

Legacy Preparatory Charter Academy Plano (K-12)

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 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 numbers. Smaller ratio of scholars to facilitator. Programs are offered that meet the needs of EB, SPED, GT, Low Income, and At-Risk students. PLC's and Grade level data meetings are conducted to discuss student needs. Attendance rates have remained constant with a campus attendance rate that averages around 95- 98%.

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	14	7.65%
KINDERGARTEN	14	7.65%
GRADE 1	13	7.10%
GRADE 2	19	10.38%
GRADE 3	11	6.01%
GRADE 4	18	9.84%
GRADE 5	14	7.65%
GRADE 6	19	10.38%
GRADE 7	16	8.74%
GRADE 8	12	6.56%
GRADE 9	0	0.00%
GRADE 10	10	5.46%
GRADE 11	12	6.56%
GRADE 12	11	6.01%
TOTAL	183	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	97	53.01%
FEMALE	86	46.99%
TOTAL	183	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	172	93.99%
"2" ELIGIBLE FOR HALF DAY	11	6.01%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTU LRNG	0	0.00%
TOTAL	183	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	47	25.68%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	154	84.15%
MILITARY COMING	0	0.00%

TOTAL ENROLLMENT		183		
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	2	1.09%	1.09%	
BLACK/AFRICAN AMER.	73	39.89%	39.89%	
HISPANIC/LATINO	75	40.98%	40.98%	
WHITE	25	13.66%	13.66%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	8	4.37%	4.37%	
TOTAL	183	100.00%	100.00%	

MIGRATORY	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	0	0.00%	0.00%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	0	0.00%	0.00%	

OTHER ECON DISADV	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	0	0.00%	0.00%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	0	0.00%	0.00%	

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	2	1.30%	1.09%	
BLACK/AFRICAN AMER.	59	38.31%	32.24%	
HISPANIC/LATINO	64	34.97%	35.52%	
WHITE	25	13.66%	7.27%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	8	4.37%	4.37%	

BILINGUAL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	10	66.67%	5.46%	
HISPANIC/LATINO	4	26.67%	2.19%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	1	6.67%	0.55%	
TOTAL	15	100.00%	8.20%	

ESL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	19	95.00%	10.38%	
WHITE	1	5.00%	0.55%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	20	100.00%	10.93%	

Alternative Language Program	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	1	5.56%	0.55%	
HISPANIC/LATINO	16	88.89%	8.74%	
WHITE	1	5.56%	0.55%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	18	100.00%	9.84%	

GIFTED & TALENTED	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	1	9.09%	0.55%	
BLACK/AFRICAN AMER.	5	45.45%	2.73%	
HISPANIC/LATINO	0	0.00%	0.00%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	

MILITARY CONNECTED	9	4.92%
FOSTER CARE	0	0.00%
DYSLEXIA	10	5.46%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

HISPANIC/LATINO	61	39.61%	33.33%
WHITE	24	15.58%	13.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	5.19%	4.37%
TOTAL	154	100.00%	84.15%

HISPANIC/LATINO	2	18.18%	1.09%
WHITE	3	27.27%	1.64%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	11	100.00%	6.01%

Demographics Strengths

1. Many families choose to enroll due to the different small classes, family atmosphere, and the variety of courses offered.
2. There are 6 TIA Designated Teachers at LPCA-Plano.
3. Diversity is celebrated throughout the year through programs, contests, and lessons.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment is declining at Legacy PCA Plano. **Root Cause:** Housing market has increased in Plano and families are moving to north. 4-day school week, Closing High School, no sports or PE offered and visual and physical elements out of date or in need of repair. Lack of community awareness that we exist.

Problem Statement 2: New teacher retention for the campus is low. **Root Cause:** The teacher mentoring program has some structure but needs more follow through. Since we are a small campus, new teachers have more preps.

