance, special program participation, Texas Academic Performance Report (TARP) Data, Texas English Language Proficiency Assessment Systems (TELPAS), State of Texas Assessments of Academic Readiness (STAAR), Early Reading Indicator, Common Assessment scores, student work samples, New Tech Network Scholar Survey, facilitator certification/qualification data, parent, scholar and facilitator surveys, TEKS Resource System, Achieve 3000, Imagine Math, iStation, and, Eduphoria, MAP Testing, PEIMS data, master schedule, duty rosters, tutoring logs and attendance, PD calendar, scholar and facilitator interviews, observations

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Total enrollment: 373 Hispanic/Latino: 38% American Indian: 0.52% Asian: 1.03% Black/African American: 39.2% Caucasian: 16% Two or more: 5.15% Attendance Rate:	- Legacy PCA Plano campus is comprised of a culturally diverse scholar population and facilitators - The input the campus receives from parents reflect ideas and opinions from all racial, ethnic, and socioeconomic groups in the school - Small classroom number - Smaller ratio of scholars to facilitator - Programs are offered that meet the needs of the LEP, SPED, GT, Low Income, and At-Risk students - Weekly Special Education meetings are held to provide	- Sped and low SES support - Increase number of computers for scholars with pre-loaded reading, writing, and vocabulary programs - Programs/courses/extracurricular activities that interest secondary scholar	- More support for scholars who qualify for Special Education services - Improved Inclusion Support, targeted tutorial plans – Special Education Allotment & IDEA B Formula - Provide training specially designed for special education facilitator assistants and general education facilitators on the roles and responsibilities of each as it relates to services provided to scholars - Professional Development Activities (Title I) - More support for low SES scholars - Targeted tutorials for scholars - Title I & State Compensatory Education (SCE) - increase enrollment of MS and HS scholars

Program Coding At risk: 40.72% Special Education: 10.82% LEP: 14.43% Bilingual: 3.87% ESL: 3.35% GT: 6.96% Dyslexia: 4.12% Homeless: 1.55% Mobility Rate: 0% Student/Teacher Ratio: 10:1 Teacher Mobility: ● 2019-20 44.1% ● 2020-21 8.8% Teacher 5+ Years: 10	information about our special needs scholars ● Attendance rates have remained constant with a campus attendance rate that averages around 97-98%		● Support for Homeless/Foster care – Title I
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Scholar Achievement	- Plano campus received a rating of B for the overall performance in 2019-2020 accountability rating. - 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 NO STAAR DATA WAS COLLECTED FOR SPRING 2020 DUE TO PANDEMIC AND THE CANCELLATION OF THE ASSESSMENTS. - Campus wide (3rd-11th grades) notable gains are observed in Math, Reading, Writing and Social Studies - Algebra 1 scholars had a 76% passing rate on the STAAR EOC	- State assessment scores reveal a need for improved instruction in 5th and 8th grade Science and remediation for scholars in grades 6 and 9 in the area of Science. - A decrease in the number of scholars who met or mastered in the area of Social Studies indicates a need for improved instruction campus wide. - State assessment scores reveal a need for strengthened writing curriculum and EL and Special Education academic support in this area. - State assessment scores indicate a need for a consistent targeted writing plan to be implemented on campus. - Targeted instruction planning to ensure mastery learning in reading and math for Scholar Success Initiative (SSI) grade levels 5th and 8th. - Intensive Instruction for scholars entering the 6th grade in Science.	- Reading/Writing curriculum – ELA Coach, Achieve 3000, Lexia Learning - Title I - Continue with Guided reading program – Title II - Elementary ELA Coach - Title I - Secondary ELA coach - Title I - English learners (ELs) Enrichment Summer school -Title III - Facilitators will receive training and coaching on SIOP to enhance teaching strategies and practices used in the classroom to address the needs of EL scholars - Title III, Title II, BEA - Scholars who demonstrate a need for additional targeted instruction in order to meet the challenging State academic standards will be provided Saturday school and after school STAAR preparation tutorials (STAAR Prep Sat school - Title 1 & SCE funds - The Elementary Reading Coach and Math Coach will continue to assist, coach, and train facilitators in the best instructional practices - Title I - The Science Coach will support facilitators with creation of PBL, Co-design lab activities with facilitators, and support scholars in developing Science Fair projects for regional competition - Title I
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	in Spring of 2019. This demonstrates a 3% growth from the previous year ● Biology scholars had a 100% passing rate on the STAAR EOC in 2019 after the second administration. This is consistent with the previous year's scores. ● U.S. History scholars had an 83% passing rate on the STAAR EOC in 2019 ● English 2 scholars had a 67% passing rate on the first administration of STAAR EOC in 2019 (a gain of 17% from the previous year). ● The 5th grade scholars had a 67% passing rate on the STAAR Reading on the first administration. This is a 7% increase over last year's scores at the same time. ● 5th Grade scholars had an 83% passing rate on the first administration of the Math STAAR in 2019. This is a 27% increase from this time last year. ● 8th Grade scholars had a 61% passing rate on the first administration of the Math	● Intensive Instruction for scholars entering the 8th grade in Math. ● Improved instruction needed for grade 3 scholars in the area of ELAR. ● Provide differentiated instruction and resources for new scholars enrolling with academic gaps that need to be addressed	● Monitor effective implementation of the Balanced Literacy Program ● Increase the number of scholars at postsecondary readiness by aggressively encouraging dual credit enrollment.
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	STAAR. This increased to 82% in subsequent administrations. • Grade 3 scholars scored 79% passing in the first administration of STAAR in 2019. This is an increase of 6% from the previous year. • Grade 4 scholars scored 80% passing on the Math STAAR in 2019. This is an increase of 34% from the previous year • Grade 4 scholars scored 73% passing on the Reading STAAR in 2019. This is an increase of 19% from the previous year • Grade 4 scholars scored 73% passing on the Writing STAAR in 2019. This is an increase of 42% from the previous year • Grade 6 scholars scored 68% passing in the area of ELAR in the first administration of STAAR in 2019. This is an increase of 5% from the previous year. • Grade 7 scholars scored 65% passing in the area of ELAR in the first administration of STAAR in 2019. This is an increase of 19% from the previous year.		
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	• Grade 7 scholars scored 76% passing on the Math STAAR in 2019. This is an increase of 26% from the previous year • Grade 7 scholars scored 65% passing on the Reading STAAR in 2019. This is an increase of 19% from the previous year • English 2 scholars scored 67% passing on the STAAR EOC in 2019. This is an increase of 17% from the previous year • Scholar choice in how they show mastery and are not forced down a particular path, facilitators are free to create their curriculum according to scholar need. This helps in building the skill of collaboration in the scholar for future workplace excellence, community relationships • LPCA Plano works with Collin College to provide scholars with the opportunity to earn college credit while still in high school		
School Culture and Climate	• Safety is a top priority - the campus meets with the safety committee on a quarterly basis to evaluate the best practices	• Scholars understand all school staff have high expectations (scholar survey)	• Campus grade level planning • Morning circle time will be done daily, and restorative practices will continue to be implemented

