

Wichita Falls Independent School District
Legacy High School
2024-2025 Campus Improvement Plan

Mission Statement

Mission:

The Mission of the Wichita Falls Independent School District and Legacy High School is to equip students to become contributing members of their community.

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board July 15, 2024.

Our Priorities

1. Students

1.1 Every student grows academically each year.

1.2 Safety and Well-Being of students

1.3 College and/or Career and/or Military Ready Students

2. Staff

2.1 Talent Acquisition and Retention

2.2 Honoring and Listening to Staff

2.3 Continuous Development and Training

3. Stakeholders

3.1 Parent and Family Satisfaction and Engagement

3.2 Community Satisfaction and Engagement

3.3 Community Partnerships

4. Stewardship

4.1 Ensure Strong and Transparent Financial Systems

4.2 Systematic, Long-Range Facility Planning

4.3 Operational Efficiency

Vision

WFISD Strategic Plan 2024

Adopted by the Wichita Falls ISD Strategic Plan as approved by the WFISD School Board July 15, 2024.

Legacy Vision:

Equipped Learners. Endless Possibilities.

Core Beliefs

Our Beliefs: We believe ...

- Students have intrinsic value and the right and opportunity to receive a high-quality education in a safe and supportive environment.
- Board members are strategic and transparent leaders who grasp the unique needs and perspectives of diverse district stakeholders.
- Principals/campus administrators are visionary servant leaders who build consistency and systems and are skilled in knowing the emotional needs of those they lead and serve.
- Parent/families are valued partners who are engage advocates for students' success.
- Superintendent/central office staff are continuously involved and in touch with our community, staff, and students and lead by example as they hold themselves and others accountable to our vision.
- Faculty/staff are dedicated educators who are supported and equipped to inspire and challenge our children through positive relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment as of 08/28/24:: 1884

Ethnicity:

Native Hawaiian or other Pacific - 0.002%

Black - 19%

White - 34%

Hispanic - 40%

Asian - 1%

American Indian - .05%

Multi-race - 5%

Subpopulations:

Economically Disadvantaged - 69%

Special Ed. - 14%

504 - 15%

GT - 6%

EB (ESL) - 11%

At-Risk- 63%

Male - 51%

Female - 49%

Class Size:

9th (Class of 2027) - 470
10th (Class of 2026) - 479
11th (Class of 2025) - 459
12th (Class of 2024) - 476

Demographics Strengths

Students - growth in the area to create more diversity

Staff - teachers with long term experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to increase the ethnic diversity within the staff to meet the diversity of the students.

Root Cause: Increased diversity of attendance zone, and limited applicant pool.

Student Learning

Student Learning Summary

- **EOC - Spring 2024**
 - Eng. 1 (Approaches 57%/Meets 41%/Masters 8%) - state Meets 52%
 - Eng. 2 (Approaches 65%/Meets 46%/Masters 4%) - state Meets 54%
 - Biology 1 (Approaches 88%/ Meets 48%/Masters 13%) - state Meets 56%
 - Algebra 1 (Approaches 74%/Meets 36%/ Masters 19%) - state Meets 43%
 - US History (Approaches 92%/ Meets 58%/ Masters 28%) - state Meets 70%
- Above State Meets based on most current 22-23 TAPR Report - below from 22-23 TAPR report
 - SAT/ACT (Approaches 96%/ Meets 77%/ Masters 10%) - state Meets 61%
 - CCMR Graduates - 60.9% - state 70%
 - TSI Both subjects - 30.2% - state 42.2%
 - AB/IB Criteria - 14.8% - state 20.5%
 - Dual Credits 14.8% - state 24%
 - Industry Based Certifications 27.3% - state 28%
 - Average SAT score 1035 - state 1001
 - Average ACT score 19.7 - state 19.5

Student Learning Strengths

- EOC
 - Eng. 1, Eng. 2, Algebra I, and USH showed an increase in the passing percentages from 2022.
- AP - On most of the AP tests, our students score close to the state average.
- PSAT
- Dual Credit
- TSI

- CTE certificates
- Military enlistments

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For the EOC, need continued growth in English 1 and English II at all levels - Approaches, Meets, Masters

Root Cause: Focus on skills

Problem Statement 2 (Prioritized): For the EOC, need continued growth in Algebra I, Biology I, and USH at all levels - Approaches, Meets, Masters

Root Cause: Focus on Skills

Problem Statement 3 (Prioritized): For the EOC, we want to see more progress monitoring to increase student growth.