Student Learning

Student Learning Summary

- Informal and formal surveys displayed evidence that the majority of students enjoy coming to school and feel safe.
- Preliminary reports show that most grade levels, in not all show academic gains according to student Map Assessments conducted at the BOY - MOY - and EOY
- Data supports that 100% of our graduating seniors will attend college, join the military, enter a certification program and/or begin a career.

Grades	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	6th	STAAR - Reading - Masters - %
3	19	1473	21	79	63	21
4	25	1497	40	60	40	24
5	21	1588	29	71	52	24
6	21	1595	29	71	19	10
7	18	1638	33	67	44	33
8	18	1734	22	78	56	39

Grades	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
3	19	1551	11	89	53	42
4	25	1445	56	44	20	0
5	21	1569	33	67	33	10
6	21	1637	48	52	14	5
7	18	1727	56	44	28	11
8	18	1847	33	67	50	11

Grades	STAAR - Science - Number Tested	STAAR - Science - Average Scale Score	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
5	21	3590	48	52	29	5
8	18	3960	28	72	50	11
	STAAR - Social Studies - Number Tested	STAAR - Social Studies - Average Scale Score	STAAR - Social Studies - Did Not Meet - %	STAAR - Social Studies - Approaches - %	STAAR - Social Studies - Meets - %	STAAR - Social Studies - Masters - %
8	18	3495	50	50	11	0

		STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
English I	Spring 2023	15	3731	53	47	13	0
English II	Spring 2023	16	4007	25	75	44	0
		STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
US History		13	4373	0	100	77	54
Biology		12	3783	17	83	17	8
Algebra		12	3720	17	83	17	0

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	61%	73%	80%	62%	78%	*	*	-	86%	55%	*	71%	75%	72%	55%
	2022	75%	65%	69%	77%	61%	70%	*	*	*	86%	50%	57%	67%	72%	69%	46%
At Meets Grade Level or Above	2023	53%	29%	44%	55%	27%	50%	*	*	-	71%	23%	*	41%	48%	41%	13%
	2022	53%	36%	43%	48%	40%	35%	*	*	*	71%	21%	14%	45%	42%	43%	24%
At Masters Grade Level	2023	20%	7%	20%	27%	15%	11%	*	*	-	29%	5%	*	21%	19%	20%	6%
	2022	25%	14%	21%	28%	16%	10%	*	*	*	29%	8%	0%	21%	20%	20%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	55%	66%	65%	70%	56%	-	*	-	67%	50%	60%	67%	65%	66%	65%
	2022	72%	55%	59%	52%	63%	63%	*	*	*	80%	61%	29%	58%	60%	61%	59%
At Meets Grade Level or Above	2023	45%	22%	34%	33%	34%	19%	-	*	-	50%	14%	20%	33%	35%	32%	17%
	2022	42%	23%	27%	25%	24%	37%	*	*	*	60%	17%	0%	33%	20%	29%	24%
At Masters Grade Level	2023	19%	6%	13%	15%	9%	13%	-	*	-	17%	0%	20%	9%	18%	12%	4%
	2022	20%	8%	9%	6%	10%	16%	*	*	*	20%	0%	0%	13%	6%	10%	3%

	Math-Growth	Reading-Growth	Science -Growth
Kinder	59%	46%	
1st Grade	48%	36%	
2nd Grade	61%	36%	
3rd Grade	85%	57%	54%
4th Grade	58%	62%	77%
5th Grade	76%	65%	56%
6th Grade	35%	51%	65%
7th Grade	20%	68%	63%
8th Grade	97%	64%	42%
10th Grade		91%	40%

Student Learning Strengths

Student Learning:

Reading STAAR Results:

Strengths

3-5th Reading over 20% masters strength 7-8th Reading over 30% masters strength, & 3rd Reading exceeds 60% meets

Student Learning:

Math STAAR Results:

Strengths

3rd - Grade Math 53% Meets and 42% Masters 8th - Grade 50% meets

Student Learning:

Science & SS

Strengths:

8th Science- 50% meet

US History:

Strengths:

80%, 60%, 20% goals exceeded

Biology:

Strengths:

80% approaches exceeded

Algebra:

Strengths:

80% approaches exceeded

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 13% of EB students were Meets or Above on STAAR Reading and 15% Meets on STAAR Math. **Root Cause:** The campus lacks refresher professional learning which is focused on EB strategies, talk moves, and accountable talk that provides modeling and teacher interaction.

