

Legacy Preparatory Charter Academy

District Improvement Plan

2022-2023



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Mission Statement

To facilitate educational experiences through teaching that engages, a culture that empowers, and technology that enables scholars to be college, career, and military-ready, who produce impactful outcomes.

Vision

We develop and inspire innovative, critical-thinking scholars who influence our global society

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary include:

1. Demographics
2. Staff Quality

1. Demographics

Legacy PCA is comprised of two campuses consisting of Plano Campus and Mesquite West Campus. Both campuses are Title I campuses. The district has maintained a steady enrollment for the last couple of years. We currently have a total enrollment of 1325. Our students benefit from small student to teacher ratios (17 Students per Teacher).

DEMOGRAPHICS

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	90	6.51%
GRADE 1	81	5.86%
GRADE 2	96	6.94%
GRADE 3	88	6.36%
GRADE 4	121	8.75%
GRADE 5	109	7.88%
GRADE 6	156	11.28%
GRADE 7	137	9.91%
GRADE 8	137	9.91%
GRADE 9	115	8.32%
GRADE 10	98	7.09%
GRADE 11	82	5.93%
GRADE 12	73	5.28%
TOTAL	1,383	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	732	52.93%
FEMALE	651	47.07%
TOTAL	1,383	100.00%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	28	24.56%	2.02%
HISPANIC/LATINO	73	64.04%	5.28%
WHITE	9	7.89%	0.65%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	3.51%	0.29%
TOTAL	114	100.00%	8.24%

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	7	0.91%	0.51%
ASIAN	1	0.13%	0.07%
BLACK/AFRICAN AMER.	43	5.61%	3.11%
HISPANIC/LATINO	670	87.47%	48.45%
WHITE	37	4.83%	2.68%
HAWAIIAN/PAC ISLAND	2	0.26%	0.14%
TWO OR MORE	6	0.78%	0.43%
TOTAL	766	100.00%	55.39%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	3.23%	0.14%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	14	22.58%	1.01%
HISPANIC/LATINO	40	64.52%	2.89%
WHITE	6	9.68%	0.43%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	62	100.00%	4.48%

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

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	16	1.16%
UNACCOMPANIED YOUTH CODE 3	16	1.16%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	16	1.16%
* Unaccompanied Youth Total Should Match Homeless Count		

	Count	%Enroll
EMERGENT BILINGUAL	632	45.70%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	1,006	72.74%
MILITARY CONNECTED	30	2.17%
FOSTER CARE	0	0.00%
DYSLEXIA	40	2.89%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT

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

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

Gender Breakout

- Female: 47.07%
- Male: 52.93%

Program Coding

- At Risk: 55.39%
- Special Education: 8.24%
- Emergent Bilingual (EB): 45.70%
- PRS: 0.00%
- GT: 4.48%
- Homeless: 3.48%
- Foster: 0.00%
- Migrant: 0.00%
- Immigrant: 0.00%
- Military Connected: 2.17%
- Dyslexia: 2.89%
- Title I: 1325 (100%)

ATTENDANCE

2018-2019

1st 6 Weeks: 97.5%
2nd 6 Weeks 96.2%
3rd 6 Weeks 94.1%
4th 6 Weeks 93.8%
5th 6 Weeks 95.6%
6th 6 Weeks 96.7%

2019-2020

1st 6 Weeks: 97.00%
2nd 6 Weeks: 96.00%
3rd 6 Weeks: 95.4%
4th 6 Weeks: 96.10%
5th 6 Weeks: COVID
6th 6 Weeks: COVID

2020-2021

1st 6 Weeks: 95.70%
2nd 6 Weeks: 95.90%
3rd 6 Weeks: 96.90%
4th 6 Weeks: 97.90%
5th 6 Weeks: 97.80%
6th 6 Weeks: 97.60%

2021-2022

1st 6 Weeks: 93.46%
2nd 6 Weeks: 93.85%
3rd 6 Weeks: 92.78%
4th 6 Weeks: 92.74%
5th 6 Weeks: 94.62%
6th 6 Weeks: 93.80%

2022-2023

1st 6 Weeks: 94.6 %
2nd 6 Weeks: 94.6%
3rd 6 Weeks: 93.8%
4th 6 Weeks: 95.2%
5th 6 Weeks: 94.7%
6th 6 Weeks: 95.7

The Special Education enrollment has decreased this school year.