Root Cause: Training for teachers in progress monitoring.

Problem Statement 4 (Prioritized): For the EOC, overall, we need to raise SPED and African American sub pop performance in all content areas.

Root Cause: Training in strategies to reach special ed. and African American populations.

Problem Statement 5 (Prioritized): For AP exams, we need to raise AP scores for all AP students on all 22 test by 10%.

Root Cause: Focus on skills

School Processes & Programs

School Processes & Programs Summary

- Curriculum & Instruction
- Extra Curricular
- Personnel
- Organizational
- Communication
- Celebration/Recognition
- Discipline
- Communities In Schools

School Processes & Programs Strengths

- Curriculum & Instruction
- Extra Curricular
- Personnel
- Organizational
- Communication
- Celebration/Recognition
- Discipline
- Communities in Schools

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to encourage students to participate in extracurricular activities and organizations. If there a correlation between discipline problems or academic performances and club/extracurricular involvement?

Root Cause: Lack of student involvement

Problem Statement 2 (Prioritized): Teachers and administrators are handling the discipline issues (specially tardies and disrespect) to decrease repeat offenses using the revised WFISD Discipline Plan.

Root Cause: Discipline polices

Problem Statement 3: Recognizing a larger population of the student population.

Root Cause: Lack of recognition for student achievement/involvement.

Perceptions

Perceptions Summary

- Parents
- Students
- Staff
- Community

Perceptions Strengths

- Parents-staff retention; safety; pride; academics; extra-curricular strengths
- Students-school pride; students use technology and feel safe
- Staff-focus on safe and collaborative culture; celebrations and moral boosting activities; positive leadership; opportunities to be on committees/special teams
- Community-middle class; low minority;
- Higher Reliability Schools Training

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Number of outbuildings/aging facilities. Large population. No one changes mindset and adhere to tradition. Uniformed community. School population rules are not enforced.

Root Cause: Aged facility. Increased population of students. Long standing traditions.

Priority Problem Statements

Problem Statement 1: For the EOC, need continued growth in English 1 and English II at all levels - Approaches, Meets, Masters

Root Cause 1: Focus on skills

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For the EOC, need continued growth in Algebra I, Biology I, and USH at all levels - Approaches, Meets, Masters

Root Cause 2: Focus on Skills

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For the EOC, we want to see more progress monitoring to increase student growth.

Root Cause 3: Training for teachers in progress monitoring.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: For the EOC, overall, we need to raise SPED and African American sub pop performance in all content areas.

Root Cause 4: Training in strategies to reach special ed. and African American populations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For AP exams, we need to raise AP scores for all AP students on all 22 test by 10%.

Root Cause 5: Focus on skills

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We need to encourage students to participate in extracurricular activities and organizations. Is there a correlation between discipline problems or academic performances and club/extracurricular involvement?

Root Cause 6: Lack of student involvement

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers and administrators are handling the discipline issues (specially tardies and disrespect) to decrease repeat offenses using the revised WFISD Discipline Plan.

Root Cause 7: Discipline policies

Problem Statement 7 Areas: School Processes & Programs

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Reduce teacher turnover rate by 5% in the 2024-2025 school year.