Problem Statement 2: Students in 6th and 7th Grade Math did not show growth in Math MAP from Fall to Spring. **Root Cause:** Lack of differentiation in the classroom to meet diverse learning needs.

Problem Statement 3: 46% of Kinder, 36% of 1st Grade, and 36% of 2nd Grade showed growth on Reading MAP. **Root Cause:** MAP was taken after Spring Break. Students

School Processes & Programs

School Processes & Programs Summary

- We have systems and procedures to recruit and hire high-caliber teachers.
- We are working on processes to retain high quality teachers.
- We have excellent grade level teams and vertical teams across all three school levels.
- We strive to foster a welcoming environment for our teachers, students, parents, and the community at large.
- We offer different opportunities for leadership roles to our teachers and staff members, as an approach to leadership density expansion.
- We have a strong NTN College Access team that is actively working with our students to ensure higher education is part of the culture of our school.
- Every student on our campus is assigned a laptop or iPad, scientific calculators, and software that support their educational needs.
- Every student has access to high quality on-line learning programs and learning opportunities.
- Our teachers participate in PLC sessions where they share instructional strategies and best teaching practices, analyze data and trends, and discuss individual students' weaknesses and successes.
- We offer extended academic opportunities in the form of after-school tutoring and accelerated instruction.
- All students in our organization receive the same social-emotional-academic support indistinctly, regardless of their gender, religion ethnicity, or sexual orientation.

Communication:

Strengths:

A majority of teachers feel like campus level communication is strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the teacher survey, teachers have concerns about their professional learning opportunities. **Root Cause:** Professional Learning is not tiered to teachers' needs. There is a lack of modeling and inactive instruction in training on Gold Fridays.

Problem Statement 2: According to the student survey , students would like more extracurricular opportunities including sports and after school clubs. **Root Cause:** There were no sports or clubs for students after school.

Perceptions

Perceptions Summary

At Legacy PCA Plano, our goal as a campus is to graduate every student college and career ready. Students set goals throughout the year and celebrated when they reached their goals.

Teachers completed a survey designed by the academic team to get feedback on their perceptions of the campus.

Students complete a survey also created by the academic team to get feedback on the campus.

Perceptions Summary Include:

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

1. School Culture & Climate

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

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

- Exterior and internal doors re-keyed to auto lock
- Panic buttons at the front office
- Intruder film on the glass at the front office doors and all windows that will help slow down the entrance of someone trying to force their way in
- Ongoing training on safety practices

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

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

School Culture & Climate Needs

- Increase effective communication within the district
- Continue Training on Campus Security/lockdowns & drills
- Increase staff understanding and knowledge of social emotional learning and how it affects students
- Continue to offer programs related to internet safety and bullying
- Use Skyward data software to track all discipline referrals, to identify trends and adapt accordingly

2. Family & Community Engagement

- LPCA-Plano 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:
 - Hispanic Heritage Night
 - Scholastic Book Fair

- Winter Arts Festival
- Science Night
- Community partnerships
- Fall Festival
- Sponsor attendance to the Statewide Parental Involvement Conferences
- Parent classes

Family & Community Engagement Needs

- Increase parent attendance at parental involvement conferences.
- Involve both parents and community members to participate in the CIP Advisory Committee
- Continue to provide parents with resources on Bullying and Suicide Awareness
- Provide parent education on:
 - Attendance
 - Accessing scholar information in Skyward and ECHO

Recruitment and Retention Weaknesses:

81% of staff believe there needs to be better new teacher professional development and supports which will build retention.

The largest need of campus is the need to recruit students.

Teachers would like to be more informed of what is happening to recruit students.

