

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Chris Harmon

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Legacy Christian Academy Lower School

(As it should appear in the official records)

School Mailing Address 5000 Academy Drive

(If address is P.O. Box, also include street address.)

City Frisco State TX Zip Code+4 (9 digits total) 75034-1206

County Denton

Telephone (469) 633-1330 Fax (469) 633-1348

Web site/URL http://www.legacyca.com E-mail chris.harmon@legacyca.com

Twitter Handle https://twitter.com/lcaharmon Facebook Page http://facebook.com/legacychristian Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

_____ http://instagram.com/friscolegacy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Christopher Harmon E-mail chris.harmon@legacyca.com

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (469) 633-1330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert Copple

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	13	32
1	25	29	54
2	26	26	52
3	20	28	48
4	27	33	60
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	117	129	246

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2014	303
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	96%	95%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Legacy Christian Academy offers a college preparatory education balanced in academics, athletics and fine arts within a Christian community to equip strong leaders with Biblical convictions for tomorrow.

PART III – SUMMARY

Located in the heart of Frisco, Texas, on a 15-acre site consisting of two campuses with an athletic complex, Legacy Christian Academy serves families from 40 different zip codes across North Texas in the North Dallas area. Early Elementary (PreK3-TK), Lower School (grades K-4) and Intermediate School (grades 5-8) attend classes on the south campus, and Upper School (grades 9-12) is housed on the north campus. Beyond classrooms, the physical facilities include six science labs, a library, a chapel, two computer labs, two cafeterias, a stage, band and choir halls, two playgrounds, two gymnasiums, a fieldhouse, and football, baseball, and softball fields. The Academy is accredited by AdvancEd and Association of Christian Schools International and is a charter member of the Council on Educational Standards & Accountability. Current enrollment for the Academy is 875 students, with 246 in Lower School. The student body is predominantly Caucasian, which is consistent with the community, and serves highly-educated, upper-middle class families. Since 1999, Legacy's mission has been to provide a college preparatory education balanced in academics, athletics, and fine arts within a Christian community to equip strong leaders with biblical convictions for tomorrow.

needing additional academic support utilize the Success Center.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Lower School provides an environment that challenges students to grow in academic excellence alongside the development of Christian character that empowers them for a successful future. Lower School utilizes the State and National standards throughout the planning and implementing of curriculum, documented in Eduphoria, which is an online planner and curriculum management application. This written curriculum works together with the “living” curriculum that teaches through interactions between students, parents, and faculty. The curriculum is analyzed in an ongoing process to ensure the skills and knowledge taught align with the Academy’s identified standards and benchmarks.

The Lower School language arts curriculum provides a well-balanced approach to reading, writing, and language/word study. The program targets word meaning, exposure to a variety of literary genres, comprehension, and critical thinking skills. A systematic phonics curriculum begins in kindergarten and advances in each grade level from expanding vocabulary to critical reading skills. Weekly library time excites children about independent reading, and events like the annual “Bluebonnet Book Award Brunch” celebrate the joy of reading. Guided reading instruction provides modeling and corrective feedback to students in specific skill areas, utilizing leveled texts. The Six Traits writing program develops independent writers as spelling and grammar are integrated within authentic writing experiences. Teachers share their own written work, communicating that they too are a part of the classroom writing community. Quality literature is used at every grade level to challenge readers and provide examples of strong writing. Students are formally assessed using the Istation Assessment which provides useful data to plan and implement prescriptive instruction for each learner. Research skills are taught and practiced. The instructional environment is one of managed choice, empowering students to choose books based on their own interests.

The Mathematics curriculum focuses on the state learning standards for every grade level. Each unit builds sequentially from grade level to grade level. Students benefit from differentiated instruction making use of manipulatives and hands-on activities such as base ten blocks, clocks, arrays, dice games, and the use of learning menus, where advanced students may tackle projects requiring higher level thinking and creativity. The curriculum spirals concepts, so students practice previously introduced material alongside the introduction of new material. Students may be found working independently, in small groups, or in pairs as teachers focus on those students who need re-teaching of a concept or need it presented in a different way.