Evaluation Data Sources: Leaver/Hiring list Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Each teacher new to our campus, who has 2 or less years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher formally and informally multiple times per school year Strategy's Expected Result/Impact: Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC Platform will be used to help staff with lesson plans and curriculum. Strategy's Expected Result/Impact: The result will be curriculum and instruction support for all teachers. Accountability from assessments and Rigor will ultimately improve student achievement. Staff Responsible for Monitoring: Rider Staff Rider Admin. Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Strategy's Expected Result/Impact: High quality staff will be hired and provide excellent curriculum to our students. Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, the support of English Learners, AP strategies, and EOC strategies. Strategy's Expected Result/Impact: There will be an increase in the RIGOR in the classroom and scores will improve. Teachers will also have more tools to educate our students. This will transfer to teachers being more confident. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: SD Travel - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. Strategy's Expected Result/Impact: Title I funds will increase student achievement as a result of hiring and training the best skilled staff we can possibly find. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Recognition strategies will be used in the following area to recognize staff members doing great things. 1. Teacher of the Month program 2. Staff of the Month program 3. Department of the Month program 4. Newsletter shoutouts 5. West Foundation Teaching Excellence and TOY Awards 6. Social Media Posts Strategy's Expected Result/Impact: Teachers will receive recognition to let them know how much we appreciate the job they are doing. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: Contract services ESC - Title 1 Part A	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: We will increase the social media footprint concerning all the great things going on at Legacy High School. Facebook and Twitter post, and the Legacy Family Newsletter. Strategy's Expected Result/Impact: We will inform the public of the great things our teachers at Rider High School are doing. Staff Responsible for Monitoring: RiderTeaching Staff Rider Counseling Staff Rider Administrative Staff Rider Librarian Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: We will support new to education teachers with the Region 9 new teacher academy and a retired principal coaching new teachers on classroom management & instructional strategies. Strategy's Expected Result/Impact: Acclimation to campus, improved instructional competency and capacity Staff Responsible for Monitoring: Rider Admin Funding Sources: - Title 1 Part A - \$7,000	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: We will support both new to education and new to campus staff with monthly New Teacher Academy sessions and check-ins, to provide targeted support and receive feedback and input. Strategy's Expected Result/Impact: Opportunity to provide specific support for new staff needs on a regular basis. Staff Responsible for Monitoring: Rider Admin	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Campus leadership will support teacher/staff self care, mental health, and mindfulness through the creation of a new teacher relaxation room, various celebrations, and training throughout the year. Strategy's Expected Result/Impact: Teachers feel more rested and ready to take on the hard tasks they face each day Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 11 Details	Formative Reviews		
Strategy 11: We will conduct instructional leadership and student support training throughout the year on campus, providing hands-on experiences and reflective practices for staff to grow their instructional leadership and student support capacity.	Formative		
	Nov	Feb	May
			
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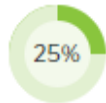
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase EOC scores at the approaches, meets, and masters level for the school year by 5% on English 1 and English 2 by May 2025.

Evaluation Data Sources: EOC results

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide remediation in preparation for upcoming exams. Strategy's Expected Result/Impact: By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties. Staff Responsible for Monitoring: Principal Campus Testing Coordinator Counseling Staff Funding Sources: tutorials - Title 1 Part A, tutorials - SCE	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students Administrative Staff	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Administrative Staff Teaching Staff	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction 10. Aligned academic vocabulary and literacy strategies 11. IB program training Strategy's Expected Result/Impact: The impact of the strategies will be a more refined specific strategies to educate the students of Rider High School. We will be creating a greater set of tools for our teachers to help our students be successful. Staff Responsible for Monitoring: Rider Administrative Staff Funding Sources: SD Subs - Title 1 Part A, Staff SD Extra Duty stipend - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Our High Reliability School Leadership Team will meet several times each semester as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tools and targeted elements of instruction. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month. Strategy's Expected Result/Impact: This will aid teacher in have elite lesson plans and meeting student needs. Staff Responsible for Monitoring: Administrative Staff Department Heads Lead Teachers - Additional Targeted Support Strategy Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

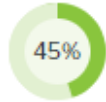
Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program. Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Department Chairs Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data to break it down and seek areas for improvement. Strategy's Expected Result/Impact: LHS will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT. Strategy's Expected Result/Impact: This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		

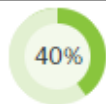
Strategy 10 Details	Formative Reviews		
Strategy 10: Writing and Grammar Software will be purchased to help students in all English classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. Other instructional software will also be purchased and utilized across content areas to increase academic engagement and performance. Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: Rider English Teachers Rider Administrative Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning and monitor their progress. Strategy's Expected Result/Impact: The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. Staff Responsible for Monitoring: Rider Admin Rider Department Heads & Lead teachers	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Purchase books and other supplemental material to increase students reading levels and comprehension. Strategy's Expected Result/Impact: Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. Staff Responsible for Monitoring: Rider Admin Rider CIL and Teachers Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
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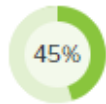
Goal 2: Build a foundation of literacy and numeracy.

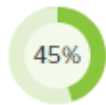
Performance Objective 2: Increase EOC scores at the approaches, meets, and masters level by 5% in Algebra I by May 2025.

