

Legacy Preparatory Charter Academy
Legacy Preparatory Charter Academy Plano (K-12)
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

Legacy Preparatory Charter Academy will develop innovative citizens ready to serve and transform 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

Revised/Approved: June 2, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

STUDENT ACADEMIC NEEDS

- HB4545 Students must maintain an accelerated learning plan that must be monitored and evaluated.
- Based on Assessment data there is a need to provide academic support in the areas of 4th grade math and reading along with and 6th grade math.
- We must continue to research and create academic opportunities in the elective options and after school activities for our middle school and high school students.
- Standardized assessment scores reveal a need for improved instruction in Middle School Social Studies.
- A decrease in the number of scholars who met or mastered in the area of Social Studies indicates a need for improved instruction campus wide. We must prioritize 8th Grade SS.
- State assessment scores reveal a need for strengthened writing curriculum in lieu of the new STAAR requirements in writing assessments.
- State assessment scores indicate a need for a consistent targeted writing to be implemented on campus across all grade levels and subjects..

CAMPUS NEEDS

- Increase parent attendance at school improvement meetings, PTO meetings, and all school wide events.
- We must continue the professional development that is designed around the specific needs of our teachers based on classroom observations, and teachers' experience. Data driven decision making is the driving force behind our Professional Development offerings.
- We must create a program of support and mentorship for all of our new staff and teachers.
- We must continue to develop a plan to address the increased utilization of our outdoor learning center.
- We must continue develop a plan to create a student resource center that will include library books, instructional resources, and increased technologies.
- We must continue to respond to our survey data and CIP planning and find a way to build a legitimate gymnasium for our school community.

Demographics

Demographics Summary

Total enrollment: 296
Hispanic/Latino: 40%
American Indian: 0.52%
Asian: 1.03%
Black/African American: 39.2%

Caucasian: 14.2%

Two or more: 3.7 %

At risk: 35%
Special Education: 10.82%

LEP: 23%
Bilingual: 3.87%
ESL: 3.35%
GT: 7%
Dyslexia: 8%
Homeless: 5%
Mobility Rate: 0%
Student/Teacher Ratio: 10:1

Demographics Strengths

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 LEP, SPED, GT, Low Income, and At Risk students. Weekly Special Education meetings are held to provide information about our special needs scholars. 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%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): *Programs/courses/extracurricular activities that interest secondary scholars * Increased support for our SPED and low SES student populations *Increase number of scholars from local school districts in all levels. **Root Cause:** Global Pandemic greatly impacted the school's extra-curricular programming. Athletic Teams and Clubs were unable to meet and participate in programs. Our Special Needs Population had greater needs beyond academics. The Social and Emotional needs of our students impacted programing and students growth. The Global Pandemic greatly impacted our ability to recruit students.

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.
- Behavioral referrals decreased as the scholars became more comfortable returning to school and living our behavioral expectations.

Student Learning Strengths

- Campus wide notable academic gains were observed in Math and Reading
- 100% passing on the STAAR Algebra I assessment
- High School US History STAAR 83% Passing Rate
- English II Scholars had a 63% Passing Rate on STAAR Spring 2022 Assessment
- 5th Grade Reading had a 66% Passing Rate on Spring STAAR. 14% Increase over 2021
- 8th Grade Math had a 20% increase in Spring 2022 STAAR
- 4th Grade Reading had a 41% increase in Spring 2022 STAAR
- 7th Grade Reading had a 23 % increase in Spring 2022 STAAR
- 8th Grade Science had a 40% increase in Spring 2022 STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Must address HB4545 student needs. Improved instruction in 4th and 6th grade math. Need for improved instruction campus wide in Social Studies. Need for strengthened writing curriculum and EL and Sp. Ed. Mastery in Reading and math for SSI L5 and L8. Intensive Instruction in 8th grade math, 4th/5th Grade Math, 3rd grade ELAR and 6th grade Science. **Root Cause:** Coming out of the Covid Pandemic we found our scholars to be further behind than anticipated. We need to address learning loss at all levels. Must continue to hold scholars and families accountable to requirements of HB4545. We have a definite need to retain highly qualified teachers and hire highly qualified teachers.

School Processes & Programs

School Processes & Programs Summary

PROCESSES AND PROGRAMS

- What is the process for recruiting, selecting, assigning, inducting, and retaining high-quality educators?

