

# East Central Independent School District

## Legacy Middle School

### 2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



# **Mission Statement**

At Legacy Middle school, we are committed to reaching every student, every day, by establishing positive relationships, constructing values, and instilling the knowledge students need to grow into respectful, lifelong learners.

# **Vision**

Legacy Middle School- A school of honor, where all are striving to foster a culture of high expectations, accountability, and continuous learning.

# **Value Statement**

Better Together is about fostering a culture of service, excellence and growth to accelerate student achievement.

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# Comprehensive Needs Assessment

Revised/Approved: July 11, 2023

## Engaged, Well Rounded Students

### Engaged, Well Rounded Students Summary

Test scores are higher than they have been but panorama data indicates students do not feel their voice is valued, there is low engagement, and they do not feel a strong sense of belonging. Some students were provided with service learning opportunities and we had high levels of attendance at our monthly family engagement events.

Though our Algebra I and Biology STAAR EOC approaches levels increased, meets and masters decreased. The MTSS process was not followed with fidelity and resulted in moderately effective academic and behavior intervention.

### Engaged, Well Rounded Students Strengths

The consistency of our monthly family engagement events allowed our families to connect to our school and our Athletics department is a strength with 475 7th and 8th graders participating in a sporting event(s). Our band and choir groups performed well at UIL competition. The library offered various activities and students were highly engaged.

### Problem Statements Identifying Engaged, Well Rounded Students Needs

**Problem Statement 1:** Legacy Middle School does not offer enough opportunities for students to engage during the school day. **Root Cause:** Student activities outside of athletics and others not offered during the school day limit participation due to transportation and other issues.

**Problem Statement 2 (Prioritized):** As evidenced in our weekly observation data, student engagement is low in our classrooms. **Root Cause:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 3:** As evidenced in our student survey data, students feel little sense of belonging. **Root Cause:** Student efficacy is not prioritized on campus.

**Problem Statement 4 (Prioritized):** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

# Student Safety & Well Being

## Student Safety & Well Being Summary

Students are safe physically because doors are checked at a minimum weekly to ensure that the doors are operating correctly and are checked daily to ensure they are closed. There is an assigned campus police officer at Legacy which helps with a sense of safety and security. Students are able to request to see a counselor and counselors respond to their requests within the week. Teachers are able to request for counselors to meet with students through a form designed specifically for the teachers. All students receive an SEL lesson at least once a week through their WIN class. We are able to proactively present guidance lessons to students about suicide prevention in October. When a student makes an outcry, we are able to see the student the same day and follow our protocols to ensure the student's safety. Counselors receive training on this process every year and, in turn, the counselors update the admin team in any changes to the process in case they need to handle any crisis situations if a counselor is unavailable. All ECISD students can receive free counseling through the Ecumenical Center as well as T-CHAT. The district has a Crisis Response Team that provides support in the event of a crisis situation. Families are sent a monthly newsletter from the counseling department that includes links to different support topics. The LMS Counseling Website also has links to various support agencies. In terms of emotional safety, data through Panorama shows that students do not feel connected to their teachers or their school, which negatively impacts their well being.

## Student Safety & Well Being Strengths

We are doing well at keeping students physically safe. We are able to connect students and families with outside resources if they require more help for mental health. The campus counselors and admin have a good relationship with the Communities in Schools site coordinator to case manage students in an efficient manner. Suicide outcries were all seen by the counselor on the same day as long as the counselors were told about the situation.

## Problem Statements Identifying Student Safety & Well Being Needs

**Problem Statement 1 (Prioritized):** LMS students lost 2569.13 days of instruction due to discipline **Root Cause:** Tier one system is not being implemented with fidelity

**Problem Statement 2:** As evidenced in our student survey data, students feel little sense of belonging. **Root Cause:** Student efficacy is not prioritized on campus.

**Problem Statement 3 (Prioritized):** In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap. **Root Cause:** Our MTSS process for academic support was not followed with fidelity.