85% of students in secondary believe teachers are available to them when they ask questions.

Strengths:

A majority of teachers feel like campus level communication is strong.

Perceptions Strengths

Staff Development and Curriculum:

Strengths: A majority of teachers agree their curriculum is high quality.

68% of staff feel they are supported.

A majority of teachers feel like campus level communication is strong.

85% of students in secondary believe teachers are available to them when they ask questions.

- Staff and students generally feel safe at school

- School Messenger Quick Tip provides a simple tip line allowing scholars and members of the community to submit an anonymous tip to school and district officials
- Red Ribbon Week Activities (District-wide)
- Development of Safety Committees and advanced school audits
- District and Individual campus wide safety training was conducted in the following areas
 - Stop the Bleed Trauma Control training and safety kits
 - Active Shooter Training
- Wednesday newsletter, calendar alerts, phone communications, and social media are used to keep parents informed of campus activities and to encourage parent participation.

The following activities are being consistently implemented: -

- Daily Morning Message
- Weekly Parent Newsletter

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LPCA-Plano has some visual and physical elements that need repair or are out of data. **Root Cause:** Budget Limits

Problem Statement 2: Only 46% of secondary students surveyed feel their classwork is challenging. **Root Cause:** Lack of differentiation in all courses.

Problem Statement 3: 75% of staff believe there needs to be professional development over behavior and classroom management. **Root Cause:** Lack of training with new teachers, and lack of professional learning incorporated through content training.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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: By the end of the 2023-2024 school year, LPCA-Plano will accelerate the performance of subpopulations not meeting academic targets established by the Texas Accountability System Safeguards through the use of data-driven instruction, accelerated instruction, and the use of planning that directly targets the needs of these students, increasing performance by 10%.

High Priority

Evaluation Data Sources: STAAR Assessments Data

MAP Assessment Data

Classroom Formative Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement strategies to improve the performance of students who are below grade level and/or who are not making at least a year's worth of growth. This would include students identified as Special Education, 504, and Emergent Bilinguals. Strategy's Expected Result/Impact: Students will have the opportunity to review skills and TEKS that they struggle with in sessions that are tailored to their individual growth. Staff Responsible for Monitoring: Principal Instructional Coaches Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Continue professional development regarding strategies to assist lowest-performing students, relationship building, differentiated instruction, critical thinking, and data-driven instruction. Strategy's Expected Result/Impact: This will allow us to target our instructional practice in a way that meets the needs of these students. Staff Responsible for Monitoring: Principal Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement an effective RtI structure to provide academic and behavioral support to meet the needs of students in the lowest-performing subpopulations. Strategy's Expected Result/Impact: This will allow us to create academic and behavior interventions that students need in order to be successful and to evaluate our Tier 1 instruction for its effectiveness Staff Responsible for Monitoring: Principal Instructional Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will set and track individual growth goals with the support of the teacher. Strategy's Expected Result/Impact: Students will make expected or accelerated growth in reading, math, and science. Staff Responsible for Monitoring: Students Teachers Principals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: All courses will incorporate written short constructed responses and extended constructed responses questions into their instruction. Strategy's Expected Result/Impact: Writing will improve across content areas. Staff Responsible for Monitoring: Instructional Coaches Teachers Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All ELLs 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: By the end of the 2023-2024 school year, 70% of Emergent Bilinguals will be on grade level.

High Priority

Evaluation Data Sources: M Class, Istation, Campus and District Assessments, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Intervention for English Learners will be provided based on need during RIT and Tier 1 instruction. Teachers will intentionally plan for Els by implementing English Language Proficiency Standards and linguistic accommodations. Strategy's Expected Result/Impact: Increased performance of EB students. Staff Responsible for Monitoring: Teachers Instructional Coaches TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement differentiated instructional strategies tailored to the diverse needs of Emergent Bilingual students Strategy's Expected Result/Impact: EB students will grow in reading, speaking, listening, and writing. Staff Responsible for Monitoring: Instructional Coaches Teachers Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide EB Professional Learning for all staff throughout the year. Strategy's Expected Result/Impact: Increased knowledge of EB strategies to implement in the classroom. Staff Responsible for Monitoring: Instructional Coaches Principal ESF Levers: Lever 5: Effective Instruction Funding Sources: - 263 Title III, Part A EL/Immigrant	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By the end of the academic year, 100% of scholars in core content areas will be taught by certified teachers who meet state certification standards or teachers who are enrolled in an alternative certification program.