	regarding safety and security of our scholars and staff. • The Director of operations meets with campus director to evaluate Campus Safety Operation Plans (CSOP) and safety practices in our school buildings annually • 74% of scholars report having positive peer and adult relationships at school. • Scholars understand Safety, Trust. Respect, Responsibility (STRR) principles (discipline reports) • Supportive Central Administrators (Attendance of Coordinators, Curriculum Directors and Consultants) • Employees report more positive than average feelings about being a part of a team. • Prior to the COVID-19 pandemic, staff happiness was rated at 90% on the Plano campus.	• Scholars enjoy coming to school and they feel that they are learning and working • Administrative monitoring of campus planning to insure effectiveness • Facilitators feel supported by the administrators (facilitator survey) • Core group of dedicated facilitators and staff members (facilitator retention) • Scholars will continue to receive instruction in wind instruments and brass • To address the need for additional elective courses in secondary, we are proposing the addition of Secondary Theater and Choir.	• Discipline and Classroom Management Model • Facilitators will be provided training in cultural sensitivity and diversity (Cultural Connections - Title I) • Grade levels will perform at PTO meetings once a month • Send a facilitator to earn certification as a Restorative Discipline Coordinator who will assist facilitators with implementation of restorative practices in their classrooms • Increase the number of scholars participating in Regional Band Music – Title I
Staff Quality/ Professional Development	• Campus hiring practices have ensured quality facilitators are working with scholar population • The District partners with Region 13 Spain Initiative to	• Need for more training with Special Education, especially in the areas of RTI and differentiation • Need for training in the area of lesson planning within the	• The hiring process for teachers will be rigorous, ensuring only the most qualified, and energized teachers are placed in our classrooms. • Targeted training in areas of need – RTI, differentiation, and planning with PBL – Title I, Title II, Title III

	recruit bilingual teachers in Spain • The District conducts a teacher job fair in Puerto Rico to recruit bilingual teachers • The human resource department provides prep testing for the non-Bilingual/ESL certified teachers - certification study materials can be checked out from the HR's office • New facilitators begin a "New Staff Orientation" training that is facilitated at the district level. • Professional Development opportunities provided throughout the year for all areas of needed growth based on data gathered from various sources such as STAAR scholar performance data, universal screeners (MAP), formative and summative, etc. • Ongoing monitoring through classroom walk-throughs, and informal observations to help improve instructional practices • High percentage of bilingual facilitators • Diverse group of facilitators with varied backgrounds	PBL setting, lesson planning as a team, and team teaching • Targeted New Facilitator Training for incoming staff • Assign a mentor facilitator to all new facilitators and in conjunction with the central office staff, work with new facilitators on a consistent basis to ensure growth and progress. • More focus and direction with Professional Developments, New Tech Training, PBL Training • Consistency in Classroom Management and Discipline • Hire a full-time PBL coach to increase PBL rigor and alignment to TEKS.	• Facilitator certification - Title 1 • PD for facilitators/administrators Title II, Title III • 100% Bilingual/ESL Certification for all core facilitators - Title I • Classroom Management and Discipline Training • Continued training on Restorative Practice and the certification of key faculty and directors as trainers in this practice to improve classroom management and discipline along with culture and relationships. • Courageous Principal Training for directors to improve conversations and staff engagement
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	● Professional Learning Communities (PLCs) provide facilitators with an avenue for collaboration, planning and data dissemination ● Increase staff retention -- Science and Math stipends - Title II		
Curriculum, Instruction, Assessment	● TEKS Resource System is aligned to state TEKS ● Eduphoria allows us to create targeted assessments using the TEKS ● About 70% of facilitators are proficient in Eduphoria ● Scheduled Common Assessment ● Web-based and in-person support for PBL through New Tech Network ● 3 uninterrupted hours of planning per week in addition to regular planning periods allows structured dialogue to discuss the impact of instructional practices on scholar success ● Support in lesson planning (Coordinators, Curriculum Directors, Campus Director, PBL Consultant) ● Facilitators receive frequent feedback from district staff.	● Facilitators will continue to develop their familiarity with TEKS Resource System in planning their lessons using its scope and sequence ● Invest in fiction and nonfiction that can be read by scholars in and out of class in both Spanish and English ● Individualized Instruction ● Parents need to see the data from the common assessment ● Additional focus on cross-curricular thematic units of study in Secondary ● Consistent implementation of PBL in all grades. ● Readily accessible plans that a substitute facilitator will be able to utilize ● Utilize data to inform instruction through monthly data meetings. ● We need effective implementation and	● Facilitators will continue to receive training on how to effectively utilize the TEKS Resource System to complete lesson plans which align to standards and that also include researched based strategies to improve learning ● Facilitators will continue with in-depth training on the data tracking tool, Eduphoria, to analyze data to plan for instruction and tutoring ● All facilitators(K-5) will utilize the guided reading and writing program to increase Lexile levels, and the Reading coach will assist struggling facilitators with implementation - Title I ● Directors will review documentation from feedback sessions between instructional coaches and facilitators, as well as conduct targeted (virtual) walk-throughs based on struggling areas observed