**Problem Statement 4 (Prioritized):** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

# Student Learning and Progress

## Student Learning and Progress Summary

The Admin team's and the staff's goal has been to help coach teachers and personalize their professional development and preparation to help all students master the state standards and build their educational and critical thinking skills. All our professional development and curriculum decision have been built on student data.

## Student Learning and Progress Strengths

We consistently evaluate past performances of both students and teachers to improve instruction and student growth. ILT models growth through our adjustments of processes including planning protocol, coaching sessions and round table meetings. Students are progressing in almost every area, and EOY data shows an increase in Algebra and Biology scores, so far. We systematically track, discuss and adjust instructional goals based on data to maximize student strengths and develop areas of need.

## Problem Statements Identifying Student Learning and Progress Needs

**Problem Statement 1 (Prioritized):** In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap. **Root Cause:** Our MTSS process for academic support was not followed with fidelity.

**Problem Statement 2 (Prioritized):** LMS students lost 2569.13 days of instruction due to discipline **Root Cause:** Tier one system is not being implemented with fidelity

**Problem Statement 3 (Prioritized):** As evidenced in our weekly observation data, student engagement is low in our classrooms. **Root Cause:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 4 (Prioritized):** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

**Problem Statement 5 (Prioritized):** Students in special populations are not making growth of 3 percentile ranks or more. **Root Cause:** Staff are not receiving the training necessary to support these students in changing curriculums.

## Post-Secondary Readiness

### Post-Secondary Readiness Summary

ECISD schools will prepare ECISD students for citizenship, gainful employment, and success in future; ensure students are real-world ready. In the middle school years, we work on teaching students to be safe, respectful, and responsible and we have character strong to help students engage with their peers and adults. We also offer more CTE classes so students can begin thinking about their high school pathways and 100% of our 8th grade students are in CCMR or Business/Finance and Marketing. The 8th grade students use Major Clarity to determine career pathways that help them create their 4 year degree plan with our counselors. We offer a CCMR night in the fall for all students and families to help them prepare for their future. Based on our data for the 2022-2023 school year, our special population students outperformed some of our general population students, indicating our inclusion and equity in education. Each of our students receives the support they need that would help them be successful, which can be reflected in our scores. We offer the parents a course catalogue and an elective choice slips as well as an elective's night event to learn more about the courses offered and the different CCMR opportunities offered by Legacy.

### Post-Secondary Readiness Strengths

Select 8th graders participated in a service learning project. All 6th graders attended a field trip to a performance about Texas wildlife. These opportunities give our students a view of the wider world around them.

The middle school years, we work on teaching students to be safe, respectful, and responsible and we have character strong to help students engage with their peers and adults. We also offer more CTE classes so students can begin thinking about their high school pathways and 100% of our 8th grade students are in CCMR or Business/Finance and Marketing.

### Problem Statements Identifying Post-Secondary Readiness Needs

**Problem Statement 1:** Insufficient opportunities for 6th - 8th grade students to engage in post-secondary readiness activities. **Root Cause:** This is not a priority or focus for our campus as we are focused on raising the instructional floor for all students.

## Quality/Commitment of Staff

### Quality/Commitment of Staff Summary

Teachers are participating in a variety of PD opportunities, but we are not always seeing that translate to the classroom. There is no evidence of many of the PD sessions impacting classroom behavior. Leadership is also attending a variety of PD opportunities, but only some of it is being implemented back on the campus. Learning is taking place, but is not being shared or implemented as it needs to be. Our attendance data for staff professional development and training is in the 90th percentile. Topics were chosen with feedback from staff, campus and district goals. Additional training is provided based on data and delivered at various times throughout the year.

### Quality/Commitment of Staff Strengths

Our teachers and staff are afforded a rich professional learning opportunities on a consistent basis. Our new Carnegie Math curriculum has helped teachers implement a blended learning structure and student scores are higher than they have ever been.

### Problem Statements Identifying Quality/Commitment of Staff Needs

**Problem Statement 1 (Prioritized):** Although there was an improvement from SY 2022 (76% retention rate) to SY 2023 (85% retention rate) we are still experiencing a high teacher turnover rate. **Root Cause:** According to exit interview and teacher survey data, there is a perception of low support from campus leadership for student discipline.



# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

The campus has hosted for the last 2 years a Community Bazaar with CIS. We have had an increase in community partnerships and this has had a positive impact on our stakeholders and our monthly family engagement events have had a 20% increase in participation. We have provided services to students and math enrichment during the school day and connect parents with community services through our partnerships. We have provided bags of food and reading materials in partnership with communities in schools.

## Community Engagement & Partnerships Strengths

Community Engagement and Partnerships is one of our high strength areas.

## Problem Statements Identifying Community Engagement & Partnerships Needs

**Problem Statement 1 (Prioritized):** We do not have a tracking system for gathering data and analyzing the effect of attendance in family engagement events on student achievement. **Root Cause:** Participation in community events has not been tracked on an individual level.

# Fiscal & Operational System

## Fiscal & Operational System Summary

The majority of assets are logged into a centrally managed system (Destiny) that allows for check out and in by multiple people, inventory control, and measurement of use. 100% of Federal Program resources and 94% of textbook and campus resources were accounted for which is a total of 97% inventory accounted for 100% of allocations were related to our CIP needs and campus needs and the budget was utilized at 81% with the district threshold being 75% so we exceeded the district expectation of budget use.

## Fiscal & Operational System Strengths

100 % of our Title 1 funds were spent and resources were accounted for.

## Problem Statements Identifying Fiscal & Operational System Needs

**Problem Statement 1:** We are losing inventory and resources at greater rates than we would like which reduces our allocated funding to be able to purchase instructional or needed resources. **Root Cause:** Our campus inventory processes are not well systematized for all our campus resources.

**Problem Statement 2:** Student coding is not accurate (i.e. students are not coded properly for dyslexia, 504, EB, etc.) **Root Cause:** Systems are not in place for tracking and monitoring student coding.

# Priority Problem Statements

**Problem Statement 1:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math.

**Root Cause 1:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

**Problem Statement 1 Areas:** Engaged, Well Rounded Students - Student Safety & Well Being - Student Learning and Progress

**Problem Statement 2:** LMS students lost 2569.13 days of instruction due to discipline

**Root Cause 2:** Tier one system is not being implemented with fidelity

**Problem Statement 2 Areas:** Student Safety & Well Being - Student Learning and Progress

**Problem Statement 3:** Students in special populations are not making growth of 3 percentile ranks or more.

**Root Cause 3:** Staff are not receiving the training necessary to support these students in changing curriculums.

**Problem Statement 3 Areas:** Student Learning and Progress

**Problem Statement 4:** As evidenced in our weekly observation data, student engagement is low in our classrooms.

**Root Cause 4:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 4 Areas:** Engaged, Well Rounded Students - Student Learning and Progress

**Problem Statement 5:** In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap.

**Root Cause 5:** Our MTSS process for academic support was not followed with fidelity.

**Problem Statement 5 Areas:** Student Safety & Well Being - Student Learning and Progress

**Problem Statement 6:** Although there was an improvement from SY 2022 (76% retention rate) to SY 2023 (85% retention rate) we are still experiencing a high teacher turnover rate.

**Root Cause 6:** According to exit interview and teacher survey data, there is a perception of low support from campus leadership for student discipline.

**Problem Statement 6 Areas:** Quality/Commitment of Staff

**Problem Statement 7:** We do not have a tracking system for gathering data and analyzing the effect of attendance in family engagement events on student achievement.