The EB population in recent years reveals a steady increase in numbers. Legacy PCA applied for a Bilingual Exception and ESL waiver for its 7th consecutive year. The district has not been able to hire the appropriate certified teachers to fulfill the requirements of the bilingual and ESL programs. The growing population of EBs has prompted the District to explore various interventions and strategies made available through the coordination of state and federal funds.

Demographics Needs

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

2. Staff Quality

- Legacy PCA has a total of 107 employees in a teaching position
- 100% have a minimum of a bachelor's degree
- 29% of the employees in a teaching position have an advanced master's degree
- 26% of Legacy PCA teachers have 5+ certified years of service

The district has identified expert teachers as mentors and coaches to support the learning of teachers new to the profession and/or to the district. The district will provide tiered professional learning based upon teacher needs.

Staff Quality Needs

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

Demographics Strengths

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

- Legacy PCA pays for numerous test preparations for bilingual facilitators Mentor program for all new teachers to the district

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Create a multi-tiered system of support that values, retains, and grows high-quality staff.

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

Student Learning

Student Learning Summary

2021-22 Texas Academic Performance Report (TAPR)

2022 Accountability Rating: B

2022 Special Education Determination Status:

Meets Requirements

2021-2022 Academic Performance Data

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

Accountability Rating Summary

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

Distinction Designations

X Postsecondary Readiness

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

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

Calculation Report

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

Student Learning Needs

- Extra learning/extended time is needed for at risk and low performing students
- Based on classroom observations and PLC notes we must continue to address the new STAAR Redesign
- Vertical alignment of training and strategies for continuity in student expectations and rigor of assessments
- Continue to increase rigor to raise the number of students meeting and mastering grade level
- Closing achievement gaps between each student group
- Increase the achievement level of Special Education Students and Emergent Bilingual (EB) meeting and mastering grade level
- There is a need to increase the number of students participating in After-School Clubs
- Provide a comprehensive program with pull out GT services for ALL GT students

- Targeted support in reading and math
- Continue professional learning communities to support continued professional development

Student Learning Strengths

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

In 2022 Plano Campus received 3 designations in the following areas:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Comparative Academic growth

In 2022 Mesquite West Campus received 2 designations in the following areas:

- Academic Achievement in Science
- Comparative Academic Growth

2022 accountability data indicates that the District earned an "A" rating in student's academic progress

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 2 (Prioritized): The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerating learning.

Problem Statement 3 (Prioritized): The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024. **Root Cause:** Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

District Processes & Programs

District Processes & Programs Summary

District Processes & Program Summary includes:

1. Curriculum, Instruction, & Assessment
2. Staff Recruitment & Retention
3. School Organization
4. Technology

1. Curriculum, Instruction, & Assessment

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

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

- Creative, purposeful play
- Communal activities that encourage teamwork for problem solving
- Projects that encourage creative innovation
- Promoting an environment that caters to every kind of learner
- Open discussion among students to encourage acceptance and community
- Our district curriculum is the TEKS Resource System
- The implementation of the curriculum is monitored through extensive review of data, lesson plans, and grade level Professional Learning Communities (PLC)
- Dedicated time for the PLC
- District established days for after school tutoring: Tuesdays and Thursdays
- Curriculum team provides constructive and timely feedback on weekly lesson plans

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

Elementary

K-5th ELAR teachers are implementing the full-year **CRIMSI program for Amplify ELAR K-5 curriculum.**

K-2 mCLASS is utilized to provide **progress monitoring** for in-class interventions and inform areas of **focus for small group instruction.**

K-2 mCLASS and 3-5 Learning A-Z/Sirius are utilized to provide interventions during after-school tutoring and Saturday School. **Learning A-Z** is utilized to measure

reading fluency growth. Reading A-Z is also utilized in K-5th grade to assess **reading levels** as well as process monitor reading fluency and reading comprehension. **Sirius STAAR resources** are utilized to implement TEKS targeted lessons during small group instruction. K-5th Grade ELAR teachers implement the **Amplify ELAR Units of Study** and follow the **Amplify Year-At-A-Glance (YAG)**.