		monitoring of instructional and assessment programs • We need training on students taking ownership of their own learning	Intensive training in the structure of Bilingual classes – (BE/ESL Coordinator) • Intensive training in special populations -Differentiation, SIOP, Sheltered Learning, Individualization, Enrichment • Utilize a targeted writing plan in all grade levels
Family and Community Involvement	• The Superintendent attends the chamber of commerce meetings to increase community involvement at the campus • All staff are trained yearly to provide delightful customer service (DCS) • We have parent and community members who participate in our campus based Decision Making Committee • An active PTO • Community Liaison assists in promoting parental and community involvement in school and in student extracurricular activities - Title III • Community Service Garden • LPCA uses various methods to keep parents informed on	• Parent Activity Evaluation and feedback tool • Weekly facilitator emails • Parent Surveys • Suggestion Box • Customer Satisfaction Survey • STEM Night Activities quarterly • Literacy Night Quarterly • Social Media Campaign • Increase in community public audience Parental Involvement Conference	• Content nights will be held where parents can learn different strategies to help their scholars at home • Parent survey/feedback tool – • Increase in community public audience and Statewide Parental Involvement Conference – Title I • Continue to increase parent and family engagement - Clay Leadership parent training and Sankofa Educational Services - Title 1 • Parent Feedback tools • Parent Nights - PTO • Grade levels will perform at PTO meetings once a month

	upcoming events and emergencies such as: ○ Newsletter - Calendar Alert ○ Emails from facilitators ○ Automated Calling System (Skylert) ○ “Push Notification” through District App to staff and parents ○ Remind 101/Class dojo ○ Facebook ○ Twitter ○ S’more		
School Context and Organization	● Multicultural Diversity Groups ● We continue to utilize both district and campus resources designed to track scholar success, analyze data, and adjust our instructional plans, as needed to meet growth and needs of stakeholders ● LPCA’s onboarding process for substitutes ensures high quality instruction when facilitators are absent. ● Robotics is research-supported and aligns with district’s STEM programs and high School IT Pathway	● Improved district wide and campus wide communication ● Increase facilitator ownership in school’s success ● Focused professional development ● Continue to celebrate Staff ● Continue to develop opportunities for scholar participation in STEM including Robotics and participating in team events/tournaments	● Enhance communication in regard to policies, procedures, and decision-making – follow written policies and procedures ● Ongoing targeted professional development with a specific goal in mind - Title III, Title II & Title IV ● Encourage facilitator leaders to take an active role in campus improvement ● Encourage parents to take an active role in campus improvement. ● Establish partnerships with nearby colleges, universities, tech companies, and hospitals/clinics. ● Provide TED-ED club to middle and high scholars

	● A group of scholars in Plano campus are involved and work together as a team to build a robot - Title IV		● Scholars should present their work or compete with their robots - Title IV
Technology	● The campus IT support team is available at all times to support ● Immediate response to the COVID-19 pandemic to provide devices to all scholars ● Immediate response by teachers (with support from IT and campus and district leadership) to provide virtual learning at all levels during the COVID-19 pandemic ● staff and scholars are invested in technology use and implementation ● LPCA has a variety of software to support instruction such as: ● Eduphoria ● Achieve 3000 ● Lexia Learning ● DreamBox Learning ● Skyward ● Google Products ● Projectors ● Imagine Math ● IStation ● Technology for PBL (ECHO) ● TEKS Resource System	● Replace and repair all damaged laptops and iPads ● Continue to purchase licenses to all software that we are currently utilizing	● Intensive training in the school's systems – IT Department ● Purchase document cameras for classroom use ● Purchase additional projectors for classroom use ● Additional training in the area of virtual learning through Echo and Google Classroom

	● Graphing Calculators ● Edgenuity ● iPads ● Assessment Technology (MAP and online STAAR testing) ● Chat via Google Hangout and/or Skype - draft live documents on Google Drive ● Google Meets streaming live classrooms ● Every scholar (grades 4-12) have access to a laptop ● Every scholar (grades K-3) have access to an iPad ● Strong media presence through Facebook, district/school website, twitter, and Ask Dr. B. Good Podcast ● Effective classroom monitoring software and internet content filtering to ensure scholars stay on task and avoid inappropriate use of the internet		
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Title I, Part A

School Wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State scholar academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all scholars to meet the State's proficient and advanced levels of scholar academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State scholar academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by qualified facilitators and paraprofessionals.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for facilitators, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's scholar academic achievement standards.
5. Strategies to attract high-quality facilitators to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include facilitators in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual scholars and the overall instructional program.
9. Activities to ensure that scholars who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that scholar difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ideal State: Goal 1

All scholars will perform at or above grade level
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Objective(s):

Increase the percentage of scholars who meet standards on all STAAR writing tests up to 80% with 25% mastering the subject matter in 4th, 7th, and 9th grade including SPED, GT, and LEP scholars.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
All scholars in grade K-12 will Write across all content areas as Modeled by experts - Title I	Classroom facilitators, content leads, ELAR coach	Guided Reading Documentation, training by ELAR coach and other vendors State funding,	Monthly	Guided Reading Documentation will be available for review and up to date	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR/Guided Writing	1,2,3,4,5,7,8
All facilitators will follow a campus wide writing plan including grammar and the writing process.	Classroom facilitators, content leads, ELAR coach	Campus wide writing plan State funding, Title I,	Every 9 weeks	Lesson plans, walkthroughs, journals, common assessments, practice writing prompts	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	1,2
4 th and 7 th 9 th and 10 th grade facilitators will use ongoing assessment data to identify scholars in need of remediation and objectives that need to be retaught	4 th , 7 th , 9 th , 10 th grade facilitators	Assessment data State funding, Title I	Every 9 weeks	Assessment data, tutoring logs and lesson plans	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR/MA P Testing	8,9
4 th , 7 th , 9 th , and 10 th grade facilitators will emphasize writing workshops emphasizing mini lessons on purpose, planning, drafting, editing,	4 th , 7 th , 9 th , 10 th grade facilitators, content leads, ELAR coach	Writing workshop training by ELAR coach	Every 9 weeks	Lesson plans, published scholar work, anchor charts, walkthroughs	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR Lexia Learning	1,2,4

conferencing, revising and publishing Legacy will continue employing the elementary reading coach and will hire a secondary reading coach to further support reading instruction.		State funding, Title I					
Facilitators in all grades will incorporate language activities to require use of complete sentences, total participation techniques, non-verbal representation, and cold calling	Classroom facilitators, content leads, ELAR coach, administrators,	7 Steps to a Language Rich Interactive Classroom, training facilitated by ELAR coach State funding, Title I Title III	Every 9 weeks	Lesson plans, walkthroughs	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR	3,4
ELs, GT, and SPED scholars will receive additional support through implementation of IEPs and/or ELPS and GT extensions. Scholar's coded homeless will receive all needed support to ensure academic progress - Title I	Classroom facilitators, content leads, LPAC coordinator, ELAR coach, administrators, GT coordinator Homeless Liaison	ELPS training, SPED training, SIOP training, GT training Title I Title III State Funding IDEA-B	9 weeks	Green folders, Red folders identifying scholars and accommodations , data analysis of specific populations	Scholars will pass the writing portion of STAAR	CA/Achieve 3000/STAAR Renzulli Learning	1,2
Ideal State: Goal 2 Close achievement gaps among all scholar groups.							

Objective(s):

- The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 68% by June 2024.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Provide continual PD in best practices for teaching reading to ELs including live classroom Modeling and facilitators	ELAR coach, administration, Reading specialist	Region 10 consultant Title I Title III	9 weeks	Increased reading fluency score and Lexile level according to Achieve 3000	ELs will pass the Reading portion of STAAR	CA/STAAR Lexia Learning	3,5,9
Increase access to Achieve 3000 To all 3rd grade scholars	Classroom facilitators, all instructional coaches	Achieve 3000 EMAT	By summer 2021	Lesson plans, Achieve 3000 usage reports	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2,4
Increase amount of time in Guided reading with additional support from support staff and tutoring for beginning and intermediate ELs - Title I	Classroom facilitator, reading specialist, support staff	Guided reading books, time added to ELs guided reading group in lesson plan and extended to tutoring Adapted short stories Books on CD Easy Readers – high interest, low readability SCE	Monthly	Increased reading fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2,4

		Title II					
Continue foundation skills time using the 1000 word challenge	Classroom facilitators	Copies of 1000-word challenge, Fry words website State funding	Monthly	Lesson plans; increased score on TPRI for K/1 scholars from BOY to EOY	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2,4,8
Utilize bilingual dictionaries in all classrooms	Classroom facilitators	Dictionaries distributed in all classrooms State funding, Title III	Monthly	Administration of CA will include accommodations of bilingual dictionaries	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2
Ideal State: Goal 2							
Close achievement gaps among all scholar groups.							
Objective(s): • The percentage of K students that score on grade level or above in Reading on the MAP will increase from 40% to 60% by June 2024. • The percentage of 1st Grade students that score on grade level or above in Reading on the MAP will increase from 56% to 72% by June 2024. • The percentage of 2nd grade students that score on grade level or above in Reading on the MAP will increase from 34% to 51% by June 2024.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Provide continual PD in best practices for teaching reading to ELs including live classroom Modeling and facilitators	ELAR coach, administration, Reading specialist	Region 10 consultant Title I Title III	9 weeks	Increased reading fluency	ELs will pass the Reading portion of MAP	CA/MAP	3,5,9