**Root Cause 7:** Participation in community events has not been tracked on an individual level.

**Problem Statement 7 Areas:** Community Engagement & Partnerships

# 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 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Attendance 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
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: July 27, 2023

**Goal 1:** Engaged, Well Rounded Students

**Key Question 1:** To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustments Taking Place

Q2: Adjustments taking Place

**Goal 1:** Engaged, Well Rounded Students

**Key Question 2:** To what degree is student voice valued and reflected in student experiences?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustments Taking Place







**Goal 1:** Engaged, Well Rounded Students

**Key Question 3:** To what degree are all students engaged in our schools and the community?

**Initial Status:** Major Change

**Summative Evaluation:** Q1: Adjustment Taking Place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will pilot and implement an attendance program for Legacy Middle School to address student attendance</p> <p><b>Evidence of Success:</b> Legacy will reach a 94.0% attendance rate for the 2023-24 school year.</p> <p><b>Staff Responsible:</b> Associate Principal</p> <p><b>Problem Statements:</b> Engaged, Well Rounded Students 2, 4 - Student Safety &amp; Well Being 4 - Student Learning and Progress 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Host Attendance Forums and offer monthly and quarterly incentives for students who have perfect attendance.

**Intended Audience:** Students and Families

**Provider / Presenter / Person Responsible:** Associate Principal

**Date(s) / Timeframe:** Q1-92%

Q2-92.5%

Q3-93%

Q4-94%

**Collaborating Departments:** CIS, Attendance

**Staff Responsible:** Associate Principal

**TEA Priorities:**

Improve low-performing schools

**Key Question 3 Problem Statements:**

### Engaged, Well Rounded Students

**Problem Statement 2:** As evidenced in our weekly observation data, student engagement is low in our classrooms. **Root Cause:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 4:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

### Student Safety & Well Being

**Problem Statement 4:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

### Student Learning and Progress

**Problem Statement 3:** As evidenced in our weekly observation data, student engagement is low in our classrooms. **Root Cause:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 4:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

**Goal 2:** Student Safety & Well Being

**Key Question 1:** To what degree are students safe and feel secure at school, physically and socially/emotionally?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustment taking place

**Goal 2:** Student Safety & Well Being

**Key Question 2:** To what degree are we able to respond, both proactively and reactively, to crisis situations?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track

**Goal 2: Student Safety & Well Being**

**Key Question 3:** To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track





Q2: On Track

**Goal 3: Student Learning and Progress**

**Key Question 1:** To what degree do we support student learning and progress?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustments taking place  
Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Utilize the curriculum management system to track student performance and plan to address gaps identified using various data points (CFA, DFA, MAP, Interim, Quarter assessments).</p> <p><b>Evidence of Success:</b> 37% of Legacy students identified for Math or Reading Tier 2 or Tier 3 services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank.</p> <p><b>Staff Responsible:</b> Programs Facilitator/Special Education Facilitator</p> <p><b>Problem Statements:</b> Engaged, Well Rounded Students 2 - Student Safety &amp; Well Being 3 - Student Learning and Progress 1, 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Teachers will receive training on supporting Tier 2 and 3 students through different programs such as Carnegie, Summit K-12, Blended Learning.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** CIA

**Date(s) / Timeframe:** Quarterly

**Collaborating Departments:** Special Education, Bilingual Department, Carnegie Personnel

**Staff Responsible:** Special Education Facilitator/Programs Facilitator

**TEA Priorities:**

Improve low-performing schools

**Strategy 2:** Special Education students will be assigned to specific Case Managers who will also provide support in their respective classrooms.

**Intended Audience:** Special Education Teachers

**Provider / Presenter / Person Responsible:** Special Education Facilitator

**Date(s) / Timeframe:** August 14

**Collaborating Departments:** Special Education Department

**Staff Responsible:** Special Education Facilitator

**TEA Priorities:**

Improve low-performing schools

**Key Question 1 Problem Statements:**

<b>Engaged, Well Rounded Students</b>
<b>Problem Statement 2:</b> As evidenced in our weekly observation data, student engagement is low in our classrooms. <b>Root Cause:</b> There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.
<b>Student Safety &amp; Well Being</b>
<b>Problem Statement 3:</b> In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap. <b>Root Cause:</b> Our MTSS process for academic support was not followed with fidelity.
<b>Student Learning and Progress</b>
<b>Problem Statement 1:</b> In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap. <b>Root Cause:</b> Our MTSS process for academic support was not followed with fidelity.
<b>Problem Statement 3:</b> As evidenced in our weekly observation data, student engagement is low in our classrooms. <b>Root Cause:</b> There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.
<b>Problem Statement 5:</b> Students in special populations are not making growth of 3 percentile ranks or more. <b>Root Cause:</b> Staff are not receiving the training necessary to support these students in changing curriculums.