Secondary

- **Amplify 6-8** is the HQIM used for the 2022-2023 school year
- **Odell 9-12** is the HQIM used for the 2022-2023 school year
- **Sirius 6-10** is a supplemental resource used to increase reading, and writing skills before the state assessment (STAAR)
- **Lexia POWER UP 6-10** is an intervention platform used to increase tier 1,2, and 3 skills in comprehension, word study and grammar.
- **ThinkUp! 6-8** is a comprehensive learning solution that weaves the 9 Traits of Critical Thinking™ into every aspect of teaching and learning. It supports student mastery of the Texas Essential Knowledge and Skills (TEKS) with rigorous TEKS-aligned content for math, science, and reading language arts (RLA).
- NWEA MAP Data (BOY, MOY and EOY)
- Eduphoria (Weekly Assessment, Semester exam)
- Mathia and Carnegie Learning Assessments
- Sirius for Algebra 1

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

- **Student data** from LPCA District **K-5 Amplify Unit Assessments**, **K-5 MAP Data Reports**, **K-5 Learning A-Z**, and **K-2 mCLASS Reports** are utilized to **analyze student achievement** in order to adjust **whole group instruction**, **small group**, and **one-on-one interventions** as well as **accelerate learning** during in-school instruction and after-school/Saturday School tutoring.
- Lessons are differentiated according to **TEKS focused skills based on data to meet the individual needs of students** providing multiple options to demonstrate their learning.
- **Sirius 6-10** was used to analyze student achievement to adjust whole group instruction, small group, and one-on-one interventions as well as accelerate learning during in-school instruction and after-school/Saturday School tutoring. Lessons are differentiated according to TEKS focused skills based on data to meet the individual needs of students providing multiple options to demonstrate their learning.
- **Lexia POWER UP** is a literacy blended learning program that supports educators in providing differentiated literacy instruction for students in grades 6-10 who are reading below grade level. This program provides systematic, personalized learning across three strands of comprehension, word study and grammar. This program supports the diverse needs of adolescent readers and enables students to make multiple years of growth in a single academic year.
- English Learners Science Summer Enrichment, GT Summer Campus, Chinese Camps and Math and Reading Boot Campus provides students, with and without disabilities an additional intervention time.
- Analyze attendance data to identify students who are at risk of chronic absenteeism.
- Legacy PCA has created a school wide attendance action plan that establishes a set of prescribed interventions/actions for teachers when students are absent

Methods for addressing needs of students for special programs:

- **Suicide Prevention**
 - Suicide Prevention Program includes training in the following areas:
 - Risk Factors and Warning Signs
 - Protective Factors

- Assessment and Referral
- Recommendations for student who makes a suicide threat
- Counselors follow the Legacy PCA Suicide Intervention protocol which requires notifying a parent/guardian and providing resources.
- **Conflict resolution**
 - Legacy PCA administrators and school counselors conduct mediation for students as needed
- **Social Emotional Learning**
 - Legacy PCA has partnered with the 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 wellbeing.
- **Violence prevention**
 - Legacy PCA students and staff are trained in bullying and cyberbullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, “See Something, Say Something,” and how to use the campus anonymous tip line reporting system to report undesired or suspicious activity:
 - <https://www.legacypreparatory.com/schoolmessenger-quick-tip/?value=Mesquite%20Campus>
 - <https://www.legacypreparatory.com/schoolmessenger-quick-tip/?value=Plano%20Campus>
 - Campus administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided.
- **State Compensatory Education (SCE)Program**

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

- Math and Reading Boot Camps Saturday School
- Credit Recovery Homebound Services
- Summer School opportunities
- Pregnancy-Related Services (PRS)
 - For expectant students experiencing health concerns, Legacy PCA offers Pregnancy-Related Services (PRS) including Compensatory Education Home Instruction (CEHI). Students must be confined to the home or hospital bedside for pregnancy-related issues to be provided CEHI and other pregnancy support services. With assistance from a certified teacher, students can continue their education at home and receive instructional support and materials such as textbooks, calculators, and other necessary supplies. Students have the opportunity to continue making progress in their courses and be counted present for school while they work from home with their assigned teacher.
 - Students may receive support during the school day provided by the school counselor while the student is attending school. The following are examples of support services that a district may choose to offer:
 - counseling services, including the initial session when the student discloses the pregnancy,
 - emotional support
 - academic and vocational guidance
 - health services, including services from the school nurse,
 - instruction on a wide variety of topics related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training and

- referrals to community resources

Post-Secondary Preparedness/Career Education

Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors, and parents information about:

- Higher education admission and financial aid opportunities;
- The Toward Excellence, Access, and Success (TEXAS) Grant Program and the Teach for Texas Grant Program established;
- The need for students to make informed curriculum choices to be prepared for success beyond high school; and Sources of information on higher education admissions and financial aid
- NTN College Access team will assist in providing the above information

Accelerated education

- At-risk students will be identified at all grade levels and will receive appropriate intensive or accelerated instructional services through the RTI process