We use a variety of ways to recruit our candidates, including teachers applying for vacancies in the Teachers' Job Network, Region 10 Alternative Certification List, and direct referrals from fellow schools administrators, teachers, and community leaders.

We strive to offer the best working environment for our staff members on top of a variety of incentives that make our organization an appealing workplace. Additionally, our teachers have the opportunity to participate in the T-TESS evaluation program where they can earn substantial additional yearly income if they qualify based on their evaluation scores.

- Are high-quality teachers placed in classrooms/subjects based on student needs and teacher strengths?

Teachers who are considered high-caliber have been assigned to teach those subjects where our students struggle the most. We firmly believe in a strength to need model for teacher placement.

- How does our campus develop instructional leaders? Are their roles and responsibilities clear?

Our school has a leadership density expansion approach, to develop leaders within our school. Included in this initiative are:

Campus Emergency Operations – Mr. Ken Dickerson

RTI – Ms. L. Cain

LPAC – Ms. C Melendez

Campus Testing Coordination – Mr. Ken Dickerson

Tutoring Program – Elementary - Ms. S. Hendryx

- Middle School/High School - Mr. J Pacheco

Mentoring Program – Mr. J. Pacheco

Attendance for Credit – Mr. Ken Dickerson

Class of 2022 Graduation – NTN Team - Ms. C Gallegos, Ms. A Zambrano, Ms. B. Kinney

NTN College Access Team – NTN Team - Ms. C Gallegos, Ms. A Zambrano, Mr. Andrew Smathers

National Honor Society – Ms. A Zambrano

Restorative Practices – Mr. Ken Dickerson

- How do we plan for professional development in order to address the root causes of low performance?

The professional development is designed around the specific needs of our teachers based on classroom observations, and teachers' experience. Data driven decision making is the driving force behind our Professional Development offerings.

- How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

Our students are offered instructional support and academic reinforcement in the form of after-school instructional programs (tutoting) as well as Saturday school. We are also currently offering support services derived from the HB4545 initiative. LPCA - Plano is using the I-Tutor program for students who failed to pass the Reading and Math STAAR assessments in the targeted grade levels.

- How is the school meeting college, career, and military guidance and counseling? Include any postsecondary education and career awareness and exploration activities. (TEA Priority)

Our school participates in the NTN College Access program in which we have had several informational sessions for students and parents about the process for FAFSA applications. We also have weekly rotations sessions where our CCRM Counselor and our NTN College Access Team meet with Junior and Senior students to update them and keep them abreast of the different scholarships opportunities available, as well as the different colleges, universities, and career options for them.

We also invite the different military branches to come and talk with those students to inform them about the different opportunities available for them in the military field.

- What is our personal technology plan for each student?

In our school, every student is assigned a laptop and i-pads for our younger students (K-2) and the required equipment to integrate technology as part of their educational program. Our students use the ECHO platform to access their assignments and to upload their work as well as multiple platforms to research and obtain information needed to complete their assignments. Google classroom is utilized in the elementary grades to serve this same purpose. High School students have the option to participate in a variety of technology classes that include Principles of Info Tech, Web Tech, Networking, Digital Media, Web Tech, Computer Science, and Digital Arts and Animation. In the younger grades technology is imbedded throughout the instructional day.

Procedures

- What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

Our school uses the TRS (TEKS Resource System) as the teaching curriculum. We use the TRS Pacing Guide to make sure we cover the specific skills over a given period of time. Our school aligns the written curriculum with the taught and the assessed curriculum. Additionally, our school uses a Project-Based Learning (PBL) as the main approach to instruction, resulting in a more effective connection of newly acquired knowledge to practical real-world applications, which in turn results in a higher level and longer retention of the new or refreshed knowledge.

Are our lesson plans and instruction objectives data-driven? Do they include critical thinking, formative assessments, and interventions?

Teachers' lesson plans cover skills as recommended by the TRS Pacing Guide and spiraled skills the students had difficulty mastering the first time they were taught. Additionally, our teachers perform data analysis at different levels of the process. First, our teachers assess informally and formally as they teach by implementing frequent checks for understanding throughout the delivery of the lesson and formative assessments in the form of exit tickets, quizzes, unit exams, and semester exams. Every time an assessment is administered and results are obtained, our teachers engage in data analysis sessions where they obtain information on weaknesses and strengths so that they can adjust instruction, reteach or offer additional support to students in the form of in-class or after school interventions.

- Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

Yes, every student enjoys the use of a laptop or i-pad and the required equipment to integrate technology as part of their educational program. As mentioned earlier, every student is

assigned a laptop or i-pad and the required equipment to integrate technology as part of their educational program. our students use the ECHO platform to access their assignments and to upload their work as well as multiple platforms to research and obtain information needed to complete their assignments including Lexia, Mathia, Edgenuity, ECHO, MAP, TXVSN, among others.

Additionally, our teaching staff and administrators use technology in a variety of areas such as testing, attendance, students performance, data, etc, such as TestHound, Google Classroom, Plan4Learning, Skyward, Edugence, Eduphoria, etc.

- What are the school conditions for learning, including protecting instructional time? Discuss anything significant.

Our students follow a block schedule in the high school where they attend 4 periods on “A” days and 4 periods on “B” days, 90 minutes per period. On Tuesdays, the students attend shorter periods (45 minutes) and transition to a rotations program while their teachers attend long planning sessions where teachers plan projects, lessons, or discuss data and other instructional items. Our master schedule is intentionally designed to include 7 minutes during the 1st and 5th periods for morning announcements. Also, our school has implemented the Truancy Prevention Measures (Project Education) to address students who accumulate excessive absences. Also, we have instituted the Attendance for Credit Committee, which oversees the program to ensure students who have lost their credit due to excessive absences and for not complying with the State 90-10 Rule.

In the Elementary school the teachers have a long planning afternoon once a week. During this time the students attend specials.

Our teachers participate in PLC sessions where they share instructional strategies and best teaching practices, analyze data and trends, and discuss individual student's weaknesses and successes.

After-school tutoring is offered on Tuesdays and Thursdays with some teachers offering Wednesdays if parent conferences are not scheduled. Additionally, our school offers Saturday school starting the second week of the second semester and extending to the last day of April. Our students can also participate in extended learning during Summer School.

- What is the status of equity of services for all students?

All students in our organization receive the same social-emotional-academic support indistinctly, regardless of their gender, religion ethnicity, or sexual orientation.

- What are the procedures to support students during all transitions: junior high into high school, high school to postsecondary?

We hold assemblies with 8th-grade students to inform them about the high school experience and expectations. We also met to talk about the Dual Credit classes they will be taking as they enter the freshmen year. Another session was held for them to complete their choice sheets with the classes they prefer to take as they enter 9th grade. Additionally, we held informational meetings with 8th-grade parents to inform them about the Dual Credit classes their students will be taking as they come to the high school. We also inform the parents about the importance of parental support to their students and to the school to ensure a successful transition to high school and college. Personnel from Dallas College participated in this informational meeting explaining in detail the requirements to be a college student and the college expectations.

Our senior students have been actively participating in several informational meetings addressing college applications, FAFSA applications, and scholarship applications among other important items regarding post-secondary education. Our senior students will participate in at least two field trips to local universities to be exposed to educational programs, campus life, and other activities related to college-going.

The seniors’ parents have also been actively participating in these meetings.

- What are the significant findings in classroom management? Explain procedures used to reduce the overuse of discipline practices that remove students from the classroom.

Restorative Practice is used to address all behavioral referral. Office referrals take place only after the teachers have fully investigated what has gone on. As much as we can, our students do not receive an out-of-school suspension as a consequence of student code of conduct violations. We have a great group of students and community. For the most part, our teachers have built rapport with all the students and there is a family-like environment. When needed, we use restorative practices to de-escalate confrontations or disagreements among students.

- What are the data discipline referrals.

School Processes & Programs Strengths

- 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 i-pad, 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 Saturday school.
- All students in our organization receive the same social-emotional-academic support indistinctly, regardless of their gender, religion ethnicity, or sexual orientation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Replace and repair all damaged laptops and iPads. Continue to purchase licenses to all software that we are currently utilizing. **Root Cause:** Financial constraints and budget must address this problem.

Problem Statement 2: The discipline referrals have increased consistently as the students have returned to F2F instruction after being away from school during the global pandemic. **Root Cause:** Having students develop an understanding of how to return to school specific behaviors and expectations. Students have had a difficult time adjusting to returning to campus.