Evaluation Data Sources: Spring STAAR reporting data, campus performance data, CBA

Strategy 1 Details	Formative Reviews		
Strategy 1: We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data. They will break it down and seek areas for improvement. Strategy's Expected Result/Impact: Rider will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Administration & Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP scores, dual credits earned, PSAT, SAT, and ACT. Strategy's Expected Result/Impact: This will increase participation and scores on EOC master's grade level, AP Exam, dual credit courses, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments. The classes will provide remediation in preparation for upcoming exams. Students will also be identified for targeted after hour tutoring and during the day intervention based off previous performance. Strategy's Expected Result/Impact: By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties. Staff Responsible for Monitoring: Principal Campus Testing Coordinator LHS Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students LHS Administrative Staff	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Administrative Staff Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction 10. IB program training Strategy's Expected Result/Impact: The impact of the strategies will be a more refined specific strategies to educate the students of Legacy High School. We will be creating a greater set of tools for our teachers to help our students be successful. Staff Responsible for Monitoring: Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Our High Reliability School Leadership Team will meet several times each semester as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tools from our Campus Instructional Framework. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month. Strategy's Expected Result/Impact: Grow instructional capacity and impact on achievement. Staff Responsible for Monitoring: LHS Admin & Teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: LHS Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning and monitor student progress. Strategy's Expected Result/Impact: The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. Staff Responsible for Monitoring: LHS Administrative Staff Department Chairs Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Purchase materials and supplies to increase students math fluency and comprehension. Strategy's Expected Result/Impact: Improve students reading levels and comprehension. Students will be able to master the ELA TEKS for grades 9-12. Staff Responsible for Monitoring: LHS Admin LHS CIL and Teachers Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase campus performance by 5% in each of the three areas measured by STAAR: student achievement, school progress, and closing performance gaps by May 2025.

Evaluation Data Sources: Multi-year STAAR data reports, BOY, MOY, and EOY Cambium assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Strategy's Expected Result/Impact: Title Funds will be used to add additional staff to meet the needs of our growing ECO DIS students at our campus. We will also use Title funds to tutor students before and after school. Staff Responsible for Monitoring: Admin. Staff Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus staff will receive ongoing PLC training as we plan instruction that engages all students at high levels of learning. The PLC's will focus on elite lesson planning to support all students, particularly those in struggling sub populations, to be successful in the classroom. Administrators will monitor PLC minutes that are shared in the Google Drive. Strategy's Expected Result/Impact: The level of rigor will increase in the planning for classroom instruction, as well as the level of questioning presented to the students on a daily basis. Staff Responsible for Monitoring: Administrative Staff Department Chairs Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: SCE funds will be utilized to provide tutorials for all subjects to meet the individualized needs for At-Risk students to provide them with additional opportunities to be successful in school, including supports and resources for PACE and PACE plus. Strategy's Expected Result/Impact: Increased performance on campus, district, and state assessments. Staff Responsible for Monitoring: Administrative Staff Teaching Staff Funding Sources: - SCE, Covid Care Aides - SCE	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase teacher collaboration by providing more opportunities for 100% of teachers to learn from others and each other by October 2025.

Evaluation Data Sources: Professional learning community meeting minutes, agendas, and sign-in sheets tracked in Google Forms, and teacher attendance at PD in and out of district.

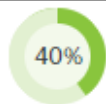
Strategy 1 Details	Formative Reviews		
Strategy 1: School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required. Strategy's Expected Result/Impact: The Fitness gram will aide student to understand the importance of physical fitness. Staff Responsible for Monitoring: Physical Education Teachers Admin. Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC will meet on a weekly basis to discuss strategies and curriculum to help students be successful in all areas. Strategy's Expected Result/Impact: With the increase in collaboration, students will have an increase in rigor and be more successful on all exams. Staff Responsible for Monitoring: CIL's and department heads Administrative Staff All Teachers and Paraprofessionals Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect High School to career and college

Performance Objective 1: 100% of students will graduate from Legacy in May 2025.