Talented and Gifted

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

Dyslexia support

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

Dropout reduction

- High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Naviance web-based program is used to assist scholars prepare for college and identify probable future careers. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as:
 - Credit by Exams (CBE) through the University of Texas UT High School
 - Summer School

Curriculum, Instruction, & Assessment Needs

2023-2024 Next Steps

- **Implementation of HQIM for K - 2**
- **Vertical Alignment**
- **Continue to build teacher capacity in order to increase student growth and academic achievement:**
 - PLC/PL, Coaching Cycle: Observation and Feedback
 - **Student Work Analysis Protocol:** "Show What You Know" Strategy - Student demonstration of learning/mastery of skills
 - **DDI Protocol**, support with differentiation strategies and small group implementation, Monitor and adjust instruction based on data, Academic Goal Setting and Student Data Trackers
 - **Unit Internalization Protocol** (backward design model), **Lesson Internalization Protocol**, **Lesson Rehearsal Protocol**
- **Campus, district, and regional science fair entry**
- Intentional and teacher-generated roster to address the needs of each student population
- Enrichment Learning Fridays/Extended Support Planning
- Offer associate degrees, Certificates, and Industry Based Certifications to students in their specified Programs of Study

2. Staff Recruitment & Retention

District hiring procedures include:

- The district conducts a teacher job fair in Puerto Rico and Orlando, FL to recruit bilingual teachers
- Participation in following teacher career job fairs:
 - Texas A&M - Commerce
 - The University of North Texas (Denton)
 - Texas Woman's University (Denton)
 - Texas A&M College Station
 - St. Thomas University
 - Midwestern State University - Wichita Falls
 - Abilene Christian University - Abilene

- Collin County College
- West Texas A&M
- Texas A&M - Corpus Christi • Texas A&M- Kingsville
- Posting job openings on the Indeed.com & Careers Network (Teacher Job Network)
- The District has also implemented aggressive strategies to retain and recruit experienced teachers such as:
 - Provide hiring signing-up bonuses
 - Provide Teacher Incentive Allotment (TIA) Funds
 - Provide longevity stipends to teachers and staff entering their third year with the district
 - Provide teacher retention stipends for math, science, IT, bilingual and ESL teachers
 - Pay for bilingual and ESL teacher certification training
 - Use of social media to promote the district, and advertise job openings
 - Salary supplemental pay for teachers such as extra duty pay (outside of regular school hours, i.e., evenings, weekends) ▪ Staff members are recognized annually for services in the district at the appreciation end of the year party

Staff Recruitment and Retention Needs

- Continue providing Staff Retention and Recruitment Incentive Stipends

3. School Organization

- Legacy PCA receives state and federal funding including Title I, II, III, Title IV and IDEA-B Formula.
- K-3 teachers participates in the TEA Reading Academy
- Teachers new to the profession and/or to the district are supported through a district wide mentoring program
- Multiple opportunities for staff to provide input (General Meeting, Surveys etc.)
- The district provides teachers financial incentives each semester for zero days absent
- All professional employees are required to take the following mandatory compliance courses annually:
 - Blood-borne Pathogens
 - Bullying Prevention
 - Child Abuse, Sexual Abuse, and Other Maltreatment of Children
 - FERPA (Student Records)
 - Sexual Harassment
 - Suicide Prevention
 - Texas Educator's Code of Ethics
 - Gifted and Talented (GT) training
 - Teachers who provide instruction and services that are part of the GT Program must have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted student.

Finance

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

School Organization Needs

- Open a PreK program during the 2023-2024 school
- Provide tiered professional learning based upon teacher needs
- Continue partnership and relationships with the community – Legacy presence at Plano, Richardson, and Mesquite Chamber of Commerce
- Need to focus on marketing to get enrollment up especially in Plano Campus

4. Technology

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

Technology Needs

- Updating and re-configuring the student 1:1 device distribution by providing students in 2nd grade with a device that has a keyboard. K-1 keep iPads, 2-8 go to Chromebook, 9-12 stays on Windows devices. Need to start preparing for 2nd graders to have a foundation in typing by the time they get to 3rd grade for online testing.
- Work with incoming PTECH industry partners to understand how technology plays a role in new Curriculum resources, identify changes need to technology systems to support our new industry focused programs so that students have seamless access to the resources required for these programs.
- Identify and improve communication processes with our communities. Evaluate processes and programs for call-out messages, mass email/text, social media etc. to see if we can improve the effectiveness of our communication efforts.