Perceptions

Perceptions Summary

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
- “Bullet proof” film on the glass at the front office doors and other vulnerable areas that will help slow down the entrance of someone trying to force their way in
- New Signs at Plano Campus installed
- Security gates at Plano campus
- Ongoing training on safety practices

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

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

The district employs a school Marshall to enhance safety and security services to all campuses

School Culture & Climate Needs

- Increase effective communication within the district
- Continue Training on Campus Security/lockdowns & drills
- Security gates/barriers at Mesquite West Campus
- Foundation repairs, Mesquite Middle School
- Air conditioner replacements
- Paint exterior Plano campus
- Air scrubbers for ventilation
- Increase staff understanding and knowledge of social emotional learning and how it affects students
- Continue to offer programs related to internet safety and bullying
- Increase student participation in after school clubs
- Use Skyward data software to track all discipline referrals, to identify trends and adapt accordingly

2. Family & Community Engagement

- 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:

- Scholastic Book Fair
- Health Fair
- Winter Celebrations from around the world
- Art Purchase Night
- Community partnerships
- Fall Festival
- Sponsor attendance to the Statewide Parental Involvement Conferences
- Parent classes

Family & Community Engagement Needs

- Increase parent attendance at school board meetings, school improvement meetings, PTO meetings, and 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
- Hiring Community Liaison for African American Community and Hispanic Community.

Perceptions Strengths

- Staff and students generally feel safe at school
- School Messenger Quick Tip provides a simple tip line allowing scholars and members of the community to submit an anonymous tip to school and district officials
- Red Ribbon Week Activities (District-wide)
- Development of Safety Committees and advanced school audits
- District 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.
- Provide parent education on district and state assessment (“Shooting for the STAAR Training”)
- Community Liaison provides College and Career Awareness meetings and multicultural reading projects

The following activities are being consistently implemented: -

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

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 2: There is a need to increase extra-curricular offerings which would allow for more parental support and student participation **Root Cause:** The global pandemic caused our school to cancel many events.

Priority Problem Statements

Problem Statement 1: *Programs/courses/extracurricular activities that interest secondary scholars * Increased support for our SPED and low SES student populations *Increase number of scholars from local school districts in all levels.

Root Cause 1: Global Pandemic greatly impacted the school's extra-curricular programming. Athletic Teams and Clubs were unable to meet and participate in programs. Our Special Needs Population had greater needs beyond academics. The Social and Emotional needs of our students impacted programing and students growth. The Global Pandemic greatly impacted our ability to recruit students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Must address HB4545 student needs. Improved instruction in 4th and 6th grade math. Need for improved instruction campus wide in Social Studies. Need for strengthened writing curriculum and EL and Sp. Ed. Mastery in Reading and math for SSI L5 and L8. Intensive Instruction in 8th grade math, 4th/5th Grade Math, 3rd grade ELAR and 6th grade Science.

Root Cause 2: Coming out of the Covid Pandemic we found our scholars to be further behind than anticipated. We need to address learning loss at all levels. Must continue to hold scholars and families accountable to requirements of HB4545. We have a definite need to retain highly qualified teachers and hire highly qualified teachers.

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- 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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All Scholars in grades K-12 will write across all content areas as modeled by experts. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR Staff Responsible for Monitoring: Classroom facilitators, content leads, ELAR coach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All facilitators will follow a campus wide writing plan including grammar and the writing process. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, content leads, ELAR coach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Grades 4, 7, 9 and 10 facilitators will use ongoing assessment data to identify scholars in need of remediation and objectives that need to be retaught. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR. Staff Responsible for Monitoring: 4th, 7th, 9th, and 10th grade facilitators.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Grades 4, 7, 9 and 10 will also emphasize writing workshops with mini lessons on purpose, planning, drafting, editing, conferencing, revising and publishing. Legacy will continue employing the elementary reading coach and will hire a secondary reading coach to further support reading instruction. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR. Staff Responsible for Monitoring: 4th, 7th, 9th, and 10th grade facilitators; content leads and ELAR coach.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Facilitators in all grades will incorporate language activities to require use of complete sentences, total participation techniques, non-verbal representation and cold calling Els, GT and SPED scholars will receive additional support through implementation of IEPs and/or ELPS and GT extensions. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, content leads, ELAR coach and administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Scholars coded homeless will receive all needed support to ensure academic progress. Strategy's Expected Result/Impact: Scholars will pass the writing portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, content leads, ELAR coach, administrators, GT coordinator Homeless Liaison.	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: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 68% by June 2024.