Increase amount of time in Guided reading with additional support from support staff and tutoring for beginning and intermediate ELs - Title I	Classroom facilitator, reading specialist, support staff	Guided reading books, time added to ELs guided reading group in lesson plan and extended to tutoring Adapted short stories Books on CD Easy Readers – high interest, low readability SCE Title II	Monthly	Increased reading fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELs will pass the Reading portion of MAP	CA/MAP	1,2,4
Continue foundation skills time using the 1000 word challenge	Classroom facilitators	Copies of 1000-word challenge, Fry words website State funding	Monthly	Lesson plans; increased score on TPRI for K/1 scholars from BOY to EOY	ELs will pass the Reading portion MAP	CA/MAP	1,2,4,8
Utilize bilingual dictionaries in all classrooms	Classroom facilitators	Dictionaries distributed in all classrooms State funding, Title III	Monthly	Administration of CA will include accommodations of bilingual dictionaries	ELs will pass the Reading portion of MAP	CA/MAP	1,2

Ideal State: Goal 2 Close achievement gaps among all scholar groups.							
Objective(s): The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 55% to 67% by June 2024.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Provide continual PD in best practices for teaching Math to ELs including live classroom Modeling and facilitators	Math coach, administration, Content Specialist	Region 10 consultant Title I Title III	9 weeks	Increased reading fluency score and Lexile level according to Achieve 3000	ELs will pass the Reading portion of STAAR	CA/STAAR Lexia Learning	3,5,9
Increase access to STEAM and Imagine Math to all 3rd grade scholars	Classroom facilitators, all instructional coaches	Imagine Math EMAT	By summer 2021	Lesson plans, Computer Program usage reports	ELs will pass the Math portion of STAAR	CA/STAAR	1,2,4
Increase amount of time in STEAM and Imagine Math with additional support from support staff and tutoring for beginning and intermediate ELs - Title I	Classroom facilitator, Math specialist, support staff	Extended to tutoring Saturday School	Monthly	Increased Math fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELs will pass the Math portion of STAAR	CA/STAAR	1,2,4
Ideal State: Goal 2 Close achievement gaps among all scholar groups.							

Objective(s):

- The percentage of K students that score on grade level or above in math on the MAP will increase from 68% to 76% by June 2024.
- The percentage of 1st grade students that score on grade level or above in math on the MAP Assessment will increase from 38% to 62% by June 2024.
- The percentage of 2nd grade students that score on grade level or above in math on the MAP will increase from 50% to 62% by June 2024.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Provide continual PD in best practices for teaching Math to ELs including live classroom Modeling and facilitators	Math coach, administration, Content Specialist	Region 10 consultant Title I Title III	9 weeks	Increased Math fluency scores	ELs will pass the Reading portion of STAAR	CA/MAP	3,5,9
Increase access to STEAM and Imagine Math to all K-2 grade scholars	Classroom facilitators, all instructional coaches	Imagine Math EMAT	By summer 2021	Lesson plans, Computer Program usage reports	ELs will pass the Math portion of MAP	CA/MAP	1,2,4
Increase amount of time in STEAM and Imagine Math with additional support from support staff and tutoring for beginning and intermediate ELs - Title I	Classroom facilitator, Math specialist, support staff	Extended to tutoring Saturday School	Monthly	Increased Math fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELs will pass the Math portion of MAP	CA/STAAR	1,2,4

Ideal State: Goal 2

Close achievement gaps among all scholar groups.

Objective(s): Increase Reading STAAR results for ELs up to 80% meeting the state passing standard and 100% meeting growth progress expectation including GT and SPED scholars who are ELs.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Provide continual PD in best practices for teaching reading to ELs including live classroom Modeling and facilitators	ELAR coach, administration, Reading specialist	Region 10 consultant Title I Title III	9 weeks	Increased reading fluency score and Lexile level according to Achieve 3000	ELs will pass the Reading portion of STAAR	CA/STAAR Lexia Learning	3,5,9
Increase access to Achieve 3000 To all 2 nd -8 th grade scholars	Classroom facilitators, all instructional coaches	Achieve 3000 EMAT	By summer 2021	Lesson plans, Achieve 3000 usage reports	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2,4
Increase amount of time in Guided reading with additional support from support staff and tutoring for beginning and intermediate ELs - Title I	Classroom facilitator, reading specialist, support staff	Guided reading books, time added to ELs guided reading group in lesson plan and extended to tutoring Adapted short stories Books on CD Easy Readers – high interest, low readability SCE Title II	Monthly	Increased reading fluency and comprehension at MOY and EOY benchmarking; lesson plans	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2,4
Continue foundation skills time using the 1000 word challenge	Classroom facilitators	Copies of 1000-word challenge,	Monthly	Lesson plans; increased score	ELs will pass the Reading	CA/STAAR	1,2,4,8

		Fry words website State funding		on TPRI for K/1 scholars from BOY to EOY	portion of STAAR		
Utilize bilingual dictionaries in all classrooms	Classroom facilitators	Dictionaries distributed in all classrooms State funding, Title III	Monthly	Administration of CA will include accommodations of bilingual dictionaries	ELs will pass the Reading portion of STAAR	CA/STAAR	1,2
Ideal State: Goal 2 Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of all scholars on grade level in reading to 85% in grades K-2 including SPED, GT, and LEP scholars.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
All facilitators will create guided reading groups and assessments based on scholars' levels and meet with them on a regular basis	Administration, Reading Specialist, ELAR coach, K-2 Facilitators	Guided reading books; training on the proper implementation of the balanced literacy model State funding, Title II Title III	Quarterly	Walkthroughs, lesson plans, reading groups by request	Scholars will read on grade level	CA/STAAR	2,8,9