Science utilizes the Purposeful Design series. Concepts are repeated with increased depth as students move to higher grades. The Academy employs a full-time science lab instructor who works in collaboration with the regular classroom science teachers. Students utilize the lab as dictated by the pacing of each unit and weekly at a minimum. Laboratory time allows students to experience scientific principles demonstrated in a way that turns abstract notions into concrete understanding. All grades participate in science field trips, including on-campus experiences such as “High Touch/High Tech” as well as trips to local zoos, aquariums, and museums. This approach focuses on God’s design for the world with a strong emphasis on hands-on experimentation to prepare students for science in the upper grades, college, and career.

Social studies and history classes give students a broad context into which they may place the knowledge gained from all the other subjects including reading, science, art, and music. Starting in kindergarten, students learn about their own place on the planet and on the timeline of history. As each year passes their view expands. They learn their responsibilities to other people and to the world God created. Selected reading expands knowledge of holidays and the social histories of the United States. Literature studies are chosen to align with the history curriculum to enrich understanding of the era of focus at each grade level. Third grade students present a Living Museum, studying and then “becoming” an historical figure by presenting a first-person speech in full garb. Field trips to the Fort Worth Stockyards and the Heritage Museum allow for hands-on learning. A geocaching project incorporates local city and community volunteers as students are led on a “hunt” using latitude and longitude through the use of a GPS system. The Lower School experience culminates with a four-day trip to the state capitol of Austin and the city of San Antonio to solidify a dedicated year of learning about the great state of Texas.

2. Other Curriculum Areas:

Beyond the core curriculum, Fine Arts, Physical Education, Foreign Language, and Technology are provided to all Lower School students. Additionally, all Academy students take Bible as a fifth core curriculum subject. Each of these subjects supports academic achievement as they support brain development and opportunities for students to explore their areas of individual talent. Each unit of instruction is designed to fulfill the Texas Essential Skills and Knowledge for its subject area. Each lesson includes elements from each of the four strands and is documented in an electronic lesson plan, Eduphoria.

Lower School students have a dedicated Bible class period each day. Students are taught Bible stories utilizing illustrated children's Bibles at the Kindergarten and 1st grade levels. Beginning in 2nd grade, students have their own Bible as a textbook for class and to use for personal, devotional reasons. Biblical stories are studied in detail. Spiritual lessons are drawn from each story for the purpose of applying the principles of God's Word to everyday life and learning. Students memorize Bible verses and passages weekly as they learn and take to heart the meaning and lesson within the words. The Lower School student body meets in a weekly chapel assembly to create community and study the Bible as they worship through song and prayer. Chapel lessons emphasize the application of honorable character traits such as kindness, cooperation, love, initiative, and self-control.

The Fine Arts department offers support and training in vocal (choir and honor choir) and instrumental music (recorder), 2-D and 3-D visual arts, and drama, with opportunities for students to participate in a wide array of competitions - including Private School Interscholastic Association, ACSI, Texas State Fair Art Competition and Collin County Art Show - and public performances. Music students learn theory and integrate singing, playing instruments and hand motions. Each grade level in Lower School presents at least one public performance: 1st/2nd Grade Christmas Program, 3rd Grade Spring Program, 4th Handbell Concert, 4th Recorder Concert, and 4th/5th Honor Choir. Lower School students attend art weekly and music 2 times a week. Sixty-five lower school students – over 25% - are engaged in private music or vocal instruction offered during the school day.

Lower School students practice conversational Spanish by immersion one hour each week. Through the study of Spanish, students gain global perspective and the opportunity to interact with different cultures. Additionally, this experience provides a basis for future formal academic study of either Latin or Spanish for high school credit. Students learn about different food, customs, ideas, art and music through research projects, crafts, and holiday celebrations. Language skills are also exercised through community service opportunities with Spanish-speakers at Cornerstone Baptist Homeless Ministries.

All Lower School students participate in Physical Education two times each week for forty-five minutes at a time. All classes include instruction in health as well as advice on nutrition, physical activity, and habits of general well-being. Through daily classroom activities, the students are taught responsibility, honesty, integrity, self-direction, social interaction and a general hierarchy of terms and skills. Low organized activities like scooter relays and intermediate and advanced games such as actual basketball or soccer games all aim to instill a love for sports and an active lifestyle. Students also learn life skills that include working with teammates and good sportsmanship.

