

Taylor Independent School District

Legacy Early College High School

2025-2026 Campus Improvement Plan



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

Legacy ECHS has a student population of roughly 103 students, with a capacity of 50 students per grade level. I'm pleased to share that our school serves a diverse community, with the following ethnic breakdown:

- Asian: 0%
- African American: 5.83%
- Hispanic: 48.54%
- White: 42.72%
- Pacific Island: 0%
- Two or More: 2.91%

Additionally, 49% of our student population is Economically Disadvantaged, and 34% is considered At Risk. We are also proud to have 12% of our students identified as gifted.

Demographics Strengths

At Legacy, we use demographic data to improve and build upon our recruitment and enrollment processes each year. Based on this data, we are able to analyze specific population numbers within Taylor ISD, allowing us to identify our At-Risk and underrepresented students in 8th grade. This targeted approach allows us to modify or adjust those recruitment efforts based on results and trends, while also collaborating with our middle school counselor partners on strategies to recruit our targeted populations. Our district serves one middle school and one comprehensive high school, so students must either choose the comprehensive high school or our ECHS. This has changed our approach to recruitment, creatively involving more student involvement in hopes of sharing our story with the community. To improve on this measure, our leadership team would benefit from strategies to maintain At-Risk numbers in comparison to district numbers. Convening workshops that review at-risk tracking over time would be very helpful.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Comparable data for Economically Disadvantaged students is beyond the 10% gap in comparison to TISD, which is required by TEA for an ECHS

Root Cause: low enrollment has made it difficult to maintain a 10% gap for campus percentages

Problem Statement 2 (Prioritized): Students at risk benchmark areas are slightly below or above meeting TEA accountability expectations, impacting overall student outcomes and campus performance.

Root Cause: Low enrollment compared to the district limits opportunities for peer support and resource allocation.

Student Achievement

Student Achievement Summary

The impressive numbers for state STAAR testing are a testament to the hard work and dedication of our entire school community - the students, teachers, staff, and families.

Approaches Grade Level Standard or Above: 99%

Meets Grade Level Standard or Above: 79%

Masters Grade Level Standard: 37%

Student Achievement Strengths

Our students continue to excel in all subject areas, especially in the area of English I and II. Our TSI performance continues to improve to 100% passing by the time students reach 11th and 12th grade, allowing students to enroll in college level coursework. Our students continue to out perform the district and the state in English 1, English 2, US History and Algebra 1. Our Algebra 1 scores continue to trend upward over the years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students and parents at Legacy Early College High School do not consistently have access to accurate, real-time information about academic progress, which limits student ownership of learning and reduces timely parent engagement.

Root Cause: Students have limited understanding or training in tracking their own progress digitally. Parents may lack familiarity or access to existing digital platforms, reducing engagement.

Problem Statement 2 (Prioritized): Students are not consistently receiving effective dual-credit support, resulting in underutilization of college resources and missed opportunities for academic and postsecondary planning.

Root Cause: Students lack structured guidance on how to access and utilize dual-credit resources effectively. Limited feedback mechanisms prevent monitoring the impact of dual-credit supports on student outcomes.

Problem Statement 3 (Prioritized): Students are not achieving a high enough percentage of Meets and Masters performance on STAAR across all tested areas.

Root Cause: Instruction and interventions need focus to be targeted to support students in reaching Meets and Masters levels.

Problem Statement 4 (Prioritized): The campus did not meet the attendance goal of 95% for the 2024-2025 school year, with a final attendance rate of 94.4%.

Root Cause: Limited parent engagement and awareness regarding attendance expectations and its impact on student success.

School Culture and Climate

School Culture and Climate Summary

Our student-teacher ratio allows us to provide individualized instruction and care for each student. This, combined with our collaborative community spirit and strong staff/peer relationships, creates an environment where we can celebrate our students at every opportunity.

We also make a concerted effort to facilitate team-building activities in both our CCR and content classrooms, fostering a focus on social-emotional learning and providing valuable student leadership opportunities.