District Processes & Programs Strengths

- Legacy PCA has adopted a school-wide progress monitoring system that uses data to track key academic indicators in order to identify and intervene with students who are at risk of falling off track.

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Decrease in students' enrollment in the Plano Campus **Root Cause:** Fewer sports and extracurricular activities offered

Perceptions

Perceptions Summary

Perceptions Summary Include:

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

1. School Culture & Climate

Legacy PCA strives to create a culture and climate that is safe, and caring, so that all students can reach their maximum potential.

Legacy PCA families are pleased with school culture; highest dimension is safety

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

- Raptor alert technologies for campuses as a measure of school safety.
 - The alert technology is intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders.
- Hired two safety and security monitors to ensure the safety and well-being of the students and staff
- School security metal detectors
- Exterior and internal doors re-keyed to auto lock
- Panic buttons at the front office
- “Bullet proof” film on the glass at the front office doors and other vulnerable areas that will help slow down the entrance of someone trying to force their way in
- Security gates at Plano campus
- Ongoing training on safety practices (such as Stop the Bleed, Standard Response Protocol (SRP), Behavioral Threat Assessment, and Parent Reunification Training)

We participate in fire safety drills monthly, and active shooter drill, shelter drill, hold drill and secure drill each semester.

Legacy PCA requires all classroom doors to be locked at all times

The district employs a School Marshal program to enhance safety and security services to all campuses

Drug Free

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

School Culture & Climate Needs

Fencing

- Purchase of fencing
- Emergency egress gates
- Anti-scaling devices
- Fence posts
- Upgrade pre-existing fencing to become compliant with safety standards rule:
- Increasing the height of pre-existing fence to meet the height requirement of the safety standards rule; and
- Modification of other pre-existing fencing components to bring fence(s) up to standard.

Exterior Doors

- Purchasing of door reinforcement components:
- Door
- Mechanical door auto-closer
- Mechanical door lock
- Emergency egress push bar
- Door frame
- Center mullion and
- Master key re-keying on mechanical doors

Glass Exterior Doors Not Within a Secured Area

- Purchase of forced-entry resistant film and
- Installation materials.

Ground Level Exterior Windows

- For windows adjacent to or near an exterior door to become complaint:
- Purchase of forced-entry resistant film and
- Installation materials
- In the case that the window frame itself is not removable and the frame and window must be upgraded to comply with the minimum safety standards:
- Purchase of forced-entry window
- Window frame and
- Installation materials

2. Family & Community Engagement

- The district creates an inclusive and welcoming environment that engages all families in critical aspects of student learning
- Delightful customer service (DCS) is non-negotiable when interacting with family and community partners
- Legacy PCA offers a variety of activities to increase parent and family engagement (PFE) such as:

- Back to school bash,
- Meet the teacher night
- Scholastic Book Fair
- Family Literacy Night
- Health Fair
- Veteran Day's Program
- Winter Celebrations from around the world
- Art Purchase Night
- Morning Coffee Chat with parents
- Grandparents' breakfast
- Community partnerships
- Fall Festival
- Sponsor attendance to the Statewide Parental Involvement Conferences
- Parent classes

Family & Community Engagement Needs

- School parental involvement policy and parent compact must be evaluated and revised with parents
- Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc.
- Continue to provide parents with resources on Bullying and Suicide Awareness
- Provide parent education on:
 - Attendance
 - Accessing scholar information in Skyward and ECHO
 - Enlist parents and families as academic partners in student learning
 - Introduce The Out-Core Dad Program where dads and kids engage in meaningful conversations and activities centered around a character-based curriculum

Perceptions Strengths

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

The following activities are being consistently implemented: -

- Wednesday Communication Folders
- Restorative circles
- Weekly staff newsletters with instructional focus
- Weekly Instructional Rounds
- Monthly PTO meeting

Problem Statements Identifying Perceptions Needs

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

Root Cause: There is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning.

Priority Problem Statements

Problem Statement 1: Decrease in students' enrollment in the Plano Campus

Root Cause 1: Fewer sports and extracurricular activities offered

Problem Statement 1 Areas: District Processes & Programs

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

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024.

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

Problem Statement 4 Areas: Student Learning

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

Root Cause 5: There is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024.

Root Cause 6: Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry-based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: All Scholars will reach high standards at a minimum attaining proficiency or better in reading/language arts and math.