Technology is offered in the Lower School in a lab setting, with classroom teachers and the Lower School Technology Specialist collaborating to provide content-based projects. Students use Microsoft Word, PowerPoint, Excel, and Pixie 4, as well as numerous educational websites for instruction. iPads are used as both consumption and creation devices. All Lower School students attend technology class twice a week to develop skills in reading assessment and intervention as well as project creation which integrates classroom content with 21st century skills. Two iPad carts and two Mac Book carts are available for checkout in the classroom setting or in the library. Fourth grade students serve as "anchors" for a school news production called "Good Morning, LCA!" that is aired weekly in all Lower School classrooms. Students highlight the events and achievements of the week. It is an effective avenue for the growth of confidence and leadership skills in fourth graders.

3. Instructional Methods and Interventions:

An important part of the academic mission at Legacy is to meet the diverse and individual needs of all students. The Lower School faculty has extensive training in the implementation of differentiated instruction practices and methods. Teachers know students by name and need. The Lower School team begins learning each child's individual strengths and needs from the very start of his or her academic career through parent questionnaires and meetings, teacher recommendations, and entrance testing including the WISC (a cognitive abilities test) and the WIAT (an academic achievement test). Classroom teachers are empowered to address individual needs and implement necessary actions to ensure success of all students. Once a teacher understands the learning style and cognitive level of each student, the instructional path is tailored for that learner. A combination of whole group, small group, and individualized instruction is provided daily. In language arts, for example, teachers use the Daily Five method and guided reading groups to promote independent learning through a balanced literacy approach. Teachers have access to a variety of leveled texts in the Guided Reading Library. Students needing more explicit and direct reading instruction participate in the Fountas and Pinnell Leveled Literacy Intervention program in the Success Center. The Success Center offers students additional instruction and resources to ensure high-level learning and achievement. When a student exhibits a special learning need, instruction is evaluated and tailored to meet that need. In addition to reading support, the Success Center supports students by re-teaching math skills, guiding students in finishing incomplete work, or simply serving as a quiet place for an assessment. Lower School also offers instructional support through in-house specialists trained in the areas of dyslexia and speech language therapy. These specialists provide weekly or bi-weekly instruction to students in need.

Differentiating instruction includes meeting the needs of accelerated learners. As students master standards, accelerated instruction is implemented and extensions to learning are provided. Students are encouraged to use their unique academic gifts through various enrichment activities. Fourth grade students extend their math-mindedness in project-based learning activities at the Success Center. Clubs and academic competitions, such as PSIA, provide additional learning extensions to daily instruction which challenge high-achieving students. Individuals may extend their learning in the classroom with tailored projects utilizing tablets or computers for research, media presentations, filming, photos, and more. Lower School is equipped with the best technology devices and teaching tools to maximize learning, including student and teacher iPads, MacBooks, document cameras, and SMARTBoards. All students are encouraged to use their unique gifts to grow and learn. Lower School students are celebrated as individuals and seen as part of God's great design.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Lower School instruction is continuous, focused on growth, identifies and pursues long-term goals, and progresses towards college and career-readiness. Data from a variety of sources is used by teachers and administrators for decision-making regarding instruction and student achievement, including third-party testing for entrance and placement, curriculum-based testing, and standardized testing. Over the past eight years, performance has been reviewed annually in light of student outcomes.

The Iowa Assessments are administered each spring. The principal and Lower School classroom teachers review their results by classroom and grade level and discuss areas of strength and weakness and plans for improvement before summer break. Results are mailed home over the summer with a letter from the Principal overviewing results and providing support for interpreting individual results. Families are invited to contact the principal to discuss their child's results personally. Families of students falling below the 50th percentile in Reading or Mathematics are provided with suggestions for summer intervention. When school starts again, academic growth as measured by assessments is a focus of pre-service teacher meetings. Workshops are conducted on campus to identify areas of strength as well as areas that need improvement.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Stakeholders are aware of these systems, and they are regularly evaluated by the staff. Faculty utilize multiple measures, including formative assessments, ongoing modification of instruction, and data for possible curriculum revision. Professional development includes training in the areas of data interpretation of standardized test scores as

well as using individual and class average data from curriculum testing as recorded in Renweb. School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency. This allows teachers to provide and/or coordinate individualized learning support services for all students. Mean scale scores in both reading and math have increased for the past five years. This trend speaks to the effectiveness and consistency of Lower School instruction and curriculum.