Evaluation Data Sources: PACE and credit recovery data
CEC data

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor students who are identified as at-risk of dropping out each six weeks through data-driven MTSS meetings. Support for these students may be provided through counseling, parent and student conferences, staff mentoring, credit recovery and accelerated instruction. Strategy's Expected Result/Impact: Improve graduation rate and assist students in recovering credit. Staff Responsible for Monitoring: Counselling Staff Administration Student Success Coordinator PACE teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Title I funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly. Strategy's Expected Result/Impact: Prevent at-risk students from dropping out of school. Title I funds will be allocated to meet the needs of students. Some funds will be allocated for additional staffing to assist at-risk students. Staff Responsible for Monitoring: Counseling Staff and Administration At-Risk Coordinator	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: PACE+ students will attend career counseling prior to completing the program. Strategy's Expected Result/Impact: All students will have a postsecondary goal and path. Staff Responsible for Monitoring: Counseling Staff Student Success Coordinator & Administration Staff Funding Sources: - Title I Part A	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: For college-bound and non-college bound students, closely monitor vertical alignment of CTE courses and cores to increase goal-setting for their postsecondary plans. Individual sessions will be completed with each senior student before graduation. Strategy's Expected Result/Impact: 100% of students will have a postsecondary plan. Staff Responsible for Monitoring: Counseling Staff College and Career Staff CTE Teaching Staff Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase communication with students and parents starting freshman year, on class selection, endorsements, career and college paths, via individual counseling and class presentations to guide students to desired post-secondary plan. Counselors will make regular visits each year to different classes of students. Strategy's Expected Result/Impact: Less turnover/changes in student endorsements, allowing students to stay on track to graduate on time with desired career or college path. Staff Responsible for Monitoring: Counseling Staff Administration Staff College and Career Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: We created a PACE PLC where each teacher has a caseload of students they are responsible for monitoring the progress of credits, contacting parents, and seeing students move at the appropriate pace through their credits. Our Admin liaison also monitors attendance, make up hours, and credits to efficiently allow opportunities for students to remain caught up. Strategy's Expected Result/Impact: Proactive approach, with fewer students needing credit recovery, and more efficient, successful completion of credits Staff Responsible for Monitoring: Admin team PACE teachers - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: The MTSS team meets 3 times each semester to analyze and track student data of early warning indicators, conference with students and parents to offer interventions and supports. Strategy's Expected Result/Impact: Proactive approach, fewer students falling behind, increased achievement at early grades Staff Responsible for Monitoring: Admin and Counselors and Student Success Coordinator	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: We will continue to support the Road to College Mentor program that meets on Thursday morning to prepare students for the college track. Strategy's Expected Result/Impact: Prepare students for the college track. Staff Responsible for Monitoring: Administration RTC Staff Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: We will expand the Road to College program to include supplemental FAFSA support for seniors, supplemental scholarship support, and a supplemental parent engagement component.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect High School to career and college

Performance Objective 2: Increase the number of 3's, 4's, and 5's scores on AP exams by 10% on all 22 exams in May of 2025, and increase level of IB EOY performance by 5%..

Evaluation Data Sources: AP Data and IB Data from 2024

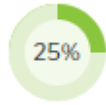
Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will correlate the grades in classroom with the scores on the AP and IB exam. We will determine areas of need and areas we have mastered. Strategy's Expected Result/Impact: Increase student participation and success on nationally standardized exams. Staff Responsible for Monitoring: AP & IB Teacher Administration Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: AP and IB and GT Training will be embedded into the Campus Staff Development Plan, and teacher will also attend advanced academic training outside of WFISD. These trainings will include questioning strategies to help raise the level of rigor of questioning. Strategy's Expected Result/Impact: The result will be an increase in AP and IB scores from top to bottom. Teachers will have more confidence and plan better lesson for our students. Staff Responsible for Monitoring: Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP & IB scores, dual credits earned, PSAT, SAT, and ACT. Strategy's Expected Result/Impact: This will increase each student's scores on AP Exam, IB program, dual credit, EOC masters grade level, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP & IB Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Purchase supplies and materials to help increase AP and IB scores in all AP and IB subjects. Strategy's Expected Result/Impact: Increase the numbe of 3's, 4's, 5's on AP exams and overall IB performance Staff Responsible for Monitoring: AP and IB Staff Funding Sources: - Title I Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect High School to career and college