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

High Priority

HB3 Goal

Evaluation Data Sources:

1. NWEA MAP Growth data (BOY, MOY, and EOY)
2. mCLASS data
3. Mathia and Carnegie Learning Assessments
4. Sirius for Algebra I
5. Interim Assessments
5. STAAR data
6. Unit tests
7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Details	Reviews			
Strategy 1: Utilize after school program coordinator and other support personnel services to provide consistent assistance to all students in need of extra support such as tutorials before/during/after school, and/or on Saturdays Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP Scores and STAAR/EOC Results Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director of Teaching and Learning 3. Sr. Director of Languages and Grants Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: - 266 CARES/ESSER - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
Strategy 2: Purchase high-quality materials, educational software, and/or other supplemental instructional materials for STAAR remediation to improve student academic performance, including Special Education, EB and at-risk students. Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP Data, and STAAR/EOC Results Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director of Teaching & Learning 3. Sr. Director of Languages and Grants 4. Director of Special Education Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: - 255 Title II, Part A - \$30,075.80, - 225 IDEA B Preschool - \$1,667, - 266 CARES/ESSER - \$116,508.42, - 211 Title I, Part A - \$33,949.92, - 289 Title IV, Part A-SSAEP - \$28,303.93	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
Strategy 3: Utilize Math Consultant to implement strategies and intervention to support teachers, the instructional programs, and struggling scholars. Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP Scores and STAAR/EOC Results Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director of Teaching & Learning Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: - 211 Title I, Part A - \$74,322.50	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.
Problem Statement 2: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.

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

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

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:**
- 1. NWEA MAP Growth data (BOY, MOY, and EOY)
 - 2. mCLASS data
 - 3. Mathia and Carnegie Learning Assessments
 - 4. Sirius for Algebra I
 - 5. Interim Assessments
 - 5. STAAR data
 - 6. Unit tests
 - 7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).
 - 8. Rates of participation in extracurricular and nonacademic activities

Strategy 1 Details	Reviews			
Strategy 1: Utilize Title III bilingual teacher assistants to enhance EB students’ performance. Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP scores, and STAAR/EOC Results for Emergent Bilinguals students. Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director Teaching & Learning 3. Sr. Director of Languages and Grants Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: Title III, ELA - 263 Title III, Part A EL/Immigrant - \$65,917.05	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
Strategy 2: Provide bilingual teachers retention and recruitment stipends. Strategy's Expected Result/Impact: Improve bilingual teacher retention and attract new bilingual teachers. Staff Responsible for Monitoring: HR Problem Statements: Demographics 1 Funding Sources: - 266 CARES/ESSER - \$152,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
Strategy 3: Offer more sports and extracurricular activities/afterschool clubs. Strategy's Expected Result/Impact: Increase enrollment and academic performance. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. Athletic Coaches 3. Marketing Coordinator Problem Statements: District Processes & Programs 1 Funding Sources: - 289 Title IV, Part A-SSAEP - \$10,000, - 420 State Comp Ed (SCE), Title IA, Schoolwide Acti - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Create a multi-tiered system of support that values, retains, and grows high-quality staff. Root Cause: Due to the competitive incentives and salaries offered by the neighboring Independent School Districts (ISDs), we have higher turnover rates in hard-to-fill areas.
Student Learning
Problem Statement 1: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning. Problem Statement 2: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.
District Processes & Programs
Problem Statement 1: Decrease in students' enrollment in the Plano Campus Root Cause: Fewer sports and extracurricular activities offered

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

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

High Priority

Evaluation Data Sources:

- 1. Recruitment data
- 3. Retention data
- 4. Evaluation system data
- 5. Employee data: representation of race and ethnicity
- 6. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).
- 7. Qualification of existing staff

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

Strategy's Expected Result/Impact: Support teacher learning and growth on the job to help promote students' learning outcomes. Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principles 2. Instructional Coaches and Specialists Equity Plan Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: - 266 CARES/ESSER - \$12,500	N/A	N/A	N/A	
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Strategy 3 Details	Reviews			
Strategy 3: Provide Teacher Incentive Allotment (TIA) Funds Strategy's Expected Result/Impact: Recognize, reward, and retain effective teachers who have demonstrated success in improving student outcomes. Staff Responsible for Monitoring: 1. Campus Principals 2. Executive Director of School and Administrative Operations Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: - 266 CARES/ESSER - 109,484.22	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 4 Details	Reviews			
Strategy 4: Provide teacher retention stipends for math and science. Strategy's Expected Result/Impact: By retaining the most effective teachers, districts can reduce teacher turnover and recruitment costs and create a more stable and positive student learning environment. Staff Responsible for Monitoring: 1. Campus Principals 2. Human Resource 3. Federal Programs and Compliance Officer Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: - 255 Title II, Part A - \$58,954.61, - 289 Title IV, Part A-SSAEP - \$14,777.08	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 5 Details	Reviews			
Strategy 5: Utilize content coaches and specialists to support and guide teachers Strategy's Expected Result/Impact: Improve teacher practice and student outcomes	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: 1. Executive Directors and Senior Director 2. Campus Principals			N/A	N/A	N/A	
Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: - 211 Title I, Part A - \$142,320						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Create a multi-tiered system of support that values, retains, and grows high-quality staff. Root Cause: Due to the competitive incentives and salaries offered by the neighboring Independent School Districts (ISDs), we have higher turnover rates in hard-to-fill areas.
Student Learning
Problem Statement 1: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student’s needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.
Problem Statement 2: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024. Root Cause: Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student’s needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.