Families are informed of their children's learning progress through multiple means, including options that can be initiated from the parent side. Renweb, an online gradebook, can be accessed at any time by parents and students, and automated notices are triggered by parameters that can be tailored by parents (zeros, failing grade, excessive tardies or absences). Parent-teacher conferences are not isolated to predetermined days but are available by appointment as need arises. Communication solidifies the learning experience as a connection between home and school and is accomplished by means of formal and informal meetings, written communications, social media, and participation in school events.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

High standards and positive expectations are essential in engaging and motivating students in Lower School. The college-prep mentality begins in Lower School as students watch the daily additions of pennants displaying senior names and their college acceptances on the “College Wall.” Small student-teacher ratios enhance productivity of classroom instruction and opportunity for teachers to motivate students based on personal relationship. Technology and extracurricular clubs such as Robotics and Chess Club are leveraged to foster academic engagement. End of year award ceremonies celebrate academic achievements of students, including special recognitions like Duke TIP 4-6 and academic competitions like Private Schools Interscholastic Association (PSIA).

Social engagement and emotional well-being are both predictors of academic success, so strategies that foster relationships between students, families and the school faculty are prioritized. Social media helps the Lower School community celebrate Upper School away game victories in real time. School walls are covered in student artwork and photo posters of students performing, playing, studying, and helping others. Students are daily welcomed to school by smiling administrators, teachers and student volunteers. Lower School homerooms “buddy” with Varsity Football players and cheerleaders and are visited by Upper School Buddies twice a month. Buddies familiarize new students with new friends and a new school. Weekly chapel services provide a common touchpoint for positive biblical principles and character traits. Fourth grade students read “How Full is Your Bucket” and practice “filling each other’s bucket” by writing and posting compliments on paper water drop cutouts, and they look forward to their chance to be an anchor person on the media production of “Good Morning LCA!” produced totally in-house, complete with weather reports and school news.

A school students look forward to attending is a school where teachers enjoy working, as attested to by a low teacher turnover rate. Named a “Best Christian Workplace” for 2012-13 based on teacher survey responses, teachers and staff meet monthly for an academy-wide catered lunch where birthdays, successes and compliments are publicly shared by the headmaster. Teachers are supported in developing God-given talents through the Gallup StrengthsFinder assessment and training and are treated as respected professionals through appropriate autonomy, quality professional development with significant budget support and teacher choice, and minimal non-teaching duties. Open, two-way communication between administration and faculty is facilitated by regular weekly meetings. “Moms in Prayer” send teachers notes letting them know they were prayed for by name and the Parent-Teacher Fellowship (PTF) bestows a token of gratitude to teachers almost weekly, fostering a positive, rather than adversarial, dynamic between teachers and parents. Every other week, teachers gather for devotions to be encouraged from the Bible together.

2. Engaging Families and Community:

Lower School is committed to providing a school where families and students can be actively engaged in the local, national and international community. This work is most evident through Legacy Service Organization (LSO). LSO starts in Lower School with projects for the whole family with service partners that are appropriate for developing and practicing Christian compassion, empathy, patience, and philanthropy. Community outreach extends beyond the city of Frisco where the school is physically situated. Families and students engage locally, nationally and internationally to develop a global perspective and a social conscience. Lower School families serve the local community of Frisco through the Frisco Flyers Special Olympic Team, Frisco Independent School District outreach programs, and the Frisco Family Services Food Bank. As the only private Christian school in Frisco, students and families are deliberate in showing support and partnership with local community outreach programs. Other partners in the greater Dallas area are Buckner International, Cornerstone Baptist Homeless Ministries, and Cornerstone Ranch home for disabled adults. Lower school classrooms “adopt” children in these ministries and provide birthday boxes, Christmas presents, meals, food drives, and party supplies to their families. Lower School families are able to go as a family to serve the homeless at Cornerstone Baptist Church

preparing meals. Service partnerships are established through a very deliberate process to ensure that they meet school goals for encouraging a mindset of lifelong service. The positive impact of the school's community service was a leading factor in it being named "Large Non-Profit Organization of the Year" for Frisco, Texas, in 2013.

Activities that support a sense of belonging for families directly support student success by improving student engagement, a significant factor in academic success. The fourth grade history trip to Austin and San Antonio is one such activity. One purpose of this trip is to build citizenship and understanding of the nation and state's history. Academy athletic events, ceremonies and fine arts performances are highly valued social gatherings for Lower School students and families, and teachers regularly attend with their own families. Grade level events such as pet shows and chili cook-offs work together to develop and grow a sense of community within in the school that overflows into the lives of those around the Academy. Academic events like "Poetry Café," "Math Night" and "Curriculum Night" also serve as an opportunity for families to gather together at school.