High Priority
Evaluation Data Sources: Teachers' Certifications

Strategy 1 Details	Reviews			
Strategy 1: Conduct bi-annual audits of teacher certification documentation to ensure compliance with state certification standards. Strategy's Expected Result/Impact: Teachers will be working towards their certifications. Staff Responsible for Monitoring: Human Resources Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Prioritize hiring certified teachers who meet state certification standards for core content areas and develop recruitment strategies to attract qualified candidates. Strategy's Expected Result/Impact: Hiring of more certified teachers. Staff Responsible for Monitoring: Human Resources Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: By the end of 2023-2024, 100% of scholars will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Sources: Drill documentation, fitness gram data, counseling referrals and guidance lessons.

Strategy 1 Details	Reviews			
Strategy 1: Fully implement all security and safeguard procedures establish by the district and complete all safety drills Strategy's Expected Result/Impact: This will allow us to learn of a need or situation and be proactive to address the concern or issue. Staff Responsible for Monitoring: Principal Security Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources provided by the Safety & Security Department to ensure compliance with EOP, training, safety drill, and other legislative requirements Strategy's Expected Result/Impact: This will allow us to ensure that we have the resources necessary to meet the needs of all in our care in the event of an emergency. Staff Responsible for Monitoring: Principal Counselor Security ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Work with district personnel to increase internal and external beautification of the campus. Strategy's Expected Result/Impact: This will create a calm and welcoming learning environment for all who enter the grounds in any capacity. Staff Responsible for Monitoring: Principal Facilities Custodian ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a school-wide monitoring system for passing periods to increase adult presence and supervision. Strategy's Expected Result/Impact: Increase safety during passing periods. Staff Responsible for Monitoring: Principal Teachers Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Train all staff members in the Suicide Prevention Protocol and increase staff, student, and parent awareness of sexual abuse and other maltreatment of children. Strategy's Expected Result/Impact: Staff will be more aware of potential signs of suicide, sex abuse, and maltreatment of children. Staff Responsible for Monitoring: Teachers, Counselors, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Monitor and respond to violence intervention through threat assessments. Strategy's Expected Result/Impact: Keep ongoing record of students needing extra support through threat assessment. Staff Responsible for Monitoring: Counselor, Teachers, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: During the 2024-2025 school year, Legacy PCA-Plano will continue building a College and Career Readiness foundation for students.

High Priority
Evaluation Data Sources: TAPR,

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for scholars to explore various career pathways and postsecondary options through career fairs, college visits, guest speakers, and career exploration activities. Strategy's Expected Result/Impact: Students will have the opportunities to explore various careers. Staff Responsible for Monitoring: Counselor CTE Teachers Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer college and career exam preparation courses, workshops, and resources to help scholars prepare for standardized tests such as the SAT and TSIA2. Strategy's Expected Result/Impact: Students will have increased scores on SAT and TSIA2. Staff Responsible for Monitoring: Counselor Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By the end of 2023-2024 school year, Legacy will increase parent and family engagement by 10% while creating more cultural and academic opportunities for families.

Strategy 1 Details	Reviews			
Strategy 1: Conduct parent meetings and/or Meet the Teacher nights to transition students to the next grade level.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create more opportunities for parents to learn about school curriculum and socio-emotional learning through planned events .	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with development opportunities to maximize their potential through the use of mentorship, extracurricular engagement, and self-motivation.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide parent and family training on strategies to effectively support their child's education and social emotional health at home.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide more extracurricular activities such as middle school athletics and after school clubs for all grade levels.	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				