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

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

High Priority

Evaluation Data Sources:

1. Evaluation System Data
2. Training artifacts (presentation handouts, sign-in sheets, etc.)
4. Certificates of Completion
5. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Details	Reviews			
Strategy 1: The district will provide tiered professional learning based upon staff needs. Strategy's Expected Result/Impact: Implementation of effective instructional strategies that promote academic growth for all students and build cohesive professional learning communities (PLCs). Staff Responsible for Monitoring: 1. Executive Director of Teaching & Learning 2. Executive Director of School & Administrative Operations 3. Sr. Director of Languages and Grants 4. Early Childhood Director 5. Special Education Director Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: - 211 Title I, Part A - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: The secondary math teachers will join the Fellowship Using the Science of Engagement (FUSE) with University of Texas at Austin (UTA) Strategy's Expected Result/Impact: Increasing academic engagement using cognitive and motivational science-based strategies developed through decades of research on adolescent development. Staff Responsible for Monitoring: 1. Executive Director of Teaching & Learning 2. Math coordinators and Specialists Results Driven Accountability Funding Sources: - 289 Title IV, Part A-SSAEP - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

Student Learning

Problem Statement 1: The percentage of 4th grade Reading students scoring meets grade level or above on STAAR Reading will increase from 29% to 40% by June 2024. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.

Problem Statement 2: The percentage of 6th grade Math students scoring meets grade level or above on STAAR Math will increase from 17% to 36% by June 2024. **Root Cause:** Teachers need a better understanding of how to differentiate instruction and tailor the lesson to individual student's needs. This should include adjusting whole group instruction, small group, and one-on-one interventions as well as accelerate learning.

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

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

High Priority

Evaluation Data Sources:

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

Strategy 1 Details	Reviews			
Strategy 1: Provide Ongoing training on safety practices. Strategy's Expected Result/Impact: Prevention, identification and management of emergencies and threats. Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principals 2. Director of School Safety and Security 3. Safety and Security Monitors Funding Sources: - 420 School Safety Allotment - \$13,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: Employing school safety security monitors and collaborating with local law enforcement agencies. Strategy's Expected Result/Impact: Increase school climate, student motivation, reduce behavior problems and build partnerships with the community. Staff Responsible for Monitoring: 1. Campus principals and assistant principals 2. Director of School Safety and Security Funding Sources: - 211 Title I, Part A - 34,437.97, - 420 School Safety Allotment	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
Strategy 3: Red Ribbon Week activities to support safe and healthy students Strategy's Expected Result/Impact: Help create awareness of the use of drugs and its consequences.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: 1. Campus Principals 2. School Counselors Funding Sources: - 289 Title IV, Part A-SSAEP - \$2,000	N/A	N/A	N/A	
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0%

No Progress

100%

Accomplished

➔

Continue/Modify

✖

Discontinue

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

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

High Priority

HB3 Goal

Evaluation Data Sources:

- 1. SAT and/or ACT results
- 2. Graduation Rates
- 3. Dual Credit and/or College Prep Course Completion Rates
- 4. Industry Based Certifications
- 5. CTE Completer Data
- 6. Annual Dropout Rate Data
- 7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).
- 8. CCMR Tracking Data

Strategy 1 Details	Reviews			
Strategy 1: Purchase technology infrastructure (such as CCMR Insights and Texas College Bridge) to maximize teaching and learning. Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for CCMR. Staff Responsible for Monitoring: 1. Principals and Assistant Principals 2. Instructional Innovation Specialist 3. CCMR Counselor Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: - 289 Title IV, Part A-SSAEP - 7,450.00	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024. Root Cause: Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