**Goal 3:** Student Learning and Progress

**Key Question 2:** To what degree is a growth mindset a part of how we do business?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track



**Goal 3: Student Learning and Progress**

**Key Question 3:** To what degree are students growing and achieving academically and behaviorally?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustments taking place  
Q2: Adjustments taking place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> The SMARTER Process will be implemented in all core content classes.</p> <p><b>Evidence of Success:</b> By July 2024, Legacy Middle School will achieve at least 70% approaches, 35% meets, and 20% masters on STAAR.</p> <p><b>Staff Responsible:</b> Academic Deans</p> <p><b>Problem Statements:</b> Engaged, Well Rounded Students 2, 4 - Student Safety &amp; Well Being 4 - Student Learning and Progress 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		

**Strategy 1:** Implement Blended Learning in Math, Science, and Social Studies to increase engagement and differentiation.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** ADs





**Date(s) / Timeframe:** By August 14, 2023, all Math, Science, and Social Studies teachers will receive training for Blended Learning Training. Quarterly monitoring implementation of blended learning.

**Collaborating Departments:** CIA, Special Education

**Staff Responsible:** ADs

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

System Response 2 Details	Reviews			
<p><b>System Response 2:</b> Train, implement, maintain, and evaluate campus management behavior systems for Tier 1 and Tier 2.</p> <p><b>Evidence of Success:</b> Legacy will achieve 80% fidelity of implementation of our Tiered Behavior System for the 2023-2024 school year.</p> <p><b>Staff Responsible:</b> Assistant Principals</p> <p><b>Problem Statements:</b> Student Safety &amp; Well Being 1 - Student Learning and Progress 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	Adjustments Taking Place		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1: Implement Tier 1 and Tier 2 Systems**

**Intended Audience:** Tier 1 Behavior team

**Provider / Presenter / Person Responsible:** Emergent Tree, Tier 1 team

**Date(s) / Timeframe:** By July 30, 2023 The tier 1 team received training from Emergent Tree

August 4 - AP training from Emergent Tree

August 2 - Staff training from Tier 1 team

During October - Identify Tier 2 students

- Train Check-in/Check-out teachers

- Assign Check-in/Check-out teachers

During Quarter 2 - Track Tier 2 Progress

**Collaborating Departments:** SEL Coordinator

**Staff Responsible:** Larson

**TEA Priorities:**

Improve low-performing schools

**Key Question 3 Problem Statements:**

<b>Engaged, Well Rounded Students</b>
<p><b>Problem Statement 2:</b> As evidenced in our weekly observation data, student engagement is low in our classrooms. <b>Root Cause:</b> There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.</p>
<p><b>Problem Statement 4:</b> Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. <b>Root Cause:</b> Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.</p>
<b>Student Safety &amp; Well Being</b>
<p><b>Problem Statement 1:</b> LMS students lost 2569.13 days of instruction due to discipline <b>Root Cause:</b> Tier one system is not being implemented with fidelity</p>

### Student Safety & Well Being

**Problem Statement 4:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

### Student Learning and Progress

**Problem Statement 2:** LMS students lost 2569.13 days of instruction due to discipline **Root Cause:** Tier one system is not being implemented with fidelity

**Problem Statement 3:** As evidenced in our weekly observation data, student engagement is low in our classrooms. **Root Cause:** There is a high level of teacher-directed instruction, low rigor activities, and minimum opportunities for student participation.

**Problem Statement 4:** Student performance on STAAR in approaches, meets, and masters is low in several areas, including 8th SS, 8th Science, and 7th Math. **Root Cause:** Tier 1 student-centered teaching and behavior systems are not being implemented with fidelity.