School Culture and Climate Strengths

Our student-teacher ratio allows us to provide individualized instruction and care for each student. This, combined with our collaborative community spirit and strong staff/peer relationships, creates an environment where we can celebrate our students at every opportunity.

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: ECHS staff have a need to review the Outcome-Based Measures for Access for Distinction. This will help ensure that we have a shared understanding of the expectations and can work collaboratively to meet them.

Root Cause: Little involvement in understanding the ECHS model during PD and campus growth opportunities to meet the needs of at risk students.

Problem Statement 2 (Prioritized): regular grade-level teaming discussions would be invaluable in supporting the individual needs of our students. These discussions would allow us to identify areas of strength and opportunities for growth, and develop tailored strategies to help each student succeed

Root Cause: Community belief that Legacy is only for high achieving students creates misconceptions and misaligned understanding the mission of our campus.

Problem Statement 3 (Prioritized): Students experiencing mental health challenges are at risk of reduced well-being, engagement, and academic success.

Root Cause: Students lack understanding and skills to manage appropriate social media and phone use. Students lack coping strategies and social-emotional skills.

Problem Statement 4 (Prioritized): Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities.

Root Cause: Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively.

Problem Statement 5 (Prioritized): Some students report low excitement or motivation for attending school, which may negatively affect attendance, engagement, and learning outcomes.

Root Cause: Limited recognition and celebration of student interests, achievements, and contributions. Extracurricular and enrichment opportunities may not be accessible or well-promoted.

Problem Statement 6 (Prioritized): Student participation in leadership, clubs, peer mentoring, and community service is limited due to the small school size and fewer available

opportunities, restricting student engagement and development.

Root Cause: Small campus size limits the number and variety of extracurricular and leadership activities. Limited staff and resources to create or oversee additional opportunities. Students may have fewer options to explore interests or develop leadership skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Legacy Early College High School is committed to maintaining high-quality instructional and support staff who are equipped to meet the diverse academic and social-emotional needs of students. Current staff demonstrate strong subject-matter expertise and dedication; however, continuous professional development is essential to ensure best practices in dual-credit instruction, technology integration, and differentiated learning strategies. Emphasis on collaboration through PLCs and mentorship opportunities contributes to staff growth and overall instructional quality.

Recruiting highly qualified teachers and support staff remains a priority to sustain academic excellence and meet the specialized needs of Legacy students. The campus faces unique challenges in recruitment due to its smaller size, separation from the comprehensive high school, and competition with other district campuses. Strategic recruitment efforts focus on targeting educators with experience in early college programs, dual-credit instruction, and student-centered learning, as well as promoting Legacy's unique mission and successes to attract prospective staff.

Staff Quality, Recruitment, and Retention Strengths

Legacy Early College High School is committed to ensuring that students are supported by high-quality, engaged, and stable staff. Addressing challenges in recruitment and retention through targeted strategies, professional development, and inclusive practices will help maintain a talented workforce capable of sustaining high student achievement and fostering a positive school culture.

- Highly committed and knowledgeable instructional staff, especially in dual-credit and early college programs.
- Strong collaboration through PLCs, team leads, and mentorship opportunities.
- Staff engagement in professional development and willingness to implement student-centered strategies.
- A dedicated support staff team that ensures campus operations run smoothly.
- Campus culture that fosters teacher-student relationships and a shared commitment to student success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Campus staff feel isolated from district-level community, limiting collaboration, morale, and their sense of belonging.

Root Cause: Being a separate campus from the comprehensive high school creates physical and organizational separation from district-level activities.

Problem Statement 2 (Prioritized): PLC- The new rotation system with team leads is in its second year and requires refinement to operate efficiently

Root Cause: Inconsistencies in implementation reduce effectiveness.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

students for postsecondary success. Core academic courses align with state standards, while dual-credit and early college courses provide students with advanced learning opportunities. The curriculum integrates College, Career, and Military Readiness (CCMR) skills, including critical thinking, collaboration, and technology proficiency. Electives and enrichment programs support student engagement and personalized learning pathways.