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

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

- High Priority
- HB3 Goal
- Evaluation Data Sources:
1. SAT and/or ACT results

2. Graduation Rates

3. Dual Credit and/or College Prep Course Completion Rates

4. Industry Based Certifications

5. CTE Completer Data

6. Annual Dropout Rate Data

7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

8. CCMR Tracking Data

Strategy 1 Details		Reviews			
Strategy 1: College Tours Strategy's Expected Result/Impact: Assure students attain the best post-secondary match for college. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. High School Counselors 3. College Access Team Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: - 420 College, Career, and Military (CCMR)		Formative			Summative
		Nov	Jan	Mar	June
		N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024. Root Cause: Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

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

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

High Priority

HB3 Goal

Evaluation Data Sources:

- 1. SAT and/or ACT results
- 2. Graduation Rates
- 3. Dual Credit and/or College Prep Course Completion Rates
- 4. Industry Based Certifications
- 5. CTE Completer Data
- 6. Annual Dropout Rate Data
- 7. Course Catalog

Strategy 1 Details		Reviews			
Strategy 1: Increase the percentage of CTE completers Strategy's Expected Result/Impact: Students can fast-track their undergraduate or workforce degrees. Staff Responsible for Monitoring: 1. Campus principals and Assistant Principals 2. High School Counselors 3. Instructional Innovation Specialist Problem Statements: Student Learning 3 Funding Sources: - 420 College, Career, and Military (CCMR)		Formative			Summative
		Nov	Jan	Mar	June
		N/A	N/A	N/A	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: The percentage of graduates that meet the criteria for CCMR will increase from 68.4% to 75% by August 2024. Root Cause: Challenges in efficiently tracking and ensuring students meet graduation requirements and CCMR qualifications.

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

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

High Priority

Evaluation Data Sources:

1. Parent Engagement Surveys
2. School climate surveys
3. Newsletters
4. Rate of family participation in school events
5. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Details	Reviews			
Strategy 1: Organize family engagement events that address the needs of specific student groups (e.g., newcomers; students in special education or gifted programs; English Learners). Strategy's Expected Result/Impact: Strengthen family connections and develop closer relationship. Staff Responsible for Monitoring: 1. Campus Principals and Assistant Principals 2. District Community Liaison Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A - \$7,100	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
Strategy 2: Schedule specific dates for parent-teacher conferences and offer meeting times during and after school. Strategy's Expected Result/Impact: Building Trust and a Supportive Community to help enhance the students' overall educational experience. Staff Responsible for Monitoring: 1. Campus Principals 2. Assistant Principals Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
Strategy 3: Provide parents, staff, students, and other stakeholders opportunities to participate in district decision making processes. Strategy's Expected Result/Impact: Increase the rate of family participation in school events Staff Responsible for Monitoring: 1. Principals and Assistant Principals 2. District Community Liaison Problem Statements: Perceptions 1 Funding Sources: - 211 Title I, Part A - 7,100.00	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increase parent involvement/participation throughout the school year at annual campus events, parental involvement conferences, parent teacher organization (PTO), etc. Root Cause: There is a strong need to strengthen relationships between school staff and families as well as build the capacity of staff in understanding the relationships of family engagement and successful student learning.

District Funding Summary

420 State Comp Ed (SCE), Title IA, Schoolwide Acti					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$5,000.00
Sub-Total					\$5,000.00
420 College, Career, and Military (CCMR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00
420 School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$13,000.00
4	1	2			\$0.00
Sub-Total					\$13,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$33,949.92
1	1	3			\$74,322.50
3	1	5			\$142,320.00
3	2	1			\$8,000.00
4	1	2		34,437.97	\$0.00
6	1	1			\$7,100.00
6	1	3		7,100.00	\$0.00
Sub-Total					\$265,692.42
225 IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,667.00
Sub-Total					\$1,667.00

255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$30,075.80
3	1	4			\$58,954.61
Sub-Total					\$89,030.41
263 Tite III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Title III, ELA		\$65,917.05
Sub-Total					\$65,917.05
266 CARES/ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$50,000.00
1	1	2			\$116,508.42
2	1	2			\$152,000.00
3	1	1			\$0.00
3	1	2			\$12,500.00
3	1	3		109,484.22	\$0.00
Sub-Total					\$331,008.42
289 Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$28,303.93
2	1	3			\$10,000.00
3	1	4			\$14,777.08
3	2	2			\$15,000.00
4	1	3			\$2,000.00
5	1	1		7,450.00	\$0.00
Sub-Total					\$70,081.01