Evaluation Data Sources: ELAR coach, Administration, Reading specialist

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide continual PD in best practices for teaching reading to Els including live classroom Modeling and facilitators. Strategy's Expected Result/Impact: ELs will pass the Reading portion of STAAR. Staff Responsible for Monitoring: ELAR coach, Administration, Reading specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase access to Achieve 3000 to all 3rd grade scholars. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, all instructional coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase amount of time in guided reading with additional support from support staff and tutoring for beginning and intermediate Els. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, reading specialist, and support staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue foundation skills time using the 1000 word challenge. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize bilingual dictionaries in all classrooms. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators	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 2: The percentage of K students that score on grade level or above in Reading on the MAP will increase form 40% to 60% by June 2024.

The percentage of 1st grade students that score on grade level or above in Reading on the MAP will increase form 56% to 72% by June 2024.

The percentage of 2nd grade students that score on grade level or above in Reading on the MAP will increase form 34% to 51% by June 2024.

Evaluation Data Sources: Classroom facilitators and all instructional coaches.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide continual PD in best practices for teaching reading to Els including live classroom Modeling and facilitators. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR. Staff Responsible for Monitoring: ELAR coach, administration, reading specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase amount of time in Guided reading with additional support form support staff and tutoring for beginning and intermediate Els Strategy's Expected Result/Impact: ELs will pass the Reading portion of MAP Staff Responsible for Monitoring: Classroom facilitator, reading specialist and support staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue foundation skills time using the 1000 word challenge Strategy's Expected Result/Impact: ELs will pass the Reading portion of MAP Staff Responsible for Monitoring: Classroom facilitators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize bilingual dictionaries in all classrooms Strategy's Expected Result/Impact: ELs will pass the Reading portion of MAP Staff Responsible for Monitoring: Classroom facilitators	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 3: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 55% to 67% by June 2024

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide continual PD in bst practices for teaching Math to Els including live classroom Modeling and facilitators Strategy's Expected Result/Impact: ELs will pass the Reading portion of STAAR Staff Responsible for Monitoring: Math coach, administration, Content Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase access to STEAM and Imagine Math to all 3rd grade scholars Strategy's Expected Result/Impact: ELs will pass the Math portion of STAAR Staff Responsible for Monitoring: Classroom facilitators, all instructional coaches.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase amount of time in STEAM and Imagine Math with additional support from support staff and tutoring for beginning and intermediate ELs Strategy's Expected Result/Impact: ELs will pass the Math portion of STAAR Staff Responsible for Monitoring: Classroom facilitator, Math Specialist and support staff	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 4: The percentage of K students that score on grade level or above in math on the MAP will increase from 68% to 76% by June 2024. The percentage of 1st grade students that score on grade level or above in math on the MAP assessment will increase from 38% to 62% by June 2024. The percentage of 2nd grade students that score on grade level or above in math on the MAP will increase from 50% to 62% by June 2024.

Summative Evaluation: Significant progress made toward meeting Objective

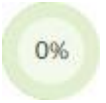
Strategy 1 Details	Reviews			
Strategy 1: Provide continual PD in best practices for teaching Math to ELs including live classroom Modeling and facilitators Strategy's Expected Result/Impact: ELs will pass the Math portion of STAAR Staff Responsible for Monitoring: Math coach, administration, Content Specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase access to STEAM and Imagine Math to all K-2 grade scholars Strategy's Expected Result/Impact: ELs will pass the Math portion of MAP Staff Responsible for Monitoring: Classroom facilitators, all instructional coaches.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase amount of time in STEAM and Imagine Math with additional support from support staff and tutoring for beginning and intermediate ELs Strategy's Expected Result/Impact: ELs will pass the Math portion of MAP Staff Responsible for Monitoring: Classroom facilitator, Math specialist, and support staff..	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 5: Increase Reading STAAR results for Els up to 80% meeting the state passing standard and 100% meeting growth progress expectation including GT and SPED scholars who are ELs.