Performance Objective 3: Increase EOC approaches, meets, and masters scores by 5% on Eng I, Eng II, Algebra I, Biology, and USH exams in May of 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: AP and IB and GT Training will be embedded into the Campus Staff Development Plan. This training will include questioning strategies to help raise the level of rigor of questioning. Strategy's Expected Result/Impact: The result will be an increase in AP and IB scores from top to bottom. Teachers will have more confidence and plan better lesson for our students. Staff Responsible for Monitoring: Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use the listed strategies to improve in the areas of distinctions listed: Academic Achievement in Math Academic Achievement in Science Top 25% Student Progress Top 25% Closing Performance Gaps. Staff will be given data. They will break it down and seek areas for improvement. Strategy's Expected Result/Impact: LHS will meet all 7 of the Distinction Designation. Staff Responsible for Monitoring: Administration, Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Our Advanced Academics Team will meet two times each semester to focus on growing and supporting students and staff capacity, participation, and achievement on the EOC master's grade level, AP/IB scores, dual credits earned, PSAT, SAT, and ACT. Strategy's Expected Result/Impact: This will increase each student's scores on AP Exam, dual credit, EOC masters grade level, PSAT, SAT, and ACT. Staff Responsible for Monitoring: AP/IB Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: An enrichment and mastery days may be scheduled in some classes, as well as PLC data days. The enrichment and mastery days will include strategies to increase students that have mastered the objectives as well as remediate those that have struggled with the objectives, as well as provide students opportunities for mastery. Strategy's Expected Result/Impact: Students will better understand the objectives of the unit and be proficient at them before the teachers move on to other objectives. Staff Responsible for Monitoring: Teaching Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Administrative Staff Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Google Training & Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction 10. IB training Strategy's Expected Result/Impact: The impact of the strategies will be a more refined specific strategies to educate the students of LHS High School. We will be creating a greater set of tools for our teachers to help our students be successful. Staff Responsible for Monitoring: Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Department Chairs Administration Teacher Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: With the increase in technology purchased for the classroom, No Red Ink, Buncee, and GimKit Software will purchased to help students in all English classes, and other academic classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: English & other content Teachers Administrative Funding Sources: Technology - Title 1 Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect High School to career and college

Performance Objective 4: Increase opportunities for 100% of college-bound students to attend SAT and ACT prep and visit colleges by May of 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide PSAT, ACT and SAT review sessions on a scheduled basis. Strategy's Expected Result/Impact: Increase student participation and success on nationally standardized exams. Staff Responsible for Monitoring: College and Career Coordinators Administration Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: For college-bound and non-college bound students, closely monitor vertical alignment of CTE courses and cores to increase goal-setting for their postsecondary plans. Individual sessions will be completed with each senior student before graduation. Strategy's Expected Result/Impact: 100% of students will have a postsecondary plan. Staff Responsible for Monitoring: Counseling Staff College and Career Staff CTE Teaching Staff Administration Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect High School to career and college

Performance Objective 5: Increase overall student engagement measures by 10% each

Strategy 1 Details	Formative Reviews		
Strategy 1: Begin regular EMPOWER videos to share a brief encouraging and uplifting message with our students. Strategy's Expected Result/Impact: increased engagement measurements Staff Responsible for Monitoring: Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host Principal's Leadership Team and leadership breakfasts several times during the year.	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Social emotional and soft skill lessons and mini book studies from counselors, teachers, and coaches in both academic and extracurricular classes. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Reduce the number of students receiving Accelerated Instruction classes by 5% for 10th, 11th, and 12th grade students for the 2025-2026 school year.

Evaluation Data Sources: BOY, MOY, EOY Cambium assessments and EOC Data

Strategy 1 Details	Formative Reviews		
Strategy 1: SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Strategy's Expected Result/Impact: SCE funds will be used to help in the PACE program to meet the needs of at-risk youth. Staff Responsible for Monitoring: Administration Teaching Staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All end of course tested subjects will provide a boot camp in the fall and the spring for those at risk of not being successful. Strategy's Expected Result/Impact: Students will increase the passing rate on End of Course exams as a result of these boot camps. Staff Responsible for Monitoring: Core Teaching Staff Administrative St Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: EL strategies & language strategies will be implemented in all classrooms to achieve the ELPS requirement. Strategy's Expected Result/Impact: All students will read, write, listen, and speak in all lessons. This will be evident through lesson plans and classroom observations. Staff Responsible for Monitoring: Teaching Staff Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers of EL student will have numerous trainings. Core ELA teacher will be sent to ESL Academy and. There will also be embedded EL staff development throughout the year including Seidletz language acquisition strategy training. Strategy's Expected Result/Impact: There will be an increase in student success at all levels, not just the ESL students. Staff Responsible for Monitoring: All staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Continue WFISD Chromebook Cart initiative for all students in 24-25 year.

