Midland Independent School District

Legacy High School

2025-2026 Campus Improvement Plan

Mission Statement

All students will graduate prepared and ready for college or career.

Vision

Learn with passion, act with courage, and change the world.

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Needs Assessment Overview Summary

Legacy High School continues to make progress in several key areas, including student achievement, stakeholder engagement, and instructional leadership. The campus demonstrated growth in STAAR EOC performance across multiple content areas from 2024 to 2025, with gains reflected among key subpopulations such as Emergent Bilingual, Special Education, and Economically Disadvantaged students. U.S. History and Biology showed particularly strong outcomes, while English I and Algebra I remain areas of concern, with low percentages of students reaching the Meets grade level standard—especially among EB and SPED students. Additionally, performance among English II retesters remains a significant area in need of focused instructional intervention.

To address these persistent academic gaps, a **concerted, campus-wide effort is needed to improve achievement specifically among Algebra I, English I, and English II retesters**. These students require targeted, skill-specific support systems and structured opportunities for reteach and intervention, anchored in data-driven practices.

Stakeholder engagement remains a hallmark of the LHS culture. The campus hosted 28 student and family events throughout the year, 22 of which featured student leadership or performance roles. Events such as the International Expo, AP Scholar Reception, Rebel Parent University, and Coffee with the Principal reflect the campus's commitment to building a welcoming and inclusive school community. Survey data confirms strong satisfaction among staff and parents, particularly in the areas of communication, support, and school safety. However, student survey results indicate a need for more consistent student-centered practices, as students report lower levels of perceived support, safety, and mutual respect than staff or parents.

Instructional leadership structures are evolving, with systems like Empowering Excellence Through Coaching, TLAC Learning Lunches, and the implementation of Multi-Classroom Leaders (MCLs) providing support for teacher growth. However, there are inconsistencies in PLC effectiveness across core content areas. New PLC leads have not received the same level of training as MCLs, particularly in the TLAC-aligned strategy of lesson internalization, limiting the depth and rigor of collaborative planning and its impact on instructional quality.

Additionally, attendance continues to be a persistent challenge. While there have been slight year-over-year gains, the current rate (89.7%) remains below pre-COVID levels and continues to affect academic outcomes, particularly for at-risk students. Systems for monitoring and celebrating improved attendance are still in development and require a more unified and proactive campus-wide approach.

Finally, there is a pressing need to **establish and implement a robust Multi-Tiered System of Supports (MTSS)** to ensure that academic, behavioral, and social-emotional needs are identified and addressed in a timely and systematic way. A clearly defined MTSS framework—with embedded data cycles, tiered interventions, and consistent progress monitoring—will be essential in supporting the achievement and well-being of all students, particularly those most at risk of falling behind.

Demographics

Demographics Summary

Legacy High School is a comprehensive high school serving grades 10-12. LHS serves a diverse student population of approximately 2,735 students and 214 teachers and support staff. The demographic breakdown of LHS is 6.87% African American, 2.16% Asian, 67.02% Hispanic, 1.68% Two or More Races and 21.97% White. 48.26% of our students are female while 51.74% are male. Additionally, 47.86% of our students meet the criteria as economically disadvantaged, 8.67% receive special education services, 7.75% receive 504 services, 20.04% are Emergent Bilingual, and 4.57% are gifted. Moreover, 67.97% of our students are categorized as at-risk. The most current data shows that our campus attendance rate was 89.7% with a mobility rate of 20.81% which is up from 16.13% in 23-24. Our attendance rate has declined from the previous school year as it was 90.12%.It is worth noting it is an improvement from 89.50% for the 2022-2-23 year and 87.30% in 2021-2022 school year. The attendance rate still has not recovered from the effects of COVID. During the 2019-2020 school year the attendance rate was 92.26% We have a very active PTA that supports our school in various ways. Our booster clubs are very involved and support LHS financially and through volunteerism.

Legacy High School offers a wide range of courses such as, dual credit, advanced placement (AP), enhanced Academic Services (EAS), Gifted & Talented (GT), EB program, special education, and 504 to meet the needs of all students academically. We offer a variety of industry certification pathways that offer students the opportunity to enter the workforce prepared and certified. As of 5/2/25, LHS students earned 611 industry based certifications (compared to 430 the previous year and 386 the year before that).

Legacy High School is committed to employing a highly qualified, talented staff and providing them with meaningful, ongoing professional learning opportunities throughout the school year. Professional development is intentionally designed to address needs identified in this improvement plan and will be facilitated by campus administrators, Multi-Classroom Leaders (MCLs), Instructional Specialists, department chairs, district curriculum coordinators, and—when appropriate—external consultants.

Targeted, job-embedded professional learning is essential to both student achievement and teacher growth. To support this, LHS will continue to implement the T-TESS evaluation system, which reinforces goal setting and leverages actionable feedback to support professional development. For the upcoming year, LHS will expand T-TESS support through small group training sessions tailored to staff needs.

Weekly Professional Learning Community (PLC) meetings further strengthen teacher effectiveness by supporting lesson design, reinforcing evidence-based instructional strategies, and fostering collaborative problem-solving. Through these efforts, all stakeholders—teachers, administrators, support staff, and students—remain engaged in a culture of high-level learning, with a shared goal of ensuring that *every student graduates college and career ready*.

Legacy High School also prioritizes serving its diverse student body through differentiated instruction and the integration of instructional technology to enhance student outcomes. While enrollment has remained relatively steady, student attendance continues to present a significant post-pandemic challenge. Although there has been some improvement, chronic absenteeism remains a barrier to academic success.

To address this, the school utilizes an automated call-out system to notify parents of student absences. Attendance is closely monitored by alpha-assigned assistant principals, and Attendance Improvement Meetings are held with students, families, and administrators to identify and address barriers to regular attendance. When appropriate, students are placed on

Attendance Improvement Plans. In addition, LHS provides credit recovery during and after school for students who are off-track for graduation, particularly those transitioning from the 9th Grade Center.

Demographics Strengths

- The diversity of our campus gives students the opportunity to learn from and with students from varied backgrounds, cultural, and ethnic groups.
- LHS has a multitude of programs, clubs, and activities for all students.
- LHS offers classes that are directly linked to the oil and gas region that our community is based in.
- Our campus works closely with Midland College and UTPB to make sure the certifications and job training that is needed for employment in the business sector are promoted.
- Our PTA and numerous booster clubs work to be inclusive and to plan activities that relate to and serve a broad spectrum of interests.
- The CCMR rate increased from 88% to 90%.
- 611 Industry Based Certifications were earned by students during the 2024-2025 school year compared to 430 the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate improved approximately 2.2% (87.30% to 89.5%), but is still below 92.26% which is the attendance rate is prior to the COVID pandemic. The attendance rate has a direct impact on our graduation rate and overall student success.
Root Cause: While Legacy High School has made progress in developing a more systematic approach for assistant principals to monitor attendance and communicate with families, there is still a need for comprehensive and cohesive systems that promote daily attendance, celebrate improvements, and provide targeted mentoring for students with chronic absenteeism. Although structures for tracking and intervention ha

Problem Statement 2 (Prioritized): Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.
Root Cause: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Student Learning

Student Learning Summary

- As of 5/2/25, LHS students earned 611 industry based certifications (compared to 430 the previous year and 386 the year before that).

- As of 5/22/25, the LHS graduating class of 2025 CCMR rate grew from 88.97% to 90.79% (this is lagging data)

- LHS had one National Merit Finalist and one National Merit Commended Scholar

	Spring 2025 STAAR EOC, English II									
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Did Not Meet	Did Mee
Legacy Senior High	975	32	3924	50.74%	**60.62%**	**44.10%**	**4.41%**	05/01/25	23.18%	
Economic Disadvantage	496	29	3822	46.04%	54.23%	34.68%	2.22%	05/01/25	30.44%	
American Indian/Alaskan Nativ	4	23	3579	36.33%	25%	25%	0%	05/01/25	75%	
Asian	17	44	4311	68.84%	88.24%	82.35%	11.76%	05/01/25	5.88%	
Black/African American	58	30	3836	46.20%	58.62%	29.31%	5.17%	05/01/25	24.14%	
Hispanic	688	30	3848	47.21%	54.65%	37.79%	2.76%	05/01/25	27.76%	
Native Hawaiian/Pacific Islande	1	20	3547	31.25%	0%	0%	0%	05/01/25	0%	
Two or More Races	13	43	4268	66.47%	76.92%	69.23%	15.38%	05/01/25	7.69%	
White	194	40	4174	62.37%	79.90%	66.49%	8.76%	05/01/25	8.25%	
Currently Emergent Bilingual	247	23	3599	35.43%	31.17%	14.17%	0%	05/01/25	48.18%	
First Year of Monitoring	7	46	4350	71.88%	100%	100%	14.29%	05/01/25	0%	
Second Year of Monitoring	2	50	4485	78.13%	100%	100%	0%	05/01/25	0%	
Special Ed Indicator	80	23	3605	35.61%	32.50%	11.25%	0%	05/01/25	47.50%	

						Spring 2025 STAAR EOC, English I					Perf
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Meet
Legacy Senior High	357	19	3483	29.73%	12.32%	4.20%	0%	05/01/25	0%	64.43%	
Economic Disadvantage	224	18	3467	28.79%	9.38%	1.79%	0%	05/01/25	0%	65.62%	
American Indian/Alaskan Nativ	3	17	3454	27.08%	0%	0%	0%	05/01/25	0%	100%	
Asian	3	21	3569	33.33%	33.33%	0%	0%	05/01/25	0%	66.67%	
Black/African American	18	21	3546	32.81%	22.22%	5.56%	0%	05/01/25	0%	55.56%	
Hispanic	307	18	3464	28.87%	10.10%	3.91%	0%	05/01/25	0%	66.78%	
Native Hawaiian/Pacific Islande	1	17	3442	26.56%	0%	0%	0%	05/01/25	0%	100%	
Two or More Races	2	29	3796	44.53%	100%	0%	0%	05/01/25	0%	0%	
White	23	24	3654	37.57%	26.09%	8.70%	0%	05/01/25	0%	39.13%	
Currently Emergent Bilingual	226	18	3439	27.75%	7.96%	3.10%	0%	05/01/25	0%	72.57%	
Special Ed Indicator	17	18	3435	27.57%	11.76%	0%	0%	05/01/25	0%	76.47%	

						Spring 2025 STAAR EOC, Algebra I				Performanc	
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High
Legacy Senior High	210	17	3436	28.43%	21.90%	1.43%	0.48%	05/01/25	0%	31.90%	46.19%
Economic Disadvantage	132	16	3409	27.41%	18.94%	0%	0%	05/01/25	0%	37.12%	43.94%
American Indian/Alaskan	1	17	3467	28.81%	0%	0%	0%	05/01/25	0%	0%	100%
Asian	2	20	3585	33.90%	50%	0%	0%	05/01/25	0%	0%	50%
Black/African American	14	15	3386	26.15%	14.29%	0%	0%	05/01/25	0%	50%	35.71%
Hispanic	165	17	3429	28.20%	20.61%	1.21%	0.61%	05/01/25	0%	32.73%	46.67%
Two or More Races	2	15	3378	25.42%	0%	0%	0%	05/01/25	0%	0%	100%
White	26	18	3500	30.96%	34.62%	3.85%	0%	05/01/25	0%	23.08%	42.31%
Currently Emergent Biling	96	17	3461	29.36%	26.04%	3.12%	1.04%	05/01/25	0%	31.25%	42.71%
Special Ed Indicator	15	15	3328	25.42%	13.33%	0%	0%	05/01/25	0%	33.33%	53.33%

Spring 2025 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did
Legacy Senior High	526	25	3933	47.01%	**84.41%**	**42.97%**	5.13%	05/01/25	0%	5.70%	
Economic Disadvantage	302	24	3879	44.63%	81.79%	36.76%	2.65%	05/01/25	0%	6.95%	1
American Indian/Alaskan Native	2	16	3528	29.25%	50%	0%	0%	05/01/25	0%	0%	
Asian	7	34	4366	64.96%	100%	100%	14.29%	05/01/25	0%	0%	
Black/African American	36	24	3909	45.65%	80.56%	33.33%	5.56%	05/01/25	0%	2.78%	1
Hispanic	399	24	3899	45.54%	82.96%	38.60%	4.01%	05/01/25	0%	7.27%	
Two or More Races	6	28	4068	52.83%	100%	83.33%	0%	05/01/25	0%	0%	
White	76	28	4087	53.72%	92.11%	63.16%	10.53%	05/01/25	0%	0%	
Currently Emergent Bilingual	147	21	3767	39.97%	73.47%	27.21%	0%	05/01/25	0%	13.61%	1
First Year of Monitoring	5	31	4172	57.74%	100%	80%	20%	05/01/25	0%	0%	
Special Ed Indicator	62	21	3756	39.23%	67.74%	19.35%	3.23%	05/01/25	0%	8.06%	2

Spring 2025 STAAR EOC, US History

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High
Legacy Senior High	825	43	4211	54.93%	**92.61%**	**64.61%**	32.97%	05/01/25	0%	1.21%	6.18
Economic Disadvantage	353	39	4094	50.57%	87.54%	54.67%	24.65%	05/01/25	0%	1.98%	10.48
Asian	22	53	4589	68.07%	100%	81.82%	63.64%	05/01/25	0%	0%	0
Black/African American	58	41	4151	52.74%	93.10%	62.07%	31.03%	05/01/25	0%	0%	6.90
Hispanic	549	40	4130	51.87%	90.16%	58.11%	25.87%	05/01/25	0%	1.82%	8.01
Native Hawaiian/Pacific Islander	1	26	3678	33.33%	100%	0%	0%	05/01/25	0%	0%	0
Two or More Races	13	47	4343	60.85%	100%	84.62%	53.85%	05/01/25	0%	0%	0
White	182	49	4423	62.95%	98.35%	81.87%	50%	05/01/25	0%	0%	1.65
Currently Emergent Bilingual	145	31	3830	40.14%	74.48%	31.03%	6.90%	05/01/25	0%	4.83%	20.69
First Year of Monitoring	10	46	4314	59.36%	100%	80%	30%	05/01/25	0%	0%	0
Second Year of Monitoring	2	48	4341	61.54%	100%	100%	50%	05/01/25	0%	0%	0
Special Ed Indicator	43	31	3838	40.37%	76.74%	30.23%	6.98%	05/01/25	0%	2.33%	20.93

Between spring 2024 and spring 2025, Legacy High School demonstrated steady, campus-wide gains at the Meets Grade Level standard or above across all five EOC subjects:

- **English I** improved from 2% to 4% Meets+ overall (Emergent Bilingual +2%, Economically Disadvantaged +2%).

- **English II** held strong at 53% Meets+ overall, with subgroup increases for EB (+1%), SPED (+1%) and EcoDis (+2%).

- **Algebra I** saw a +1% rise in Meets+ for total, EB, and EcoDis students.

- **Biology** climbed from 50% to 52% Meets+ (SPED +2%, EcoDis +2%, EB +1%).

- **U.S. History** strengthened from 82% to 83% Meets+ overall (SPED +3%, EB +2%, EcoDis +2%).

These gains reflect the impact of our expanded small-group T-TESS training, targeted PLC planning, and intentional use of MTSS strategies—particularly in our stronger content areas of U.S. History and Biology.

Student Learning Strengths

- **Overall Performance Improvements in Core Content Areas**

  - Significant growth noted in **Biology**, where all tested categories (Approaches, Meets, Masters) showed increases. This suggests strong Tier 1 instruction and aligned interventions in science.

- **Subpopulation Strengths**

  - **African American students** showed notable gains in **Biology and U.S. History**, particularly at the *Meets* and *Masters* levels—indicating strong content access and instructional equity in those subjects.

  - **Emergent Bilingual (EB) students** demonstrated an increase in the **Approaches** level across multiple subjects, indicating that scaffolded instruction and language supports may be effectively reaching students at foundational levels.

  - **Students receiving 504 services** outperformed other subgroups at the *Approaches* and *Meets* levels in English I and English II, reflecting successful accommodation practices.

- **Credit Recovery & IBC Programs**

  - Continued success in **earning Industry-Based Certifications (IBCs)** and **credit recovery systems** helped students get back on track for graduation, contributing to strong CCMR metrics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and
Root Cause: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based

interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs

At Legacy High School, we focus on growing teachers and leaders. Our Instructional Leadership Team (ILT), made up of department chairs, counselors, the CCMR coordinator and administrators, meets bi- weekly to make collaborative decisions that lead to systematic and contiguous school improvement. In addition, a summary of the minutes is provided to all staff members after each ILT meeting. The principal publishes a week at a glance or the Peek-At-The Week that is sent out weekly to ensure that all staff members are aware of decisions, given the opportunity to provide input, and aware of the weekly schedule. LHS has implemented Teach Like a Champion (TLAC) Learning Lunches to support the work of embedding TLAC strategies in all classrooms.. Finally, and two Instructional Specialists helping create and implement the Empowering for Excellence Coaching Model that is aligned with the work of our MCLs on campus.

At LHS, we focus on retaining effective teachers, recruiting, and selecting the best person for the open positions. We help grow our teachers by providing 3 support systems:

    1. Empowering Excellence Through Coaching through Instructional Specialists

    2. Mentor program for new to campus teachers

    3. Opportunity Culture-We currently have 3 MCL's and an RA. The MCL's help grow a group of teachers by   co-teaching, modeling, collaborating, and providing feedback daily.

 Jobs are currently posted on our district's website and interviews are conducted by the administration and department chairs. We have specialized counselors for our EB population and SPED population to ensure that those students are served according to their very specific needs. We base our campus professional development plan on T-TESS goals and common issues we see on campus. We focus on effective Professional Learning Communities to help develop all teachers and to ensure a guaranteed and viable curriculum. Teachers follow the YAG/IFD from the TEKS Resource System. Content/Grade Level teams are expected to unpack the standards and work with their team to plan lessons and build common assessments. We are working on creating a campus Plan-On-A-Page to give clarity to the important work taking place on campus. As a school, we are focusing on Teach Like a Champion Strategies to help grow the capacity of our teachers which will enhance student learning outcomes. We utilize a platform called ICU to provide student opportunities to make up assignments, attend mandatory tutorials, and have a mentor to check on their grades and assignments.

Legacy High School is a 1 to 1 campus, thus all students are issued a Chromebook (as long as they have completed the acceptable use policy) and our campus

utilizes Canvas as its digital learning platform.

ORGANIZATION NAME
Academic Decathlon
Asian Culture Club
Band
Basketball (Boys)
Business Professionals of America (BPA)
Cheer
Chess Club
Choir
Communities in Schools (CIS)

ORGANIZATION NAME
Cosmetology Skills USA
Cross Country
DECA
DOLLS
FFA
Folklorico
Football
French Honor Society (SHF)
German Club
Girls Who Code Legacy

ORGANIZATION NAME
Golf (Boys & Girls)
High School BBQ Association
Interact Club
Junior Class
Lady Rebel Basketball
Legacy Orchestra
LHS Rebel Powerlifting
LHS Texas Association of Future Educators T.A.F.E.
Mariachi
Midland ISD AFJROTC

ORGANIZATION NAME
MOAS
Mu Alpha Theta (Math Honor Society)
National Art Honor Society
National Honor Society
National Technology Honor Society
Newspaper "Rebel Reporter"
Oil & Gas
Rebel Media Alliance
Rebel Productions
Robotics

ORGANIZATION NAME
Science National Honor Society
Senior Class
Soccer (Boys)
Soccer (Girls)
Softball
Sophomore Class
Spanish Honor Society (SHH)
Speech & Debate

ORGANIZATION NAME
Student Council
Students in Philanthropy
Swim & Dive
T.A.F.E.
Tennis
Theater (Troupe 5968)
UIL Academics
UNICEF
Volleyball
Yearbook

School Processes & Programs Strengths

- We have systems built to help train, retain, and grow our teachers - this past year we developed an LHS Scorecard to measure what we expect to see in relation to TLAC and classroom culture.
- Our specialized counselors ensure students in special programs are served at our school.
- Our MCL's and Professional learning communities help ensure teachers have content and pedagogy support in the classroom.
- We encourage teachers to ask for specialized training/workshops that support our campus/district goals they would like to attend as we will earmark money to give them access to grow professionally.
- LHS has TLAC (Teach Like a Champion) Learning Lunches.
- LHS has hired two instructional specialists for the 2024-2025 school year and the work they have done has helped build the capacity of the teachers they support and the systems we have in place.
- LHS created an MTSS Framework and a Student Support Team to be launched for the 2025-2026 school year.
- After leadership meetings, we send out a synopsis of the items discussed giving the entire campus the ability to ask questions and/or input.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.
Root Cause: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Perceptions

Perceptions Summary

Legacy High school is built around the context of family. We have an active PTA, active booster clubs, and many community partners that work with us to support our students and staff. Weekly communication is sent out to inform parents of weekly events, activities, or issues we are seeing at school. We have an open house and monthly Rebel Parent University sessions inform our parents and help them help their child navigate high school successfully. Additionally, we use social media to inform our student body and community about happenings here at school and promote their involvement as well. Finally, we hold monthly Coffee with the Principal sessions to further build a connection with our Rebel Families.

A K-12 Survey was given to staff, students, and parents.

Staff Survey: 156 responses (which is up from 98 responses the previous year)

83% of our staff believe that the overall quality of education at this campus is either good or excellent. (3% increase from the previous year)

91% of our staff believe the school is a supportive place for students to learn. (1% decrease from the previous year)

88% of our staff believe teachers set high expectations for all students. (1% increase from the previous year)

86% of our staff believe that teachers give helpful feedback (2% increase from the previous year)

99% of staff believe that there is a teacher, counselor, or other staff member to whom a student can go for help with a school or personal problem. (2% increase from the previous year)

94% of our staff believe our school offers a variety of courses and co-curricular/extracurricular activities. (1% decrease from the previous year)

91% of our staff said that the principal or school leadership was/were courteous when I had a concern..

86% of our staff believe the principal and/or assistant principal(s) make decisions that are in the best interest of the students.

90% of staff feels the principal and/or assistant principal(s) clearly communicate(s) the school's goals for the upcoming school year.

91% of our staff believe that LHS is an inviting place for students to learn.

83% of our staff believe LHS is safe.

90% of our staff believe all school staff members are aware of the safety and security procedures. (12% increase from last year)

94% of our staff believe staff members treat students with respect. (6% increase from last year)

65% of our staff believe students treat staff members with respect. (9% increase from last year)

Student Survey: 2146 Responses (158 more responses than the previous year)

59% of our students believe that the overall quality of education at this campus is either good or excellent. (this remained the same as last year)

63% of our students believe the school is a supportive place for students to learn. (2% increase from last year)

70% of our students believe teachers set high expectations for all students. (5% decrease from last year)

58% of students believe that teachers give helpful feedback. (2% decrease from last year)

62% of our students believe there is a teacher, counselor, or another staff member to whom a student can go for help with a personal problem. (15% decrease from last year)

71% of our students believe our school offers a variety of courses and co-curricular/extracurricular activities. (6% decrease from last year)

76% of our students said that the principal or school leadership was/were courteous when I had a concern.

54% of our students believe the principal and/or assistant principal(s) make decisions that are in the best interest of the students.

58% of students feel the principal and/or assistant principal(s) clearly communicate(s) the school's goals for the upcoming school year.

60% of our students believe that LHS is an inviting place for students to learn.

53% of our students believe LHS is safe.

54% of our students believe the principal and assistant principal(s) make decisions that are in the best interest of the students. (2% increase from last year)

58% of our students believe the principal and assistant principal(s) clearly communicate the school's goals for the upcoming school year. (5% increase from last

year)

64% of our students believe the principal and assistant principal(s) are visible on campus throughout the school day. (4% decrease from last year)

80% of our students believe the principal and assistant principal(s) are responsive. (1% decrease from last year)

56% of our students believe staff members treat students with respect. (1% increase from last year)

46% of our students believe students treat staff members with respect. (5% increase from last year)

Parent Survey: 183 Responses (87 more responses than last year)

72% of our staff believe that the overall quality of education at this campus is either good or excellent. (10% increase from last year)

78% of parents believe the school is a supportive place for students to learn. (11% increase from last year)

79% of our parents believe teachers set high expectations for all students. (10% increase from last year)

59% of parents believe that teachers give helpful feedback. (1% decrease from last year)

75% of our parents believe there is a teacher, counselor, or another staff member to whom a student can go for help with a personal problem. (1% increase from last year)

89% of our parents believe our school offers a variety of courses and co-curricular/extracurricular activities. (12% increase from last year)

87% of our parents said that the principal or school leadership was/were courteous when I had a concern..

71% of our parents believe the principal and/or assistant principal(s) make decisions that are in the best interest of the students.

76% of parents feel the principal and/or assistant principal(s) clearly communicate(s) the school's goals for the upcoming school year.

73% of our parents believe that LHS is an inviting place for students to learn.

73% of our parents believe LHS is safe.

71% of our parents believe the principal and assistant principal(s) make decisions that are in the best interest of the students. (8% increase from last year)

76% of our parents believe the principal and assistant principal(s) clearly communicate the school's goals for the upcoming school year. (1% increase from last year)

64% of our parents believe the principal and assistant principal(s) are visible on campus throughout the school day. (13% increase from last year)

77% of our parents believe the principal and assistant principal(s) are responsive. (5% increase from last year)

73% of our parents believe staff members treat students with respect. (9% increase from last year)

54% of our parents believe students treat staff members with respect. (22% increase from last year)

Legacy High School hosted **28 student and family engagement events** throughout the year, ranging from large community celebrations like *Muster* and a *community pep rally* to more intimate gatherings such as *Coffee with the Principal* and *Rebel Parent University* sessions. Signature events included *Open House*, *Meet the Rebels*, the *AP Scholar Reception*, and the inaugural *International Expo*. Of these 28 events, **22 featured students in leadership, performance, or presentation roles**, highlighting the school's commitment to student voice and involvement. These events were well attended and reflect LHS's intentional efforts to strengthen connections between school, students, and families in meaningful and lasting ways.

Perceptions Strengths

Legacy High School is rooted in a strong sense of family and community. With an active PTA, involved booster clubs, and numerous community partners, the campus has cultivated a supportive environment for both students and staff. This family-centered culture is reinforced through consistent and transparent communication, including weekly updates, social media outreach, and monthly *Coffee with the Principal* sessions.

Parent and community engagement is a clear strength. The school hosted **28 family and student engagement events** over the year, including hallmark events such as *Open House*, *Rebel Parent University*, *Muster*, a *community pep rally*, the *AP Scholar Reception*, and the inaugural *International Expo*. Notably, **22 of these events featured student leadership or performance**, reinforcing LHS's commitment to elevating student voice and creating inclusive, student-centered experiences.

Survey data across all stakeholder groups supports this positive culture:

Staff Survey Highlights

- 83% rate the quality of education as good or excellent (↑ 3%)

- 91% say LHS is a supportive learning environment

- 99% believe students have access to a trusted adult

- 94% believe staff treat students with respect (↑ 6%)

- 90% say leadership clearly communicates school goals

- 90% affirm staff awareness of safety procedures (↑ 12%)

Student Survey Highlights

- 63% believe the school is a supportive place to learn (↑ 2%)

- 76% feel leadership is courteous when they have concerns

- 60% feel the school is an inviting place to learn

- 80% believe school leaders are responsive

- 46% believe students treat staff with respect (↑ 5%)

Parent Survey Highlights

- 72% rate the quality of education as good or excellent (↑ 10%)

- 79% say teachers set high expectations (↑ 10%)

- 89% say LHS offers a variety of academic and extracurricular opportunities (↑ 12%)

- 73% believe LHS is a safe and inviting place

- 71% feel leadership decisions are student-centered (↑ 8%)

- 77% say leadership is responsive (↑ 5%)

- 54% say students treat staff with respect (↑ 22%)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Legacy High School has built a strong foundation of family engagement and staff-student relationships, student perception of school support, safety, and respect remains significantly lower than that of staff and parents. Despite high levels of communication and a robust calendar of engagement events, only 63% of students feel the school is supportive, and just 46% believe students treat staf
Root Cause: The discrepancy between student and adult perceptions stems from a lack of systematic structures that empower student voice, foster peer accountability, and provide consistent opportunities for relational capacity-building during the school day. While engagement events are strong, students may not experience daily reinforcement of school values, clear behavior expectations, and inclusive relations

Priority Problem Statements

Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and

Root Cause 1: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The attendance rate improved approximately 2.2% (87.30% to 89.5%), but is still below 92.26% which is the attendance rate is prior to the COVID pandemic. The attendance rate has a direct impact on our graduation rate and overall student success.

Root Cause 2: While Legacy High School has made progress in developing a more systematic approach for assistant principals to monitor attendance and communicate with families, there is still a need for comprehensive and cohesive systems that promote daily attendance, celebrate improvements, and provide targeted mentoring for students with chronic absenteeism. Although structures for tracking and intervention ha

Problem Statement 2 Areas: Demographics

Problem Statement 3: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.

Root Cause 3: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While Legacy High School has built a strong foundation of family engagement and staff-student relationships, student perception of school support, safety, and respect remains significantly lower than that of staff and parents. Despite high levels of communication and a robust calendar of engagement events, only 63% of students feel the school is supportive, and just 46% believe students treat staf

Root Cause 4: The discrepancy between student and adult perceptions stems from a lack of systematic structures that empower student voice, foster peer accountability, and provide consistent opportunities for relational capacity-building during the school day. While engagement events are strong, students may not experience daily reinforcement of school values, clear behavior expectations, and inclusive relations

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.

Root Cause 5: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Problem Statement 5 Areas: Demographics

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 4% to 8 % by June 2026.

The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 8% to 12% by June 2026. (First-time testers)

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: English I retesters will be strategically scheduled section with an English teacher who will systematically and effectively deliver IXL curriculum at least 4 days a week.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive focused support aligned to their specific learning gaps. This systematic exposure to standards-based practice is designed to build foundational skills, improve reading comprehension and writing performance, and ultimately lead to stronger outcomers on the English I STAAR assessment. **Staff Responsible for Monitoring:** English Teacher, English Department chair, English MCL, English Administrtive Liaison **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: LHS will continue the system of Extended Learning Day sessions 4 days a week for each semester. Students who need targeted support in English will be able to work with a certified teacher to address learning gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will have targeted and individualized support beyond the school day which may result in academic growth and improved studnet learning outcomes. **Staff Responsible for Monitoring:** Instructional specialist, teachers, administrators, and counselors **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 Title 1 - 6118 - $8,000				

Strategy 3 Details	Reviews			
Strategy 3: Implement high-impact instructional strategies using TLAC to improve academic rigor and student engagement in English I classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote instructional consistency across all English classrooms. **Staff Responsible for Monitoring:** Instructional coaches, principal, department chairs, English Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Establish a protected, daily common PLC period for all English II teachers to collaboratively engage in data analysis, lesson internalization, and instructional planning. This time will be used to review student performance data, unpack TEKS and EOC standards, plan aligned lessons and assessments, and share high-leverage instructional strategies.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing structured, consistent collaboration time, English II teachers will deepen their understanding of content and data-driven instruction, leading to more aligned and targeted teaching practices. As a result, the percentage of students meeting or exceeding grade-level expectations on the English II EOC will increase, and instructional coherence across classrooms will improve. **Staff Responsible for Monitoring:** Principal, MCLs, English Department chair, English II teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs
Problem Statement 1: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.   **Root Cause**: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 42% to 46% by June 2026.
The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 50% to 53% by June 2026. (First-time testers)

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: English II testers/retesters will be strategically scheduled with an English teacher who will systematically and effectively deliver IXL curriculum at least 4 days a week.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive focused support aligned to their specific learning gaps. This systematic exposure to standard-based practice is designed to build foundational skills, improve reading comprehensiion and writing performance, and ultimately lead to stronger outcomes on the English II STAAR assessment. **Staff Responsible for Monitoring:** English teachers, English Department Chair, English MCL, English Administrative Liaison. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement high-impact instructional strategies using TLAC to improve academic rigor and student engagement in English II classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote instructional consistency across English II clasrooms **Staff Responsible for Monitoring:** Principal, Instructional coaches, Department chair, english teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Establish a protected, daily common PLC period for all English II teachers to collaboratively engage in data analysis, lesson internalization, and instructional planning. This time will be used to review student performance data, unpack TEKS and EOC standards, plan aligned lessons and assessments, and share high-leverage instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing structured, consistent collaboration time, English II teachers will deepen their understanding of content and data-driven instruction, leading to more aligned and targeted teaching practices. As a result, the percentage of students meeting or exceeding grade-level expectations on the English II EOC will increase, and instructional coherence across classrooms will improve. **Staff Responsible for Monitoring:** Principal, MCLs, English Department chair, English II teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs
Problem Statement 1: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.   **Root Cause**: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 1% to 6% by June 2026.
The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 3% to 8% by June 2026. (First time testers)

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Algebra I testers/retesters will be strategically scheduled with a math teacher who will systematically and effectively deliver IXL curriculum at least 4 days a week.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive focused support aligned to their specific learning gaps. This systematic exposure to standard-based practice is designed to build foundational skills, improve reading comprehensiion and writing performance, and ultimately lead to stronger outcomes on the Algebra I STAAR assessment. **Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Integrate STEMscopes Math as a core instructional resource in Algebra I classes to provide interactive, TEKS-aligned lessons, digital manipulatives, and real-time progress monitoring. Teachers will use the platform to assign concept-building activities, scaffolded practice, and assessments aligned to Algebra I EOC standards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will engage with rigorous and interactive math content that reinforces conceptual understanding and procedural fluency. As a result, students' performance on classroom assessments and EOC practice benchmarks will improve, contributing to an increase in the percentage of students meeting or exceeding grade-level expectations on the Algebra I EOC exam.
    Staff Responsible for Monitoring: Math Department Chair, Administrators
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Host focused, 2-week Algebra I Boot Camps for retesters prior to each STAAR window, with TEKS-aligned instruction, hands-on practice, and daily data checks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Retesters will demonstrate increased mastery of tested standards, boosting confidence and performance. Retest pass rates will improve by providing structured, intentional preparation.
    Staff Responsible for Monitoring: Math Department chair, administrators
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 44% to 50 % by June 2026.

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
Strategy 1: Targeted Biology students as well as extended learning day students will utilize Lowman Resources as their high quality instructional material.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Lowman educational materials are designed to be simple, effective, and easy to implement so educators can focus on educating and give more attention to their students, the materials are TEKS aligned. LHS will pair this HQIM with a practical method of instruction, thus improving student learning outcomes on STAAR EOC growth. **Staff Responsible for Monitoring:** LHS Administrators, Instructional specialist, science department chair, science MCL **Title I:** 2.51, 2.52, 2.53, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - 211 Title 1				

Strategy 2 Details	Reviews			
Strategy 2: Establish a protected, daily common PLC period for all Biology teachers to collaboratively engage in data analysis, lesson internalization, and instructional planning. This time will be used to review student performance data, unpack TEKS and EOC standards, plan aligned lessons and assessments, and share high-leverage instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing structured, consistent collaboration time, Biology teachers will deepen their understanding of content and data-driven instruction, leading to more aligned and targeted teaching practices. As a result, the percentage of students meeting or exceeding grade-level expectations on the Biology EOC will increase, and instructional coherence across classrooms will improve. **Staff Responsible for Monitoring:** Principal, MCLs, Science Department chair, Biology teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Implement a Biology Blitz two weeks prior to the EOC by assigning students to specific Biology teachers who will reteach and review focused areas of need based on benchmark and checkpoint data (e.g., Genetics, Photosynthesis/ Respiration, Cell Cycle, Ecosystems). Students will rotate or remain in targeted sessions designed to close gaps and reinforce high-priority TEKS with STAAR-style practice.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By receiving concentrated instruction on their weakest areas from teachers specializing in those topics, students will strengthen content mastery and test readiness. This focused, data-driven review will increase student confidence and performance, resulting in higher Approaches, Meets, and Masters rates on the Biology EOC. **Staff Responsible for Monitoring:** Biology MCL, Administrator				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs

Problem Statement 1: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.   **Root Cause**: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of U.S. History students who score Meets Grade Level Performance or above on the U.S. History EOC EXAM will increase from 64% to 68% by June 2026.

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details		Reviews		
Strategy 1: Establish a protected, daily common PLC period for all US History teachers to collaboratively engage in data analysis, lesson internalization, and instructional planning. This time will be used to review student performance data, unpack TEKS and EOC standards, plan aligned lessons and assessments, and share high-leverage instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing structured, consistent collaboration time, US History teachers will deepen their understanding of content and data-driven instruction, leading to more aligned and targeted teaching practices. As a result, the percentage of students meeting or exceeding grade-level expectations on the US History EOC will increase, and instructional coherence across classrooms will improve. **Staff Responsible for Monitoring:** Principal, MCLs, Science Department chair, Biology teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Designate a Model Classroom Leader (MCL) position for U.S. History to provide instructional coaching, facilitate data-driven PLCs, and lead the development of TEKS-aligned lessons and common assessments. The MCL will model high-impact instructional strategies, support classroom walkthroughs, and mentor new or struggling teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: With consistent coaching and collaborative planning led by the MCL, instructional quality across U.S. History classrooms will become more aligned and rigorous. Teachers will receive real-time feedback and support, leading to improved instructional delivery and higher student achievement on U.S. History EOC assessments--specifically an increase in Meets and Masters performance levels. **Staff Responsible for Monitoring:** Administators, Social Studies department chair **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Embed STAAR-style multiple-choice and stimulus-based questions into daily bell-ringers and exit tickets to build familiarity with test format and question types.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will build test-taking stamina and develop critical thinking skills aligned with STAAR expectations, resulting in increased performance in the Meets and Masters categories on the U.S. History EOC. **Staff Responsible for Monitoring:** Department Chair, Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs
Problem Statement 1: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.   **Root Cause**: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details		Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.		**Formative**			**Summative**
Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal		**Nov**	**Feb**	**Apr**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy 3 Details		Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 74% to 80% by 2026

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** TEA Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: LHS will hire and train an additional Emergent Bilingual/Newcomer para to effectively and consistently support our students and teachers who serve them.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improve GPA and improve overall student learning outcomes for our Emergent Bilingual students.
    Staff Responsible for Monitoring: Administration, counselors, EB principal
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 1
    Funding Sources: - 211 Title 1 - 6118 - $40,960				

Strategy 2 Details	Reviews			
Strategy 2: Establish an Afterschool EB Academy designed to support Emergent Bilingual students in core content areas--especially English I, English II, Algebra I, Biology, and U.S. History. The academy will provide small group instruction, language acquisition support, and academic vocabulary development, using scaffolded materials and bilingual support staff.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual students will receive targeted instruction that addresses both content and language gaps, increasing their academic confidence and comprehension. As a result, EB students will show measurable growth on district benchmarks and state assessments, with increased performance in both Approaches and Meets Grade Level on EOC exams. **Staff Responsible for Monitoring:** Administration, EB Principal, Counselors **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** - 211 Title 1 - 6118 - $6,000				

Strategy 3 Details	Reviews			
Strategy 3: LHS teachers will effectively utilize The Power of ICU Database to create, monitor, and manage missing assignments online anytime. This information will be systematically shared with the student's parent/guardian.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This powerful platform will help ensure that parents are aware of missing assignments. When a teacher puts a student's missing assignment on the ICU list, the student's parent's are automatically texted and emailed a notification of the missing assignment. This strategy will strengthen communication between school and home, which ultimately will help LHS ensure students are on track to earn credits. **Staff Responsible for Monitoring:** LHS Admin, Department chairs, Instructional specialist, and counselors **Title I:** 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title 1 - 6297 - $3,200				

Strategy 4 Details	Reviews			
Strategy 4: LHS will hire and train an additional part-time Emergent Bilingual/Newcomer para to effectively and consistently support our students and the teachers who serve them.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved GPA and improved overall student learning outcome for our Emergent Bilingual students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** - 211 Title 1 - 6118 - $18,400				

Strategy 5 Details	Reviews			
Strategy 5: Provide each student with a data tracking folder that includes their benchmark/EOC performance, TEKS progress, and personal goals. Use it during conferences with teachers every 3 weeks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will take ownership of their learning by tracking their own progress and setting growth goals. This increased accountability will lead to higher motivation and measurable gains on checkpoints and the final EOC assessment. **Staff Responsible for Monitoring:** Department Chairs, Administrator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details		Reviews			
Strategy 6: Establish structured, weekly PLCs for all secondary math teachers to collaborate on TEKS-aligned lesson planning, analyze assessment data, and adjust instruction accordingly.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instructional alignment and real-time adjustments based on student performance will result in increased mastery of key math standards, leading to at least a 20% gain in student achievement on district and state assessments. **Staff Responsible for Monitoring:** department chair, administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 7 Details		Reviews			
Strategy 7: Implement structured use of math platforms such as STEMscopes Math or IXL to reinforce individualized practice, provide feedback, and close specific learning gaps through adaptive learning.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will receive personalized practice that addresses their unique deficits, resulting in increased confidence, fluency, and an overall rise in performance on unit tests, benchmarks, and the EOC. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 8 Details		Reviews			
Strategy 8: Develop a campus-wide MTSS framework for math that includes regular progress monitoring, in-class intervention, and targeted pull-out or after-school support for struggling learners.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students identified as needing support will receive timely and targeted interventions, reducing failure rates and improving outcomes for subgroups such as EB, SPED, and Economically Disadvantaged students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.   **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

Perceptions
Problem Statement 1: While Legacy High School has built a strong foundation of family engagement and staff-student relationships, student perception of school support, safety, and respect remains significantly lower than that of staff and parents. Despite high levels of communication and a robust calendar of engagement events, only 63% of students feel the school is supportive, and just 46% believe students treat staf   **Root Cause**: The discrepancy between student and adult perceptions stems from a lack of systematic structures that empower student voice, foster peer accountability, and provide consistent opportunities for relational capacity-building during the school day. While engagement events are strong, students may not experience daily reinforcement of school values, clear behavior expectations, and inclusive relations

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 91.8% to 93% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details			Reviews			
Strategy 1: Implement structured SAT, ACT, and ASVAB prep sessions during advisory, after school, and Saturdays, focusing on skill development, test strategies, and practice exams.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will gain confidence and competency in standardized testing, increasing the number of students who meet CCMR readiness indicators via college entrance exams. **Staff Responsible for Monitoring:** CCMR coordinator, counselors, admin **TEA Priorities:** Connect high school to career and college						

Strategy 2 Details			Reviews			
Strategy 2: Utilize a live CCMR tracking system to monitor student progress toward meeting indicators. Identify students not yet CCMR ready by the end of 11th grade and assign targeted supports.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Real-time data will allow staff to intervene earlier, reducing the number of students who fall behind and increasing the percentage who graduate CCMR ready. **Staff Responsible for Monitoring:** CCMR coordinator, admin, counselors **TEA Priorities:** Connect high school to career and college						

Strategy 3 Details	Reviews			
Strategy 3: Conduct Rebel Parent University sesssion CCMR informational nights, parent newsletters, and student goal-setting meetings to increase awareness and motivation around SAT/ACT, ASVAB, and IBC pathways.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved understanding of CCMR indicators among families and students will increase participation in qualifying activities and support efforts. **Staff Responsible for Monitoring:** Administrator, counselor, parent liaison **Title I:** 2.53, 2.532 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title 1 - 6399 - $3,828				

Strategy 4 Details	Reviews			
Strategy 4: Designate a Parent Liaison to actively engage families in supporting their students' CCMR progress. The liaison will host regular parent workshops on SAT/ACT, ASVAB, FAFSA, IBC pathways, and college/career planning. They will also maintain regular communication with parents through phone calls, newsletters, and one-on-one meetings--especially for students who are not yet CCMR ready.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent involvement and awareness will lead to stronger home-school partnerships, better-informed families, and more students enrolling in and completing CCMR-aligned activities. As a result, the campus will see an increase in the percentage of students graduating CCMR ready, moving closer to the 95% goal by June 2026. **Staff Responsible for Monitoring:** Administrator **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title 1 - 6118 - $18,400				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While Legacy High School has built a strong foundation of family engagement and staff-student relationships, student perception of school support, safety, and respect remains significantly lower than that of staff and parents. Despite high levels of communication and a robust calendar of engagement events, only 63% of students feel the school is supportive, and just 46% believe students treat staf   **Root Cause**: The discrepancy between student and adult perceptions stems from a lack of systematic structures that empower student voice, foster peer accountability, and provide consistent opportunities for relational capacity-building during the school day. While engagement events are strong, students may not experience daily reinforcement of school values, clear behavior expectations, and inclusive relations

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 2: By June 2026, the percentage of students earning a qualifying score on the SAT Reading or ACT English/Reading section by the end of their junior year will increase from 16% to 20% as measured by official test score reports.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT

Strategy 1 Details	Reviews			
Strategy 1: Implement structured SAT, ACT, and ASVAB prep sessions during advisory, after school, and Saturdays, focusing on skill development, test strategies, and practice exams.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will gain confidence and competency in standardized testing, increasing the number of students who meet CCMR readiness indicators via college entrance exams.
    Staff Responsible for Monitoring: CCMR coordinator, counselors, admin
 	
    TEA Priorities:
Connect high school to career and college
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide Edgenuity SAT, ACT, and TSI prep courses during homeroom for students who are not EOC retesters. Students will follow a structured schedule within Edgenuity, focusing on personalized practice pathways that target their individual strengths and weaknesses. Campus staff will monitor progress, set goals with students, and provide support to ensure consistent usage.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build test-taking skills, content mastery, and confidence for college readiness exams. By embedding this practice into the school day, the number of students meeting SAT, ACT, and TSI benchmarks will increase, directly contributing to a higher percentage of graduates earning CCMR readiness indicators. **Staff Responsible for Monitoring:** Administrators, department chairs	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Incorporate short SAT/ACT-style reading passages and questions into daily bell ringers in English III, focusing on comprehension, vocabulary in context, and rhetorical analysis. **Strategy's Expected Result/Impact:** Frequent, low-stakes practice will improve stamina and familiarity with test question styles, increasing the percentage of juniors meeting benchmark on SAT/ACT Reading. **Staff Responsible for Monitoring:** English department chair, administrator, Instructional coach	Formative			Summative
	Nov	Feb	Apr	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 3: By June 2026, the percentage of students earning a qualifying score on the SAT Math or ACT Math section by the end of their junior year will increase from 12% to 15%, as measured by official assessment results.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement structured SAT, ACT, and ASVAB prep sessions during advisory, after school, and Saturdays, focusing on skill development, test strategies, and practice exams.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will gain confidence and competency in standardized testing, increasing the number of students who meet CCMR readiness indicators via college entrance exams. **Staff Responsible for Monitoring:** CCMR coordinator, counselors, admin **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Provide Edgenuity SAT, ACT, and TSI prep courses during homeroom for students who are not EOC retesters. Students will follow a structured schedule within Edgenuity, focusing on personalized practice pathways that target their individual strengths and weaknesses. Campus staff will monitor progress, set goals with students, and provide support to ensure consistent usage.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will build test-taking skills, content mastery, and confidence for college readiness exams. By embedding this practice into the school day, the number of students meeting SAT, ACT, and TSI benchmarks will increase, directly contributing to a higher percentage of graduates earning CCMR readiness indicators. **Staff Responsible for Monitoring:** Administrators, department chairs				

Strategy 3 Details	Reviews			
Strategy 3: Host a College Readiness Boot Camp 2-3 weeks prior to SAT, ACT, and TSI administrations. Students will attend focused sessions on high-yield math, reading, and writing skills using released questions, pacing strategies, and test-taking techniques. Sessions will be led by core teachers and interventionists, with breakout groups tailored to specific areas of need identified through PSAT, Pre-ACT, or diagnostic data. **Strategy's Expected Result/Impact:** Students will enter testing with refreshed skills, stronger confidence, and familiarity with exam structures. This concentrated preparation will result in higher scores on SAT, ACT, and TSI exams, increasing the percentage of students meeting CCMR benchmarks. **Staff Responsible for Monitoring:** CCMR coordinator, Administrator, counselors	Formative			Summative
	Nov	Feb	Apr	June

No Progress　　　Accomplished　　　Continue/Modify　　　✖ Discontinue

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 4: By June 2026, the percentage of students earning an industry-based certification by graduation will increase from 17% to 35%, as measured by verified certification records.

High Priority

HB3 Goal

Strategy 1 Details			Reviews			
Strategy 1: Utilize a live CCMR tracking system to monitor student progress toward meeting indicators. Identify students not yet CCMR ready by the end of 11th grade and assign targeted supports.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Real-time data will allow staff to intervene earlier, reducing the number of students who fall behind and increasing the percentage who graduate CCMR ready.
     Staff Responsible for Monitoring: CCMR coordinator, admin, counselors
 	
     TEA Priorities:
 Connect high school to career and college						

Strategy 2 Details			Reviews			
Strategy 2: Offer after-school, weekend, or summer certification boot camps to prepare students intensively for IBC exams (Microsoft Office Specialist, OSHA, ServSafe, etc.).			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Focused review sessions will boost pass rates on certification exams, resulting in more students graduating with IBCs. **Staff Responsible for Monitoring:** CTE department chair, administrators, CCMR coordinator, counselors						

Strategy 3 Details			Reviews			
Strategy 3: Partner with local employers, trade organizations, and colleges to provide work-based learning experiences tied to certifications (internships, practicums, externships).			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will gain hands-on experience and motivation to pursue certifications, increasing both attainment rates and workforce readiness. **Staff Responsible for Monitoring:** CTE Teachers, CTE department chair, administrators, counselors, CCMR coordinator						

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 5: By June 2026, the percentage of end-of-year juniors who are "On Track" to graduate with an industry-based certification--by earning two or more credits in a program of study--will increase from 7% to 15%, as measured by student transcript and program completion data.

    High Priority

    HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize a live CCMR tracking system to monitor student progress toward meeting indicators. Identify students not yet CCMR ready by the end of 11th grade and assign targeted supports.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Real-time data will allow staff to intervene earlier, reducing the number of students who fall behind and increasing the percentage who graduate CCMR ready.
     Staff Responsible for Monitoring: CCMR coordinator, admin, counselors
 	
     TEA Priorities:
 Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Offer after-school, weekend, or summer certification boot camps to prepare students intensively for IBC exams (Microsoft Office Specialist, OSHA, ServSafe, etc.).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Focused review sessions will boost pass rates on certification exams, resulting in more students graduating with IBCs. **Staff Responsible for Monitoring:** CTE department chair, administrators, CCMR coordinator, counselors				

Strategy 3 Details	Reviews			
Strategy 3: The CCMR Coordinator will work in collaboration with English III teachers to ensure all juniors are working toward completion of the College Bridge curriculum during the spring semester. This will include scheduling dedicated instructional time, tracking completion progress, and integrating College Bridge activities into classroom lessons. The CCMR Coordinator will provide regular updates to the CTE department to confirm that students in a program of study are on track for graduation with at least two credits toward an industry-based certification.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By embedding College Bridge completion into the English III curriculum and actively monitoring progress, more juniors will meet college readiness requirements while simultaneously progressing in their CTE pathways. This will lead to an increase in the percentage of juniors "On Track" to graduate with an industry-based certification, moving the campus toward its June 2026 target. **Staff Responsible for Monitoring:** English Department chair, counslors, CCMR coordinator, administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 6: Increase the percentage of students demonstrating progress toward college, career, and military readiness from 21% to 30% by the end of the year.

Strategy 1 Details				Reviews			
Strategy 1: Utilize a live CCMR tracking system to monitor student progress toward meeting indicators. Identify students not yet CCMR ready by the end of 11th grade and assign targeted supports.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Real-time data will allow staff to intervene earlier, reducing the number of students who fall behind and increasing the percentage who graduate CCMR ready.							
Staff Responsible for Monitoring: CCMR coordinator, admin, counselors							
TEA Priorities: Connect high school to career and college							

Strategy 2 Details				Reviews			
Strategy 2: Offer after-school, weekend, or summer certification boot camps to prepare students intensively for IBC exams (Microsoft Office Specialist, OSHA, ServSafe, etc.).				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Focused review sessions will boost pass rates on certification exams, resulting in more students graduating with IBCs.							
Staff Responsible for Monitoring: CTE department chair, administrators, CCMR coordinator, counselors							

Strategy 3 Details				Reviews			
Strategy 3: Host a College Readiness Boot Camp 2-3 weeks prior to SAT, ACT, and TSI administrations. Students will attend focused sessions on high-yield math, reading, and writing skills using released questions, pacing strategies, and test-taking techniques. Sessions will be led by core teachers and interventionists, with breakout groups tailored to specific areas of need identified through PSAT, Pre-ACT, or diagnostic data.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will enter testing with refreshed skills, stronger confidence, and familiarity with exam structures. This concentrated preparation will result in higher scores on SAT, ACT, and TSI exams, increasing the percentage of students meeting CCMR benchmarks.							
Staff Responsible for Monitoring: CCMR coordinator, Administrator, counselors							

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS)

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 84% to 95% by the end of June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Implements high-impact instructional strategies using TLAC to improve academic rigor and studnet engagement in all classrooms	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote instructional consistency across all LHS classrooms **Staff Responsible for Monitoring:** Principal, Instructional Coaches, MCLs, Department chairs **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Conduct regular classroom walkthroughs using a standardized feedback form aligned with the Student Outcomes and TTESS dimensions. Follow up with actionable feedback within 48 hours.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased consistency and frequency of feedback will lead to continuous teacher improvement, stronger instructional practices, and broader student exposure to effective instruction. **Staff Responsible for Monitoring:** ILT , administrators, MCl's				

Strategy 3 Details	Reviews			
Strategy 3: Implement a bi-weekly Lunch and Learn series to provide teachers with ongoing professional development during their lunch period. Sessions will focus on high-impact instructional strategies, data analysis, classroom management, and campus initiatives such as TLAC, Minga, and Power of ICU. Teachers will choose sessions based on interest and need, promoting voice and relevance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will gain timely, targeted strategies in a flexible, low-pressure environment, leading to increased engagement in professional learning. Over time, this will result in stronger instructional practices across classrooms, improved student outcomes, and greater staff buy-in for campus initiatives. **Staff Responsible for Monitoring:** Administrators, MCL, department chairs, Instructional coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a tiered teacher support system to identify and support educators based on their level of need and performance. Teachers will be placed into tiers using multiple data points such as walk-throughs, TTESS ratings, student performance data, and coaching observations. Each tier will receive differentiated support, ranging from intensive coaching and modeling to peer collaboration and leadership opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By strategically identifying and supporting teachers based on individual strengths and areas for growth, professional development and coaching will become more targeted and effective. This system will lead to accelerated growth for developing teachers, expanded leadership opportunities for high-performing staff, and ultimately, improved instructional quality and student achievement across the campus. **Staff Responsible for Monitoring:** Instructional Coach, MCL, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 5 Details	Reviews			

Strategy 5: Hire a campus-based Instructional Coach to provide job-embedded professional development, model effective instructional strategies, facilitate data-driven planning, and support lesson internalization across tested subject areas. The coach will conduct classroom walkthroughs, co-teach lessons, and lead targeted PD sessions based on walk-through trends and teacher needs.
 	
    Strategy's Expected Result/Impact: Teachers will receive consistent, individualized coaching that leads to improved instructional delivery, increased use of high-leverage strategies, and stronger alignment to TEKS. This ongoing support will directly contribute to increased student achievement across all EOC-tested subjects, with measurable gains in Approaches, Meets, and Masters performance levels.
    Staff Responsible for Monitoring: Administrator
 	
    Title I:
2.52, 2.53, 2.534
    Problem Statements: Student Learning 1 - School Processes & Programs 1
    Funding Sources: - 211 Title 1 - 6118 - $89,600
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

○ No Progress   ◎ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite overall gains in STAAR EOC performance, Legacy High School continues to underperform in English I and Algebra I, with only 4% of students meeting grade-level expectations in each subject. Subgroups such as Emergent Bilingual (EB) and Special Education (SPED) students remain significantly below campus averages, indicating persistent and systemic achievement gaps in foundational literacy and   **Root Cause**: The continued low performance in English I and Algebra I--particularly among EB and SPED students--is largely due to inconsistent implementation of evidence-based interventions, insufficient instructional scaffolding aligned to language and learning needs, and a lack of structured, real-time progress monitoring systems that drive targeted reteach and subgroup-specific support.

School Processes & Programs
Problem Statement 1: At Legacy High School, while teachers engage in PLCs and receive some content-specific instructional support, inconsistencies in the structure and effectiveness of core content PLCs are limiting the impact on student learning outcomes. The lack of alignment in planning practices and the inconsistent use of evidence-based strategies across teams contribute to variable instructional quality.   **Root Cause**: The recent transition of PLC leadership has resulted in new leads who lack the training, support, and foundational knowledge to build and sustain effective PLC structures. Unlike Multi-Classroom Leaders (MCLs), PLC leads are not systematically trained in key instructional frameworks such as the Teach Like a Champion (TLAC) strategy of lesson internalization. This training gap hinders their ability

Campus Funding Summary

				211 Title 1		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	1	2			6118	$8,000.00
1	4	1				$0.00
2	1	1			6118	$40,960.00
2	1	2			6118	$6,000.00
2	1	3			6297	$3,200.00
2	1	4			6118	$18,400.00
3	1	3			6399	$3,828.00
3	1	4			6118	$18,400.00
4	1	5			6118	$89,600.00
					Sub-Total	$188,388.00
					Budgeted Fund Source Amount	$253,199.00
					+/- Difference	$64,811.00
					Grand Total Budgeted	$253,199.00
					Grand Total Spent	$188,388.00
					+/- Difference	$64,811.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025