Curriculum, Instruction, and Assessment Strengths

- **Rigorous Curriculum:**
 - Strong alignment with state standards and TEA expectations.
 - Availability of dual-credit and early college courses that give students advanced learning opportunities.
 - Integration of College, Career, and Military Readiness (CCMR) skills.
- **Student-Centered Instruction:**
 - Teachers use differentiated strategies, project-based learning, and collaborative activities.
 - Emphasis on real-world applications and critical thinking.
 - Professional learning communities (PLCs) and team lead rotations support teacher collaboration and continuous improvement.
- **Comprehensive Assessment System:**
 - Use of STAAR, dual-credit assessments, formative checks, and benchmarks to monitor student progress.
 - Data informs instructional decisions and targeted interventions.
- **Enrichment and Electives:**
 - Electives and enrichment programs engage students and allow for personalized learning pathways.
- **Commitment to College and Career Readiness:**
 - Strong focus on preparing students for postsecondary success.
 - Opportunities for students to earn college credit and experience rigorous coursework.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are not achieving a high enough percentage of Meets and Masters performance on STAAR across all tested areas.

Root Cause: Instruction and interventions need focus to be targeted to support students in reaching Meets and Masters levels.

Problem Statement 2 (Prioritized): The previous walkthrough Google Form system makes it difficult to efficiently provide feedback to Legacy teachers, slowing instructional improvement and communication.

Root Cause: The form lacks automation or streamlined processes to efficiently send feedback to multiple teachers.

Problem Statement 3: Students in dual-credit courses face barriers in accessing required materials and platforms due to device incompatibility and limited technology resources.

Root Cause: iPads and some devices are not compatible with dual-credit course software. There are insufficient laptops for all students.

Family and Community Engagement

Family and Community Engagement Summary

Legacy Early College High School is committed to cultivating meaningful partnerships with families and the community. By strengthening communication, increasing targeted engagement, and ensuring that all stakeholders are informed about academic programs, dual-credit opportunities, and student achievements, the campus can enhance family involvement, support student success, and build a stronger, more connected school community.

Family and Community Engagement Strengths

- Regular communication with parents through newsletters, emails, and digital platforms.
- Opportunities for parents to participate in school events, parent-teacher conferences, and College and Career Readiness (CCR) initiatives.
- Collaboration with district partners, local organizations, and postsecondary institutions to provide students with resources, mentorship, and experiential learning opportunities.
- Efforts to involve families in decision-making and provide transparent information about student progress, campus programs, and school initiatives.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Eleventh-grade students and their parents demonstrate the lowest overall academic performance and engagement, indicating a need for targeted supports.

Root Cause: Parents may have limited understanding of high school expectations and available resources. Students lack structured, cohort-specific guidance and interventions.

Problem Statement 2 (Prioritized): Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes.

Root Cause: Inconsistent use of platforms and channels to share CCR successes.

School Organization

School Organization Summary

Legacy Early College High School has a well-defined organizational structure that supports early college and dual-credit programming. Strengths include clear leadership, collaborative PLCs, and dedicated staff. Areas for growth include increasing staff integration with district initiatives, refining operational systems for efficiency, and strengthening formal decision-making processes to ensure all staff feel engaged and supported in their roles.

School Organization Strengths

- Clear leadership structure with campus administration providing instructional oversight and operational management.
- Team leads and PLC rotations support teacher collaboration and shared decision-making.
- Dedicated staff roles for dual-credit programs, student supports, and operational needs.
- Systems in place for scheduling, data tracking, walkthroughs, and instructional feedback.
- Strong focus on early college and dual-credit programming, fostering student success and postsecondary readiness.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Legacy Early College High School needs stronger branding to increase enrollment and attract students and families who may benefit from its programs.

Root Cause: Limited visibility and awareness of Legacy's programs and successes. Inconsistent marketing and outreach strategies. Lack of a coordinated approach to promote the school's identity and achievements.

Technology

Technology Summary

Technology at Legacy Early College High School is a key component of instruction, communication, and student engagement. The campus leverages digital tools to support learning, facilitate dual-credit courses, and track student progress. Technology integration helps prepare students for postsecondary success by fostering digital literacy, collaboration, and access to rigorous academic content.