Summative Evaluation: Some progress made toward meeting Objective

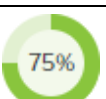
Strategy 1 Details	Reviews			
Strategy 1: Provide continual PD in bst practices for teaching reading to Els including live classroom Modeling and facilitators Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR Staff Responsible for Monitoring: ELAR coach, administration, reading specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase access to Achieve 3000 to all 2nd- 8th grade scholars Strategy's Expected Result/Impact: ELS will pass the reading portion of STAAR Staff Responsible for Monitoring: Classroom facilitators, all instructional coaches.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase amount of time in guided reading with additional support from support staff and tutoring for beginning and intermediate ELs Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR Staff Responsible for Monitoring: Classroom facilitator, reading specialist, support staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue foundation skills time using the 1000 word challenge. Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR Staff Responsible for Monitoring: Classroom facilitators.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: Utilize bilingual dictionaries in all classrooms Strategy's Expected Result/Impact: ELs will pass the reading portion of STAAR Staff Responsible for Monitoring: Classroom Facilitators		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 6: Close the achievement gaps among all scholars.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All facilitators will create guided reading groups and assessment based on scholars' levels and meet with them on a regular basis. Strategy's Expected Result/Impact: Walkthrough, lesson plans, reading groups by request. Staff Responsible for Monitoring: Administration, reading specialist, ELAR coach, K-2 facilitators.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Facilitators will use MAP data to provide intervention for identified scholars Strategy's Expected Result/Impact: Scholars will lead on grade level Staff Responsible for Monitoring: K-2 Facilitators, Reading Specialist.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement a Read Aloud protocol that incorporates scholar turn and talk and class discussion. Strategy's Expected Result/Impact: Scholars will read on grade level. Staff Responsible for Monitoring: K-2 Facilitators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Tier 2 and Tier 3 scholars will receive interventions during the day and during after school tutoring Strategy's Expected Result/Impact: Scholars will make significant gains toward reading on grade level Staff Responsible for Monitoring: Reading coach, classroom facilitators	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 7: Increase the percentage of Level II scholar performance on all STAAR mathematics tests up to 80% with 10% meeting Level III grades 3rd- 10th, including Algebra 1 and 2 and Geometry.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Use a school wide problem solving model Strategy's Expected Result/Impact: Scholars will pass the math portion of STAAR. Staff Responsible for Monitoring: Math Content leads, Math coach, math facilitators, administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide TEKS training Strategy's Expected Result/Impact: Scholars will pass the math portion of STAAR. Staff Responsible for Monitoring: Math Content leads, math coach.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure that resources are aligned to the TEKS Strategy's Expected Result/Impact: Scholars will pass the math portion of STAAR. Staff Responsible for Monitoring: Administration, Math coach.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide tutorials for scholars who are identified as failing or at-risk of failing including language support for beginning and intermediate Els. Scholars will participate in Saturday tutoring, Math and Reading Boot Camps to receive additional support for the STAAR test Strategy's Expected Result/Impact: Scholars will pass the math portion of STAAR. Staff Responsible for Monitoring: Facilitators.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Ensure data analysis of common assessments and scholar work to identify areas of improvement. Strategy's Expected Result/Impact: Scholars will pass the math portion of STAAR. Staff Responsible for Monitoring: Facilitators, math coach, administration.	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 8: Increase the percentage of Level II scholar performance on all STAAR science tests in the Els population to a minimum of 80% in 5th and 8th grade including Els, GT, and SPED scholars.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure facilitators are attending professional development trainings, that support linguistic and content advancement of Els i.e., ELPS at a Glance. Strategy's Expected Result/Impact: Scholars will pass the Science portion of STAAR. Staff Responsible for Monitoring: Administration, Director of Special Populations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strategies for ELs, Reading in the Content, Conference for the Advancement of Mathematics (CAMT), ELPS Academy; as well as SIOP implementation. Strategy's Expected Result/Impact: Scholars will pass the Science portion of STAAR. Staff Responsible for Monitoring: Classroom facilitators, Math Director, Instructional Coaches.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Analyze and monitor data (i.e. TELPAS, Common Assessments, and State Assessments) to inform on meeting the needs of Els for instructions and accommodations. Enrichment Summer School for English Learners. Strategy's Expected Result/Impact: Scholars will pass the Science portion of STAAR. Staff Responsible for Monitoring: Administration, Classroom facilitators, Science content leads, Special Population Coordinator.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize and integrate Engineering is Elementary (EiE) kits. Strategy's Expected Result/Impact: Scholars will pass the Science portion of STAAR. Staff Responsible for Monitoring: Classroom Facilitators.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize the science lab Strategy's Expected Result/Impact: Scholars will pass the Science portion of STAAR. Staff Responsible for Monitoring: Classroom Facilitators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All scholars will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: All scholars will follow school wide expectations for behavior. All scholars will be respectful, responsible, and ready to learn.