Strategy 1 Details	Formative Reviews		
Strategy 1: SCE and title I funds will be used to upgrade and enhance school wide instructional programs. Additional staff and technology resources may be provided to support at-risk learners. Strategy's Expected Result/Impact: SCE and title I funds will primarily be used for tutorials and supplies for students. Students grades and retention of information will improve with the extra help from teachers. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: With the increase in technology purchased for the classroom, No Red Ink, Buncee, & GemKit Software will purchased to help students in all English classes, along with other academic classes, with exposure to advanced writing and reading passages, as well as revising and editing practice. Strategy's Expected Result/Impact: The expectation will be increased scores in our ELA EOC scores and possibly other EOCs with exposure to more vocabulary and advanced reading selections. Staff Responsible for Monitoring: English and other content Teachers Administrative Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: SCE/Title Funds will be used to cover tutorials and after school enrichment clubs. Strategy's Expected Result/Impact: The expectation will be increased scores on all EOC test. Staff Responsible for Monitoring: Administration Teachers Funding Sources: - SCE, - Title 1 Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: Maintain school provided family engagement activities at a minimum of 4 times per year by May of 2025, including multiple grade level parent meetings, grade level orientation nights, and incoming 8th grade orientation events, etc.

Evaluation Data Sources: Family engagement activities, calendar, agendas, and audience.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Strategy's Expected Result/Impact: Parents will be better informed about educational opportunities available to their children. Staff Responsible for Monitoring: Administration Counselors Funding Sources: Parent Involvement - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will host additional parent meetings, supported by appropriate marketing and communication to see increased participation and engagement. Strategy's Expected Result/Impact: Improved relationships, student and family engagement, along with subsequent achievement and opportunity Staff Responsible for Monitoring: Admin team Counselors	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Host an annual Title I meeting to go over Title I information, requirements, budget, expenditures, and program Strategy's Expected Result/Impact: Improved relationships, student and family engagement, along with subsequent achievement and opportunity Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Increase overall campus attendance rate from 95% to 96% by May 2025.

Evaluation Data Sources: Monthly and yearly campus and district attendance data reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing. Strategy's Expected Result/Impact: Students will be more successful as a result of improved attendance. Grades and EOC scores will improve. Staff Responsible for Monitoring: Attendance Clerks District Truancy Office Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will utilize our MTSS, Gold Catch Up, Mandatory Tutorials, Saturday School, and PALS tutorial process to support increased attendance for struggling students.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase engagement on campus through federally funded field trips and participation in student clubs and organizations. Strategy's Expected Result/Impact: Increased engagement and connection to school Staff Responsible for Monitoring: Admin and teachers of these areas, clubs TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 5: Reduce the number of yearly discipline referrals by 10% by May 2025, and decrease the number from fall semester to spring by 10% by May 2025.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. Strategy's Expected Result/Impact: Student will be given the necessary services to meet their needs. Staff Responsible for Monitoring: Counselors Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, coping with stress and anxiety, developing grit, and improving social/emotional health, as applicable to grade level/student. Strategy's Expected Result/Impact: The Student Supplement will be reviewed by all students during the first week of school. Student will understand this issues and the consequences that are associated with them. Staff Responsible for Monitoring: Administration Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent. Strategy's Expected Result/Impact: The expected result will be a smooth transition back to the general education classroom. Staff Responsible for Monitoring: Administration Teaching Staff Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The Community in Schools program will implement the Cornerstones of Resiliency. Those areas include physical, mental, mindfulness, and social. Strategy's Expected Result/Impact: This strategy will help qualifying students in the areas listed. Students will receive more tools to address situations, especially relationship conflicts, in a better way. This will help reduce discipline referrals. Staff Responsible for Monitoring: Principal CIS Staff Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Community in Schools program will increase collaboration by 100%. They will seek to improve in these areas: parent involvement, referral system to CIS and Google document for the referral process from teachers. Strategy's Expected Result/Impact: This will better meet the needs of our students and also fulfill the requirements of the program. Teachers will also have improved access to students who are in need. LHS will meet the goal of 128 students in the program. Staff Responsible for Monitoring: Principal CIS Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: To give students support and help them grow personally in their academic and career aspirations, as well as reaching emotional and social development goals. Strategy's Expected Result/Impact: This will help the mental health of all students. The counseling staff will be working with students with needs in this area. This will help the overall student, both mentally and academically. Staff Responsible for Monitoring: Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: We will continue to use rapport building, discipline points, positive incentives, parental engagement, and the MTSS process to intervene with students exhibiting continuous behavior concerns. Strategy's Expected Result/Impact: Decrease in negative behaviors, increase in student engagement and performance. Staff Responsible for Monitoring: Admin team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 6: Increase the approaches, meets, and masters rate on all five EOC exams by 3% by May 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. BOY Growth assessments, data analysis, and progress monitoring will be utilized in Algebra and English EOC areas. Strategy's Expected Result/Impact: By focusing on the struggling learners, their scores will increase as a result of the remediation and the focused areas of study where they have difficulties. Staff Responsible for Monitoring: Principal Campus Testing Coordinator Counseling Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Strategy's Expected Result/Impact: These students needs will be met to help them be more successful. They will have accommodations that will aide them academically. Staff Responsible for Monitoring: Teachers of ESL students Administrative Staff	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Strategy's Expected Result/Impact: Language Support to increase capacity and better understanding of content information. Staff Responsible for Monitoring: Testing Coordinator ESL Teacher Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff development will be provided for all staff to find different ways to differentiate the instruction and increase scores. Teachers will then take this staff development and implement these differentiation strategies into their classroom. Strategy's Expected Result/Impact: Students will be impacted by staff creating different learning opportunities that fits the needs of all students. Staff Responsible for Monitoring: Administrative Staff Teaching Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Ongoing professional development will be established in the following areas: 1. Marzano's New Art & Science of Teaching strategies 2. Fundamental Five 3. Google Training & Instructional Technology & Digital Learning 4. Instructional rounds 5. Marzano's High Reliability School Training 6. OnRamps/AP trainings 7. Curriculum and Content Mapping 8. EL/Seidletz language strategies 9. Data-driven instruction 10. IB Training Strategy's Expected Result/Impact: The impact of the strategies will be a more refined specific strategies to educate the students of Legacy High School. We will be creating a greater set of tools for our teachers to help our students be successful. Staff Responsible for Monitoring: Administrative Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Our High Reliability School Leadership Team will meet each month as we distribute leadership to grow our instructional practices on campus. The HRS team will analyze data and focus on a specific instructional tool or area each month. They will collaborate with their PLC and departments to implement and evaluate how to improve in this area each month Strategy's Expected Result/Impact: Grow instructional capacity and impact on achievement. Staff Responsible for Monitoring: Administrative Staff Teachers - TEA Priorities: Build a foundation of reading and math Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Staff will have the ability to observe and discuss effective teaching via Instructional Rounds, New Teacher Academy, and Fine Arts grant program Strategy's Expected Result/Impact: This will allow teachers to see what others are doing and learn from each other. Staff Responsible for Monitoring: Department Chairs Administration Leaders Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will develop and implement new instructional strategies, digital learning activities, hands-on learning opportunities, and engaging lesson activities to increase student engagement and achievement in all sub populations in all content areas. Strategy's Expected Result/Impact: Improved learning outcomes and achievement scores in all EOC areas and sub populations Staff Responsible for Monitoring: Admin - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilization of Rider Extracurricular Clubs and Student Organizations to increase engagement and provide students with broader range of exposure. Strategy's Expected Result/Impact: Increase on performance on EOC test in all 5 subject areas. Staff Responsible for Monitoring: Admin. Organization and club sponsors Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 7: Increase college credit earning AP/IB scores by 3% in all content areas by May 2025.