Facilitators will use MAP data to provide intervention for identified scholars	K-2 Facilitators, Reading Specialist	MAP assessment data SCE, Title I	Every 9 weeks	Classroom observations; lesson plans	Scholars will read on grade level	CA/STAAR	2,8,9
Teachers will implement a Read Aloud protocol that incorporates scholar turn and talk and class discussion	K-2 Facilitators	Appropriate and sufficient number of leveled books in sets State funding Title I	Monthly	Walkthroughs; lesson plans	Scholars will read on grade level	CA/STAAR	2,8,9
Tier 2 and Tier 3 scholars will Receive interventions during the day and during after school tutoring	Reading coach, classroom facilitators	Adapted short stories Books on CD Easy Readers – high interest, low readability National Geographic SCE Title I, Title III	Every 9 weeks	Pull-out schedule, progress monitoring from TPRI/Tejas LEE	Scholars will make significant gains toward reading on grade level	CA/STAAR	2,8,9

Ideal State: Goal 2							
Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of Level II scholar performance on all STAAR mathematics tests up to 80% with 10% meeting Level III grades 3 rd -10 th , including Algebra 1 and 2 and Geometry.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Use a school wide problem Solving model.	Math Content Leads, Math coach, Math facilitators, administrators	Problem solving model; PD time for collaboration State funding Title I	Monthly	Scholar work, lesson plans, walkthroughs	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,5,7,8
Provide TEKS training	Math Content Leads, Math coach	TEKS State funding, Title II	Monthly	Lesson plans, walkthroughs, facilitator collaboration	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8
Ensure that resources are aligned to the TEKS	Administration, Math coach	TEKS Title I State funding	Monthly	Resource source list, Lesson plans	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4,8

Provide tutorials for scholar who are identified as failing or at-risk of failing including language support for beginning and intermediate ELs Scholars will participate in Saturday tutoring, Math and Reading Boot Campus to receive additional support for the STAAR test.	Facilitators	TEKS, tutoring curriculum BEA, Title III, Title I, SCE	Every 9 weeks	Tutoring logs and sign in sheets	Scholars will pass the math portion of STAAR	CA/STAAR	1,8,9
Ensure data analysis of common assessments and scholar work to identify areas of improvement	Facilitators, math coach, administration	TEKS, curriculum, Eduphoria State funding, Title I	Monthly	Target goals after half day data digs	Scholars will pass the math portion of STAAR	CA/STAAR	1,2,3,4
Ideal State: Goal 2 Close the achievement gaps among all scholars.							
Objective(s): Increase the percentage of Level II scholar performance on all STAAR science tests in the ELs population to a minimum of 80% in 5th and 8th grade including ELs, GT, and SPED scholars.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Ensure facilitators are attending professional development trainings, that support linguistic and content advancement of ELs i.e., ELPS at a Glance,	Administration, Director of Special Populations,	Region 10; SIOP consultant; ELs resources Title II	Every 9 weeks	Lesson plans, walkthroughs, facilitator feedback	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8,9

Strategies for ELs, Reading in the Content, Conference for the Advancement of Mathematics (CAMT), ELPS Academy; as well as SIOP implementation	Classroom facilitators, Math Director, Instructional Coaches	BEA, Title III, Title IV					
Analyze and monitor data (i.e. TELPAS, Common Assessments, and State Assessments) to inform on meeting the needs of ELs for instruction and accommodations Enrichment Summer School for English Learners	Administration, Classroom facilitators, Science content leads, Special Pops Coordinator	Progress monitoring form with goals Title III	Every 9 weeks	Completion of progress monitoring form	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize and integrate Engineering Is Elementary (EiE) kits	Classroom facilitators	EiE binders and supplies State funding	Every 9 weeks	Lesson plans, displayed scholar work	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4,7,8
Utilize the science lab	Classroom facilitators	Lab materials State funding	Monthly once fully completed	Lab shows evidence of work of scholars and schedule is optimized	Scholars will pass the science portion of STAAR	CA/STAAR	1,2,3,4
Ideal State: Goal 3 All scholars will be taught by qualified facilitators.							
Objective(s): Recruit, retain and develop highly effective staff providing quality staff development that will provide tools that proactively engages scholars for success.							

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Legacy will recruit, select, and approve only new facilitators and paraprofessionals that meet the definition of qualified.	Human Resources Department; Campus Directors	District Website Teacher Job Network Troops to Teachers Title I Title II	As needed throughout the school year	Checklist in each facilitator's file	HR Certification Records	Ongoing as needed	3,5
Conduct recruitment activities to ensure qualified personnel are hired for all positions.	Human Resources Department; Campus Directors	Website Posting Ads Title I Title II	November 2020 February 2021 April 2021	100% qualified facilitators on staff, STAAR results, CA analysis, administrator observations/ walk through	Facilitator demographic data, Facilitator Recruiting Survey, new hire data	As needed	3,5
Analyze data from all facilitators' certification, testing, staff development, and service records to ensure that all meet the qualified status.	Human Resources Department; Campus Directors	Personnel Files State funding, Title I Title II BEA	Upon hiring and March-April 2021	Data collection on college programs, recruitment schedule with qualifying colleges	Increased percentage of qualified personnel	Yearly	1,3,4,5