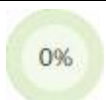
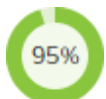
Evaluation Data Sources: Discipline referral data
Project Education

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: All scholars will graduate from high school and be college, career, and/or military ready.

Performance Objective 1: School wide reform Strategies

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Expose scholars to different careers and opportunities available after high school Strategy's Expected Result/Impact: Increase scores on assessment. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Focus on College/ Career/ Military Readiness Strategy's Expected Result/Impact: Learning outcomes beyond the state standards. Facilitators model cultivating the intellect for the sheer joy of learning. Instructors promote their colleges in the classroom as positive examples of higher learning. Staff Responsible for Monitoring: Administration, Facilitators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase scholar awareness of and access to career and college planning information. Schedule College Night, Career Night and college funding opportunities session at each campus. Strategy's Expected Result/Impact: Improved lesson plans and increase in scholar/parent attendance. Staff Responsible for Monitoring: Campus Directors and Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue Decision Day Event Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: All scholars will graduate from high school and be college, career, and/or military ready.

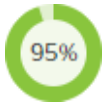
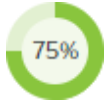
Performance Objective 2: Following the NTN Career and College access platform we will attain 100% of our seniors being prepared for life after Legacy.

Summative Evaluation: Met Objective

Goal 5: Legacy PCA Plano will encourage and promote a climate that fosters family engagement in the education of all scholars.

Performance Objective 1: Establish and maintain active Parent Involvement opportunities on campus.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children. Provide parents the opportunity to receive information about extra-curricular activity opportunities on all Legacy's campuses. Strategy's Expected Result/Impact: Sign in sheet; Increase in parent participation. Staff Responsible for Monitoring: Administration, PTO, Community Liaison.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide parents with information about how the district defines high-quality teaching and learning. Ensure parent involvement and volunteer service is being promoted, documented and recognized via: Parent Facilitator Organizations and other volunteer opportunities. Legacy will follow up with parent volunteers. PTO's will meet district wide to collaborate and share ideas. Strategy's Expected Result/Impact: Sign in sheets; Increase in parent volunteers Staff Responsible for Monitoring: Administration, Facilitators, Community Liaison	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a Parent compact to engage parents in their child's educational experience Strategy's Expected Result/Impact: Copies of the Parent Compact for each campus- Title I parent information meeting on agenda, sign in sheets and minutes. Staff Responsible for Monitoring: Administration, Parents/guardians	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Engage parents in writing a Parental Involvement Policy. Meet as many times as needed to change and update the policy Strategy's Expected Result/Impact: Copies of Parental Involvement Policy for each campus, meeting agenda, sign-in sheets, minutes. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Facilitator/Parent Communication- Parents can meet with facilitators after school each Wednesday. Facilitators make positive phone calls and send positive cards every week. Strategy's Expected Result/Impact: Scholar participation. Scholar grades, Parental Involvement. Staff Responsible for Monitoring: Facilitators, Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Legacy will offer parent academies on all campuses (parenting, budgeting, parental literacy, ESL, technology classes etc...). Hire a parent liaison to reach out to parents and to engage them in school and district activities. Strategy's Expected Result/Impact: Parental involvement. Scholar academic progress. Staff Responsible for Monitoring: Campus administrators, Community Liaison.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: We will increase the opportunities for parents and community members to participate in school community activities.

Performance Objective 1: We will increase the opportunities for parents and community members to participate in school community activities.

Evaluation Data Sources: Community Surveys

Recorded attendance at Events

Summative Evaluation: Significant progress made toward meeting Objective

Campus Action Team

Committee Role	Name	Position
Administrator	Michael Davies	Principal
Administrator	Char'mon Dickerson	Assistant Principal
District-level Professional	Melonie Inglehart-Hammons	Assistant Superintendent
Counsellor	Amelie Zambrano	Counselor
Non-classroom Professional	Porcha Maten	Community Liason
Classroom Teacher	Aidee Heras-Medina	Teacher
Classroom Teacher	Brekke Kinney	Teacher
Classroom Teacher	James Pacheco	Teacher
Classroom Teacher	Kathy Nguyen	Teacher
Community Representative	Kenslie Burkhart	Parent
Parent	Andrea Diggs	Parent
Business Representative	J Paredes	Community Member
Parent	Michael Schmidt	Parent
Community Representative	Dawn Schmidt	PTO President
Community Representative	Wale Oguntola	Parent - Community Partner
Student	Jackson Gent	Student
Student	Joaquin Cordova	Student