Evaluation Data Sources: Collegeboard testing data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will develop and implement new instructional strategies, digital learning activities, and hands-on learning opportunities to increase student engagement and achievement in all sub populations in all content areas. Strategy's Expected Result/Impact: improved AP/IB test performance for all content areas Staff Responsible for Monitoring: Dept Heads, Admin - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	May
	50%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

State Compensatory

Budget for Legacy High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.8

Brief Description of SCE Services and/or Programs

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Personnel for Legacy High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bailey, Leslie	Student Support Counselor	1
Briscoe, Shawn	Aide	0.9
Davidson, June	Aide	0.9
Holly, Dustin	Teacher	0.875
Radtke, Tim	Teacher	0.125

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chamberlain, Todd	CIL-SS	School Wide	.125
Henderson, Bryce	CIL-Science	School Wide	.125
Jones, Keri	CIL-Math	School Wide	.125
Preston, Heather	CIL -ENG	School Wide	.125

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	SD Travel		\$0.00
1	1	6	Contract services ESC		\$0.00
1	1	8			\$7,000.00
2	1	1	tutorials		\$0.00
2	1	5	SD Subs		\$0.00
2	1	5	Staff SD Extra Duty stipend		\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
2	2	11			\$0.00
3	1	3			\$0.00
3	1	8			\$0.00
3	2	4			\$0.00
3	3	8	Technology		\$0.00
3	4	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	1	Parent Involvement		\$0.00
4	6	9			\$0.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$193,823.00
+/- Difference					\$186,823.00
Grand Total Budgeted					\$193,823.00
Grand Total Spent					\$7,000.00
+/- Difference					\$186,823.00