**Goal 3:** Student Learning and Progress

**Key Question 4:** To what degree do we assure student success by building on student strengths?

**Initial Status:** Minor Change

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustment Taking Place





**Goal 4: Post-Secondary Readiness**

**Key Question 1: To what degree are students ready to make a meaningful life and living?**

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustments Taking Place

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will teach to the rigor of the standard to ensure that all students are CCMR-ready and prepare them to choose their future.</p> <p><b>Evidence of Success:</b> In order to reach 64% of students meeting one or more CCMR indicators by graduation, 37% of 8th-grade students will score college ready (22+) on the PreACT</p> <p><b>Staff Responsible:</b> Academic Deans</p> <p><b>Problem Statements:</b> Student Safety &amp; Well Being 3 - Student Learning and Progress 1, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Academic deans will ensure teachers use the approved district resources during weekly planning and follow all PLC protocols in creating their lesson plans for the upcoming weeks.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Assistant Principal

**Date(s) / Timeframe:** Create a weekly planning protocol by August  
 Provide training to teachers by September  
 Model how to find and use approved district resources by September

**Collaborating Departments:** ILT

**Staff Responsible:** ADs

**Key Question 1 Problem Statements:**

### Student Safety & Well Being

**Problem Statement 3:** In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap.  
**Root Cause:** Our MTSS process for academic support was not followed with fidelity.

### Student Learning and Progress

**Problem Statement 1:** In MTSS for Literacy 17% of students who received support closed the gap, and in MTSS for Math 26% of students who received support closed the gap.  
**Root Cause:** Our MTSS process for academic support was not followed with fidelity.

**Problem Statement 5:** Students in special populations are not making growth of 3 percentile ranks or more. **Root Cause:** Staff are not receiving the training necessary to support these students in changing curriculums.

**Goal 4:** Post-Secondary Readiness

**Key Question 2:** To what degree are students planning for post-secondary and executing their plans?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustment taking place

Q2: Adjustments taking place

**Goal 4:** Post-Secondary Readiness

**Key Question 3:** To what degree are students ready for citizenship and civic duty?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustment Taking Place



**Goal 4:** Post-Secondary Readiness

**Key Question 4:** To what degree does the system reflect "all means all"?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track

**Goal 5: Quality/Commitment of Staff**

**Key Question 1:** To what degree does staff positively impact students according to need?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: Adjustment Taking Place

Q2: Adjustment Taking Place

**Goal 5: Quality/Commitment of Staff**

**Key Question 2:** To what degree do our staff members exemplify the Profile of an EC Learning Leader?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track





Q2: On Track

**Goal 5: Quality/Commitment of Staff**

**Key Question 3: To what degree do we train and develop new and existing staff?**

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track  
Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will train, develop, and support high-quality staff.</p> <p><b>Evidence of Success:</b> From Jul 3, 2023, 90% of the exempt staff and 85% of the nonexempt staff at Legacy Middle School that were employed on June 3, 2024, will be retained with the intent of returning for the 2024-2025 school year.</p> <p><b>Staff Responsible:</b> Principal</p> <p><b>Problem Statements:</b> Quality/Commitment of Staff 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Check-in surveys quarterly  
Stay Interviews with HQ staff.

**Intended Audience:** All Legacy Staff

**Date(s) / Timeframe:** Quarterly

**Staff Responsible:** APs

**TEA Priorities:**  
Recruit, support, retain teachers and principals

**Key Question 3 Problem Statements:**

Quality/Commitment of Staff
<p><b>Problem Statement 1:</b> Although there was an improvement from SY 2022 (76% retention rate) to SY 2023 (85% retention rate) we are still experiencing a high teacher turnover rate. <b>Root Cause:</b> According to exit interview and teacher survey data, there is a perception of low support from campus leadership for student discipline.</p>

**Goal 5: Quality/Commitment of Staff**

**Key Question 4:** To what degree is staff empowered to realize the mission of the district?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track





**Goal 6: Community Engagement & Partnerships**

**Key Question 1:** To what degree do we cultivate mutually beneficial partnerships?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Legacy will focus on quality partnerships that help us reach our goals and helps our partners reach their goals beyond contractual partnerships.</p> <p><b>Evidence of Success:</b> 100% of partnerships are identified as mutually beneficial by both Legacy and our partner.</p> <p><b>Staff Responsible:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Community Engagement &amp; Partnerships 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** Implement a system to track individual attendance at community events.