3. Professional Development:

At Legacy Christian Academy Lower School, staff development and professional growth are not only expected but eagerly anticipated by faculty and staff. As a member of the Executive Leadership team of the Academy, the Lower School Principal prepares in-service training each year according to the goals set for the coming school year. Technology, curriculum alignment, Biblical worldview, writing quality assessments, and standardized test data analysis are examples of training goals set forth in recent school years. Faculty and staff attend monthly on-campus training determined by these campus goals. The yearly budget is more than adequate for every faculty member to attend training every year. Last year, every grade level team in K-4 attended a workshop. Each year, all new teachers are involved in a dedicated in-service week which includes training in "Love and Logic" for classroom management, and all teachers are provided training in StrengthsFinder, a tool developed by Gallup that encourages focusing on talent to accomplish individual and organizational goals.

Lower School faculty meet with the Principal every spring to determine professional strengths and weaknesses, including personal professional development goals. To meet these personal goals, faculty and staff are highly encouraged to seek out professional development opportunities off campus and online. Faculty are allowed three professional days to attend training and more can be approved by the principal. Training regularly includes master teacher observations, local, regional and state workshops and conferences, and Region X training. Faculty pursue development not only in specific subject areas of teaching, but also in the practice of teaching, such as implementing technology and improving classroom management. Technology is a focus in the Lower School, and so is technology training. Just three years ago, 20% of the faculty and staff spent one week at the International Society for Technology in Education conference, immersed in the combination of education and technology. Faculty are encouraged to share their experiences and what they have learned with other Lower School faculty.

Student outcomes are also a tool used to analyze the type of training needed by teachers. All Lower School students take the Iowa Assessments each spring. The principal meets with faculty to review the scores and find areas of improvement. These findings assist the teacher in discovering new areas of learning and staff development to search out. This year's Lower School on-campus training has included data analysis for Iowa Assessments for all Lower School classroom teachers.

4. School Leadership:

Each level of Legacy Christian Academy's administration has an accountability process in place which supports the school's purpose and gives direction for professional growth for all staff. The governing school board at Legacy Christian Academy consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The principal is the instructional leader of the school/program, and she supervises all faculty and staff.

Leaders and staff decisions and actions support the mission statement in providing proper facilities and teacher support to foster student success. Schedules are planned with the goal of maintaining a balance among academics, athletics and fine arts events. They encourage, support, and expect all students to be held to high standards by offering coursework that provides age-appropriate preparation with a view toward college. All stakeholders are collectively accountable for student learning through planning, assessing and evaluating progress as part of the learning environment. School leaders actively and consistently support and encourage innovation through using the latest technology in the classrooms, collaborative projects, shared leadership and professional growth in workshop attendance, outside reading assignments for all staff members, professional learning communities within the school atmosphere, and outside networking with other professionals.

Legacy Christian Academy communicates effectively with appropriate and varied representatives from stakeholder groups and provides opportunities for stakeholders to shape decisions which include parent feedback from surveys, minutes from board meetings, student council meetings, and staff feedback. School leaders are proactive and persistent in their efforts to present a strong sense of community and ownership.

Supervision and evaluation processes are consistently and regularly implemented at Legacy Christian Academy through observation and evaluations using administration and peers. High expectations for teachers are supported through professional partnerships, collaboration, joint planning times and principal/lead teacher planning. The results of these processes are analyzed carefully through the use of a rubric and reports to insure student learning.

PART VI * INDICATORS OF ACADEMIC SUCESS

The most influential practice of Lower School is its commitment to building positive relationships. Lower School focuses on what Jesus identified as the two greatest commandments: “Love the Lord your God with all your heart and soul and mind and strength,” and “Love your neighbor as yourself.” This love takes the form of deliberate positive relationship-building with students, parents, faculty and staff. This model is top-down and outwardly focused. Schools are about learning, and children are most free to learn when they know they are loved by the adults in their lives. To do so well requires intentionality, diligence, and creativity.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No

3. What is the educational cost per student? \$12013
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5437

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 43%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	207.1
Number of students tested	54
Percent of total students tested	
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	220.9
Number of students tested	44
Percent of total students tested	
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	203.4
Number of students tested	54
Percent of total students tested	
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	224.4
Number of students tested	44
Percent of total students tested	
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: