

**Taylor Independent School District**  
**Legacy Early College High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Public Presentation Date:** August 20, 2018

# **Mission Statement**

Legacy Early College High School's mission is to provide a unique and rigorous academic experience in a supportive and family-like environment so that students are prepared for post-secondary education and/or careers.

## **Vision**

### **Vision**

Legacy Early College High School's vision is to ensure that all students graduate with the knowledge and skills necessary for post-secondary success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

Legacy Early College High School is located at 516 North Main Street in Taylor, Texas. The campus enrollment is approximately 190 students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. The student breakout is 3% African American, 56% Hispanic, 37% White, and 3% two or more races. Approximately 48% of the students are designated as economically disadvantaged. About 29% of the students are identified as at-risk; 12%, gifted and talented; less than 1%, ELL; less than 1%, special education. 56% of the students are female and 44% male. There are 16 staff members on campus with 11 of those 16 being teachers.

### Demographics Strengths

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100% of the 2018 senior class graduated with a high school diploma. 77% of those graduates have indicated that they will attend a 4-year college or university.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase the number of students identified as economically disadvantaged and at-risk so that the requirements as stated in The Early College High School Blueprint (TEA) are met. **Root Cause:** There are a limited number of secondary students identified as economically disadvantaged or at-risk in Taylor ISD.

## Student Academic Achievement

### Student Academic Achievement Summary

	Number	Not Approaches	Approaches	Meets	Masters	App Only	Meets Only
Algebra I	29	2 6.90%	27 93.10%	15 51.72%	5 17.24%	12 41.38%	10 34.48%
English I	48	1 2.08%	47 97.92%	40 83.33%	11 22.92%	7 14.58%	29 60.42%
English II	42	1 2.38%	41 97.62%	41 97.62%	8 19.05%	0	33 78.57%
Biology	48	2 4.17%	46 95.83%	34 70.83%	17 35.42%	12 25.00%	17 35.42%
US History	54		54 100.00%	52 96.30%	43 79.63%	2 3.70%	9 16.67%

Number for Approaches includes Approaches, Meets and Masters

Number for Meets includes Meets and Masters

### Student Academic Achievement Strengths

Legacy Early College High School students have continued to excel on STAAR EOC. For all administered EOC exams, at least 93% of the students met the minimum requirement of approaches grade level. On the US History EOC exam, 100% of those taking the test met the minimum requirements. These results show that the rigorous coursework along with instructional support has continued to help LECHS students to be successful in their educational pursuits.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Increase the percentage of students reaching mastery status on STAAR EOC Algebra I by 2 percentage points. **Root Cause:** Students entering 9th grade from Taylor Middle School had approximately 53% approaching grade level on the April 2018 8th Grade Math STAAR; 12% meeting grade level; 5% showing mastery. This indicates that many of our incoming 9th graders are entering with a math deficit.

## School Processes & Programs

### School Processes & Programs Summary

**Curriculum, Instruction and Assessment:** Legacy Early College High School will utilize Taylor ISD's aligned curriculum in the core areas to ensure a guaranteed and viable curriculum. Content area teachers will collaborate on a regular basis regarding instructional strategies, curriculum, and creation of focused CBAs. LECHS will provide intervention and/or acceleration to students based on CBA and TSI scores. Data will drive all instructional decisions on this campus.

**Staff Quality, Recruitment and Retention:** There are seven new to LECHS teachers this coming school year. Three of those teachers have been with the district but at another campus.

**School Organization:** Legacy Early College High School will continue to have staff meetings on a regular basis. Teachers will collaborate as needed.

**School Culture and Climate:** Legacy Early College High School is an innovative high school that provides students an opportunity to earn a high school diploma and either an associate degree or at least 60 college credit hours toward a baccalaureate degree. Students are able to take pre-AP, AP, and dual credit courses. There are also opportunities for students to participate in extra-curricular activities and/or school clubs.

**Family and Community Involvement:** Legacy Early College High School offers multiple opportunities for family and community involvement. Workshops include college and career planning for parents and students, the early college concept, and grade-level requirements.

### School Processes & Programs Strengths

Legacy Early College High School has established a strong focus on school culture and climate for staff and students. By establishing clear expectations for courses, there will be a concentrated effort to ensure student success at a high level both academically and behaviorally. The staff will work together to maximize student progress and success.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Create a program that supports a culture of respect for all students and staff. **Root Cause:** Students enrolling in LECHS come from different schools requiring adjustments to becoming one campus.

## Perceptions

### Perceptions Summary

#### Perceptions Summary

Generally speaking, LECHS has a positive perception in the community and with parents and students. The Early College High School design that allows students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours is perceived positively in our community.

### Perceptions Strengths

#### Perceptions Strengths

There are multiple opportunities throughout the school year to engage stakeholders.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Provide surveys to students and parents to better understand their perception of the campus, both positive perceptions and an awareness of areas of concern **Root Cause:** There was not a survey provided this past school year to either students or parents.



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Communications data

# Goals

**Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.**

**Performance Objective 1:** Increase the percentage of students reaching mastery status on STAAR EOC exams 10%.

**Evaluation Data Source(s) 1:** EOC Data  
Local Benchmarks by six weeks and semester.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) During and after school tutorials.	2.4, 2.5, 2.6	Principal Teachers	Increase Student Achievement				
	Problem Statements: Student Academic Achievement 1						
2) Struggling students were placed in an supplemental reading skills class.	2.4, 2.5, 2.6	Principal Teachers	Increase student achievement.				
	Problem Statements: Student Academic Achievement 1						
<b>Critical Success Factors</b> CSF 2 CSF 4 3) Use of the ALEKS software system to provide intervention for students struggling in mathematics.	2.4, 2.5, 2.6	Mathematics teachers	Improvement student achievement.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 General Funds - 0.00						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Increase the percentage of students reaching mastery status on STAAR EOC Algebra I by 2 percentage points. <b>Root Cause 1:</b> Students entering 9th grade from Taylor Middle School had approximately 53% approaching grade level on the April 2018 8th Grade Math STAAR; 12% meeting grade level; 5% showing mastery. This indicates that many of our incoming 9th graders are entering with a math deficit.

**Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.**

**Performance Objective 1:** Continue to provide training and professional development in the areas of special education, student relationships, mental health first aid, and trauma-informed care to all teachers.

**Evaluation Data Source(s) 1:** Walk-through Data  
Referral Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 CSF 7 1) All staff will attend mental health first aid training. Principal will follow-up with staff as needed.	2.6	Principal	Increase staff awareness of mental health needs.				
<b>Critical Success Factors</b> CSF 1 2) During faculty meetings, staff will view a variety of videos that focus on resiliency and the science behind trauma informed care.	2.4, 2.6	Principal	Improve staff knowledge on the variety of topics.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 3) Provide a range of strategies to improve teacher needs, including PLC's, mentoring for new employees and employees implementing new curriculum.		Principal	Retain Teachers Increase teacher skills				
4) Support teachers on the value of parental contributions and implement an intervention program to improve identification of learning difficulties, instructional design, and use of data from academic assessments.	2.4, 2.5, 2.6	Principal	Increase teacher knowledge				





**Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.**

**Performance Objective 1:** Increase student progress to ensure equitable access and opportunity for college and career readiness and post-secondary options upon graduation by increasing the students TSI scores from 69% mastery to 73% mastery.

**Evaluation Data Source(s) 1:** TSI scores

CCMR Data  
Dual Credits Earned

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Support for students and families with transition plan for college readiness with the following:</p> <p>College Readiness Class for all students. College and CTE exploration Visits from admission officers Assist with college applications and FAFSA Junior and Senior 1 and 1 conference 3 college visits sponsored by school Implementation of finance curriculum</p>	2.4, 2.5, 2.6, 3.2	Admin team	Increase number of students who complete a college application.				
<p>2) Students will have several preparation opportunities for the the TSI readiness exam.</p>	2.4, 2.6	Admin Team Teachers	Increase the number of students who are college ready				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							


**Goal 3:** Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.

**Performance Objective 2:** All students take PAP, AP , Dual Credit classes with 80% of students graduating with an associates degree.


**Evaluation Data Source(s) 2:** % of students taking DC, PAP, and AP classes.  
 % of students graduating with an Associates Degree

**Summative Evaluation 2:**

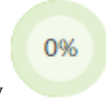
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 1) 1. Monitor student performance in dual credit courses	2.4, 2.6	Admin Team College Readiness Teachers	Increase passing rate of students passing dual credit courses				
<b>Critical Success Factors</b> CSF 1 CSF 2 2) Contact Temple College instructors concerning students struggling in dual credit courses	2.4, 2.6	Admin Team	More students being successful in their dual credit courses				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.**

**Performance Objective 1:** Legacy will promote a positive school climate by creating a school environment that increases student engagement and achievement as well as offering opportunities for students to be engaged in the decision making process.

**Evaluation Data Source(s) 1:** EOC Scores  
CCMR Data  
Student Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 1) 3 day bridge program into the 9th grade provided	2.6	Admin Team Teachers	Improve 9th graders transition to a new school.				
	Problem Statements: School Processes & Programs 1						
2) Increase opportunities for parents, teachers, and the community to become full partners by: College visits for students and parents 4 Back to School nights-one per grade level Variety of resources for parents	3.1, 3.2	Campus Admin	Increase parent involvement and knowledge of the college application process.				
	Problem Statements: School Processes & Programs 1 - Perceptions 1						
3) Provide opportunities for students to learn about socio-emotional growth as it relates to school and personal safety LINA curriculum Anti-Bullying Lessons	2.5, 2.6	Counselor Teachers	Student success				
	Problem Statements: School Processes & Programs 1						
4) Students will have the opportunity to engage in service learning and leadership initiatives with students, teachers and the community.	2.4, 2.6	Campus Admin	A well rounded student				
	Problem Statements: School Processes & Programs 1						
5) Create and Provide opportunities for growth and change through a non-punitive discipline program by the use of a restorative discipline program as well as the use of a tiered discipline system.	2.4, 2.6	Admin Team	Decrease in discipline issues				
	Problem Statements: School Processes & Programs 1 - Perceptions 1						
							

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Create a program that supports a culture of respect for all students and staff. <b>Root Cause 1:</b> Students enrolling in LECHS come from different schools requiring adjustments to becoming one campus.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Provide surveys to students and parents to better understand their perception of the campus, both positive perceptions and an awareness of areas of concern <b>Root Cause 1:</b> There was not a survey provided this past school year to either students or parents.



# Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

## APPENDIX

### Taylor Independent School District

#### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC

<ul style="list-style-type: none"> <li>Recidivism rates</li> </ul>			
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	Superintendent	Local Board Policy
<b>5. Dropout Prevention</b>	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		504 Special Programs Director	504 Handbook

<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Career and Technical Education Director  Chief Academic Officer  Secondary Principals  Secondary Counselors</p>	<p>CTE Handbook  Counselors Office</p>
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	<p>ESSA Statutes</p>	<p>Deputy Superintendent of Principals  Chief Academic Officers  Principals</p>	<p>Attending Job Fairs  Retention Rate  Campus Climate Surveys</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p>	<p>Campus Principals</p>	<p>Staff Handbook  CPS website</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1,</p>	<p>Deputy Superintendent</p>	<p>Partnership with St. David's and Bluebonnet Trails</p>

<ul style="list-style-type: none"> <li>o Early mental health intervention</li> <li>o Mental health promotion and positive youth development</li> <li>o Substance abuse prevention</li> <li>o Substance abuse intervention</li> <li>o Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Principals</p> <p>Counselors</p> <p>Social Workers</p>	
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>o Suicide prevention including parent/guardian notification procedure</li> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Deputy Superintendent</p> <p>Campus Principals</p>	<p>Student Code of Conduct</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p> <p>Director of Instructional Technology</p>	<p>TEAMS</p> <p>District Servers</p>