**Intended Audience:** Students and Families

**Provider / Presenter / Person Responsible:** CIS

**Date(s) / Timeframe:** Monthly

**Staff Responsible:** AP

**TEA Priorities:**

Improve low-performing schools

**Key Question 1 Problem Statements:**

<b>Community Engagement &amp; Partnerships</b>
<p><b>Problem Statement 1:</b> We do not have a tracking system for gathering data and analyzing the effect of attendance in family engagement events on student achievement. <b>Root Cause:</b> Participation in community events has not been tracked on an individual level.</p>

**Goal 6: Community Engagement & Partnerships**

**Key Question 2:** To what degree do our partnerships positively impact stakeholders?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track

**Goal 6: Community Engagement & Partnerships**

**Key Question 3:** To what degree do we connect with workforce needs?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track







**Goal 7: Fiscal & Operational System**

**Key Question 1:** To what degree do we align resources to high priority goals?

**Initial Status:** Maintain

**Summative Evaluation:** Q1: On Track

Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> We will implement a process to ensure 100% fidelity to district financial management systems.  <b>Evidence of Success:</b> 100% of 2023-24 budget will be aligned to Identified Needs and 75% spent in achieving identified goals  <b>Staff Responsible:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Strategy 1:** All Budget/Purchases will be aligned to the CIP

**Intended Audience:** Staff

**Provider / Presenter / Person Responsible:** Principal

- Date(s) / Timeframe:**
1. All purchases will go through Department Chair to ensure alignment to campus improvement plan (Quarterly)
  2. Campus Leadership team will train in expectations and be given budget prior to September 1st.
  3. Quarterly Site Base Meetings and CG meetings will address budget and purchases.
  4. All proposed purchases including Title 1 Funds must be submitted in writing and approved. (Quarterly)
  5. Create and share deadline for all department budget request and spending. (Aug 2022)
  6. Attach Q1 199 fund percentage of purchases from campus budget.

**Staff Responsible:** Principal

**Goal 7: Fiscal & Operational System**

**Key Question 2:** To what degree are we fiscally and operationally efficient and transparent?

**Initial Status:** Maintain but Consider a Change

**Summative Evaluation:** Q1: On Track

Q2: On Track

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> Conduct asset management through a systemic approach to ensure all items are accounted for.  <b>Evidence of Success:</b> 100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024  <b>Staff Responsible:</b> Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		





**Strategy 1:** Create and implement a system for the distribution and management of instructional resources and materials.

**Intended Audience:** Staff

**Provider / Presenter / Person Responsible:** Library Assistant/AP

**Date(s) / Timeframe:** BOY, MOY, EOY

**Staff Responsible:** AP

System Response 2 Details	Reviews			
<p><b>System Response 2:</b> As we move toward a system that always needs accurate information, we will regularly verify our PEIMS coding is accurate to ensure our internal systems are accurate so that we can meet student needs and guarantee accurate and timely reporting to the state.</p> <p><b>Evidence of Success:</b> To ensure accurate student coding throughout the year, on June 3, 2024, 99% of key student's records will be accurate to include to the following codes:            504            Bilingual Program            CTE            Discipline            Dyslexia            EEA            Emergent Bilingual            ESL Program            Gifted Program            Special Education Program            State Compensatory Education"</p> <p><b>Staff Responsible:</b> PF + SPED coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	On Track		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Create and implement a system to check and verify student special populations coding in PEIMS.

**Provider / Presenter / Person Responsible:** PEIMS Coordinator/SPED Facilitator/PF

**Date(s) / Timeframe:** BOY, then quarterly

**Collaborating Departments:** Information Systems

**Staff Responsible:** SPED Facilitator/PF

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aboueisha, F.	Academic Dean	Title I	1
Leon, A.	Academic Dean	Title I	1