Evaluate recruiting efforts each season to determine the effectiveness in meeting our district needs. Recruit in colleges with preparation programs in the areas of high needs.	Human Resources Department; Campus Directors	Personnel Files; Recruiting Methods Title II	March - June 2021	School websites, online advertisements, google hangout with colleges	Increased percentage of minority hiring On	Yearly	3,4,5
Expand the use of technology to effectively recruit prospective professional and paraprofessional staff.	Human Resources Department; Campus Directors	Website Social Media State funding, Title II	On-going	School Websites, electronic advertisements, placing ads in education-related job boards	Retention data, New Facilitator Survey	Yearly	3, 4, 5
Provide incentives for facilitators to attain GT certification. Provide stipends to secondary Math and Science facilitators and bilingual classroom facilitators	Superintendent Human Resources Department; Campus Directors	Stipends Title I, Title II, BEA State Funding	On-going throughout the school year	Documentation of other charter school salaries, Allocating funds to assist in paying for training and certification,	Retention Data, HR Certification Records,	Yearly	3, 4, 5
Provide mentoring to all new facilitators through campus mentors.	Human Resources Department; Campus Directors	Mentor Facilitators; training State funding	<i>Throughout the 2021 - 2022 school year.</i>	Master schedule, sign in sheets; provide each new facilitator with a veteran mentor from their campus, mentors will meet with their assigned	Facilitator retention rate, increase morale	Ongoing	3, 4, 5

				facilitator at least once a week to provide feedback/ support, mentors will receive training regarding mentorship program			
Maintain competitive salaries and benefits with comparison charters.	Superintendent Human Resources Department; Campus Directors	Title I Title II Local State and Federal Funds	On-going	Master Schedule; Meeting agendas and/or documentation and sign-in sheets	Facilitator retention rate, increase morale	Yearly	1,2,3,4, 5
Integrate Region 10 Training and support as a part of ongoing professional development.	Campus Administrators Curriculum Directors Special Populations Director	Title II	On-going throughout the school year	Certificate of completion	Increase rigor in classroom and improved grades and test scores	Ongoing	3,4,5
Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams.	Superintendent ; Human Resources Department; Campus Directors	State funding Title I	As needed	Facilitators Development attendance rosters	Increase rigor in classroom and improved grades and test scores; Facilitator	Yearly	3, 4

Provide training on meeting norms and protocols.					retention rate, increase morale		
Provide common planning periods on each campus master schedule.							
All administrators and New Tech core facilitators will attend New Tech training every year.	Superintendent ; Campus Directors	New Tech Training State funding, Title II	July 2021	Attendance rosters for face-to-face workshops, online training.	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Yearly	3, 4, 5
All facilitators will attend some form of PBL training every year.	Facilitators	Region 10; Other Source of Training Title II State funding	On-going throughout the school year	Documentation of contracts and sign out sheets	Increase rigor in classroom and improved grades and test scores; Facilitator retention rate, increase morale	Yearly	3,4,5

Ideal State: Goal 4**Comply with coordinated health program requirements.****Objective(s): Scholars and staff will achieve health and fitness through the implementation of health activities, participation in physical activities, improvement of Fitnessgram results for all scholars, and compliance with the nutrition guidelines and staff wellness.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Comply with the Federal, State, and Local wellness policy by making healthy nutrition choices and sharing information with campus staff, parents, and scholars to positively influence the health of scholars and community members	CNP Coordinator; Director of Operations, parents	Nutrition resources State funding, Title I	Monthly	Menu and other health news distributed in the weekly calendar alert	Calendar alert		6,10
Continued implementation of the Mind Up curriculum	Counselors, Classroom facilitators	Mind Up curriculum State funding,	Monthly	Lesson plans, walkthroughs, scholar interviews	Scholars will be able to exercise mental calming and focus strategies		4,9,10
Ensure scholar participation in moderate to vigorous physical activity during PE and brain breaks	PE Facilitators, classroom facilitators, administration	Safe area for activity State funding	Every 9 weeks	Lesson plans, walkthroughs	Scholars will be able to focus and work well in class		8,10

Improve campus Fitnessgram scores	PE facilitators	Safe area for activity Local and state funding	Every 9 weeks	Fitnessgram data	Fitnessgram scores will increase		10
Provide health food alternatives for scholars, parents, and facilitators when food and beverages are served.	Administration	None State and local funding	Monthly	Agenda menus	Scholar, parent and facilitator feedback		6,10
Offer at least 3 staff wellness opportunities per year	Administration; District Nurse	None State and local funding	Quarterly	School calendar of events	Participation numbers		10
Ideal State: Goal 5 All scholars will graduate from high school and be college, career, and military ready.							
Objective(s): School wide reform Strategies.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Expose scholars to different careers and opportunities available after high school.	All Staff	Speakers, Presentations Naviance (College, Career, & Military Readiness Platform) Title I, State funding	On-going throughout the school year	Schedules, Agendas, Minutes, Sign in Sheets	Increase scores on assessments.	Throughout the school year	1,2,9,10

Focus on College / Career / Military Readiness	Administration, Facilitators;	Parents Community involvement Business professionals – Partnerships Naviance (College, Career, & Military Readiness Platform) State funding, Title I	On-going throughout the school year	Minutes; Sign-In sheets; Agenda	Learning Outcomes beyond the State Standards Facilitators/Facilitators model cultivating the intellect for the sheer joy of learning. Instructors promote their Colleges in the classroom as positive examples of higher learning	Ongoing	6,10
Increase scholar awareness of and access to career and college planning information Schedule College Night, Career Night, and College Funding Opportunities Session at each campus	Campus Directors Staff	Flyers and Brochures, College information, Guest speakers, Naviance (College, Career, & Military	Fall 2021	Sign-in Sheets Agenda/Minutes	Improved lesson plans and increase in scholar/parent attendance.	Annually	3,4,5,6

Continue DECISION DAY EVENT		Readiness Platform) State funding, Title I	Summer 2022				
Ideal State: Goal 6 Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.							
Objective(s): Establish and maintain active Parent Involvement opportunities on campus.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Component
Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children Provide parents the opportunity to receive information about extra-curricular activity opportunities on all Legacy's campuses	Administration PTO Administration Community Liaison	School Messenger Facilitator Web Parent Contact Logs Parent Compacts	(every six weeks)	Parent/Facilitator Conference District and Campus Websites Extra-curricular Activity Brochure/flyer Campus Orientations	Sign in Sheet; Increase in parent participation	Annually	1,2,6,9,10

Provide parents with information about how the district defines high-quality teaching and learning		Title I					
Ensure parent involvement and volunteer service is being promoted, documented, and recognized via: Parent Facilitator Organizations and other volunteer opportunities. Legacy will follow up with parent volunteers. PTOs will meet district wide to collaborate and share ideas.	Administration Facilitators Community Liaison	Volunteer Sign-in Binders (Hour Reports) Title I, State funding	(every six weeks)	Flyers Online Web Calendar of events on school website Volunteer Sign In Log Agendas Volunteer Recognition Luncheon PTO Sign In Logs Agendas	Sign in Sheets; Increase in parent Volunteers	Ongoing	1,2,6,9,10
Develop and implement a Parent Compact to engage parents in their child's educational experience.	Administration Parents/guardians	Compact Document Title I	August 2020 and ongoing throughout the school year as needed	Title I Parent Compact Meeting Sign-in Sheets Meeting agenda	-Copies of the Parent Compact for each campus -Title I Parent Information Meeting agenda, sign-in sheet, and minutes	Annually	1,2,6,9, 10
Engage parents in writing a Parental Involvement Policy. Meet as many times as needed	Campus administration	Parental Involvement Policy	August 2021 and ongoing	Parental Involvement Policy	Copies of Parental Involvement Policy for each	Annually	1,2,6,9,10

to change and update the policy.	Parents/guardians	Title I	depending on needs.	Meeting Sign-in Sheets Meeting agenda	campus, Meeting agenda, sign in sheets, minutes		
Facilitator/Parent Communication Parents can meet with facilitators after school each Wednesday. Facilitators make positive phone calls and send positive cards every week.	Facilitators Campus administrators	Facilitator logs State funding, Title I	On-going throughout the school year	Facilitator logs, cards.	Scholar participation. Scholar grades. Parent involvement.	On-going throughout the school year	1,2,6,9,10
Legacy will offer parent academies on all campuses (parenting, budgeting, parental literacy, ESL, technology classes etc.). Hire a parent liaison to reach out to parents and to engage them in school and district activities.	Campus administrators Community Liaison	Parent resources (books, software, presenters) Clay Leadership will provide "Parent University" Workshops Sankofa Educational Services Title I	On-going throughout the school year 8/09/21 - 05/29/22	Meeting Sign-in Sheets Meeting agenda	Parental involvement. Scholar academic progress.	On-going throughout the school year 8/21/21-06/01/22	1,2,6,9,10

Ideal State: Goal 7 Legacy PCA – Plano will create a comprehensive plan to address the needs of our OUTDOOR EDUCATIONAL CENTER (OEC) so it becomes an area of educational importance and utilized by all.

Objective(s): Create a 3-5 year plan to address needs of the OUTDOOR EDUCATIONAL CENTER (OEC)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Establish a steering committee that will work in collaboration to address the needs of the EOC.	Administration PTO Campus Improvement Team (CIT)	Meeting Notes	Monthly	CIP Completion	Sign in Sheet;	Annually	1,2,6,9,10
Create a 3-5 Year Action Plan for the EOC	Administration PTO Campus Improvement Team (CIT)	Documentation Community Resources	December 2021	Document Completion and Approval		Annually	2,6,10
Research and discover creative ways to fund the needs of the EOC.	Administration PTO Campus Improvement Team (CIT)	Documentation Community Resources	On-going throughout the school year	Meeting Sign-in Sheets Meeting agenda	Grants Funds Donations	On – Going	1,2,3,4,5,7,8
		Documentation	On-going throughout the school year	Meeting Sign-in Sheets	Grants		1,2,3,4,5,7,8

Develop community partnerships to help address the needs of the EOC.	Administration PTO Campus Improvement Team (CIT)	Community Resources		Meeting agenda	Funds Donations	On - Going	
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Benchmark Timeline

Initial (Beginning) December 2020 - January 2021	Comments and Recommendations: The Campus Advisory Team reviewed all goals and measures during the December, 2021 meeting.
Interim (Formative) February -May 2021	The Campus Improvement Team met three times to discuss the needs of the CIP. Comments and Recommendations: The Comprehensive Needs Assessment (CNA) committees will meet to discuss, review, and construct goal statements in the areas of: ● Staff Quality, Recruitment, and Retention ● District Culture and Climate ● Scholar Achievement ● Curriculum, Instruction, and Assessment ● Technology ● District Context and Organization ● District Demographics ● Family and Community Involvement ● Outdoor Education Center Each committee will present information in the areas of strengths, needs, and a summary report for construction in the CIP.

Summative, May 2021	Comments and Recommendations
Final, June 2021	The CIP has will be reviewed by the Campus Advisory Team.
June 22, 2021	Board Approval Date