Technology Strengths

- Dedicated use of technology in classrooms to support instruction and learning.
- Digital platforms for grade tracking, assignments, and communication with students and parents.
- Teachers are committed to integrating technology in lessons, including the use of formative assessments and data tracking.
- Efforts to use technology for collaboration, PLCs, and instructional planning.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): There are not enough laptops for all students on campus, limiting access to digital learning, instructional resources, and technology-based interventions.

Root Cause: Insufficient device inventory to meet the needs of all students. Limited funding or resource allocation for purchasing additional technology.

Priority Problem Statements

Problem Statement 1: Comparable data for Economically Disadvantaged students is beyond the 10% gap in comparison to TISD, which is required by TEA for an ECHS

Root Cause 1: low enrollment has made it difficult to maintain a 10% gap for campus percentages

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students and parents at Legacy Early College High School do not consistently have access to accurate, real-time information about academic progress, which limits student ownership of learning and reduces timely parent engagement.

Root Cause 2: Students have limited understanding or training in tracking their own progress digitally. Parents may lack familiarity or access to existing digital platforms, reducing engagement.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students at risk benchmark areas are slightly below or above meeting TEA accountability expectations, impacting overall student outcomes and campus performance.

Root Cause 3: Low enrollment compared to the district limits opportunities for peer support and resource allocation.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students are not achieving a high enough percentage of Meets and Masters performance on STAAR across all tested areas.

Root Cause 4: Instruction and interventions need focus to be targeted to support students in reaching Meets and Masters levels.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students are not consistently receiving effective dual-credit support, resulting in underutilization of college resources and missed opportunities for academic and postsecondary planning.

Root Cause 5:

Students lack structured guidance on how to access and utilize dual-credit resources effectively. Limited feedback mechanisms prevent monitoring the impact of dual-credit supports on student outcomes.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: regular grade-level teaming discussions would be invaluable in supporting the individual needs of our students. These discussions would allow us to identify areas of strength and opportunities for growth, and develop tailored strategies to help each student succeed

Root Cause 6: Community belief that Legacy is only for high achieving students creates misconceptions and misaligned understanding the mission of our campus.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities.

Root Cause 7: Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: PLC- The new rotation system with team leads is in its second year and requires refinement to operate efficiently

Root Cause 8: Inconsistencies in implementation reduce effectiveness.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: The previous walkthrough Google Form system makes it difficult to efficiently provide feedback to Legacy teachers, slowing instructional improvement and communication.

Root Cause 9: The form lacks automation or streamlined processes to efficiently send feedback to multiple teachers.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes.

Root Cause 10: Inconsistent use of platforms and channels to share CCR successes.

Problem Statement 10 Areas: Family and Community Engagement

Problem Statement 11: Legacy Early College High School needs stronger branding to increase enrollment and attract students and families who may benefit from its programs.

Root Cause 11: Limited visibility and awareness of Legacy's programs and successes. Inconsistent marketing and outreach strategies. Lack of a coordinated approach to promote the school's identity and achievements.

Problem Statement 11 Areas: School Organization

Problem Statement 12: There are not enough laptops for all students on campus, limiting access to digital learning, instructional resources, and technology-based interventions.

Root Cause 12: Insufficient device inventory to meet the needs of all students. Limited funding or resource allocation for purchasing additional technology.

Problem Statement 12 Areas: Technology

Problem Statement 13: Students are not achieving a high enough percentage of Meets and Masters performance on STAAR across all tested areas.

Root Cause 13: Instruction and interventions need focus to be targeted to support students in reaching Meets and Masters levels.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Students experiencing mental health challenges are at risk of reduced well-being, engagement, and academic success.

Root Cause 14: Students lack understanding and skills to manage appropriate social media and phone use. Students lack coping strategies and social-emotional skills.

Problem Statement 14 Areas: School Culture and Climate

Problem Statement 15: Some students report low excitement or motivation for attending school, which may negatively affect attendance, engagement, and learning outcomes.

Root Cause 15: Limited recognition and celebration of student interests, achievements, and contributions. Extracurricular and enrichment opportunities may not be accessible or well-promoted.

Problem Statement 15 Areas: School Culture and Climate

Problem Statement 16: Student participation in leadership, clubs, peer mentoring, and community service is limited due to the small school size and fewer available opportunities, restricting student engagement and development.

Root Cause 16: Small campus size limits the number and variety of extracurricular and leadership activities. Limited staff and resources to create or oversee additional opportunities. Students may have fewer options to explore interests or develop leadership skills.

Problem Statement 16 Areas: School Culture and Climate

Problem Statement 17: The campus did not meet the attendance goal of 95% for the 2024-2025 school year, with a final attendance rate of 94.4%.

Root Cause 17: Limited parent engagement and awareness regarding attendance expectations and its impact on student success.

Problem Statement 17 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 20, 2025

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase academic achievement

High Priority

Evaluation Data Sources: STAAR EOC's, CBA's, formal and informal classroom data, state interim testing, and BOY, MOY data, PD Plans, trainings

Strategy 1 Details	Reviews			
Strategy 1: Schedule and maintain weekly classroom walkthroughs using TISD walkthrough form for feedback Strategy's Expected Result/Impact: increase teacher efficacy and student engagement Staff Responsible for Monitoring: Principal and lead instructor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify and provide targeted interventions using campus and district level data Strategy's Expected Result/Impact: 5% growth in Meets grade level-Identify and provide targeted interventions using campus and district level data Staff Responsible for Monitoring: Principal, instructional lead teacher Problem Statements: Student Achievement 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Facilitate & Support Cross Curricular PLC process (Critical Friends Group design) Strategy's Expected Result/Impact: Increase cross-curricular collaboration to support all content areas Staff Responsible for Monitoring: Principal, Lead instructor Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor and support campus MTSS system to identify students in need of academic and social-emotional support through restorative practices Strategy's Expected Result/Impact: identify student supports needed for target groups and interventions Staff Responsible for Monitoring: Principal, counselor, Lead instructor Problem Statements: School Culture and Climate 2, 4	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Students are not achieving a high enough percentage of Meets and Masters performance on STAAR across all tested areas. Root Cause: Instruction and interventions need focus to be targeted to support students in reaching Meets and Masters levels.
School Culture and Climate
Problem Statement 2: regular grade-level teaming discussions would be invaluable in supporting the individual needs of our students. These discussions would allow us to identify areas of strength and opportunities for growth, and develop tailored strategies to help each student succeed Root Cause: Community belief that Legacy is only for high achieving students creates misconceptions and misaligned understanding the mission of our campus. Problem Statement 4: Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities. Root Cause : Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively.
Staff Quality, Recruitment, and Retention
Problem Statement 2: PLC- The new rotation system with team leads is in its second year and requires refinement to operate efficiently Root Cause: Inconsistencies in implementation reduce effectiveness.
Curriculum, Instruction, and Assessment
Problem Statement 2: The previous walkthrough Google Form system makes it difficult to efficiently provide feedback to Legacy teachers, slowing instructional improvement and communication. Root Cause: The form lacks automation or streamlined processes to efficiently send feedback to multiple teachers.

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Ensure safety and well-being

High Priority

Evaluation Data Sources: Fire Drill, Inclement Weather Drills, Intruder Drills, Camera monitoring, Campus walk throughs, safety training

Strategy 1 Details	Reviews			
Strategy 1: Conduct 100% of required safety drills and monitor student safety protocols Strategy's Expected Result/Impact: increase student and staff safety- through daily and weekly door checks Staff Responsible for Monitoring: Principal, CERT team members, security guard	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide grade-level specific academic, social, and career support through Counselors and College & Career Readiness teachers. Strategy's Expected Result/Impact: increased overall student well being Staff Responsible for Monitoring: Principal, Counselor, teachers Problem Statements: Student Achievement 1, 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students and parents at Legacy Early College High School do not consistently have access to accurate, real-time information about academic progress, which limits student ownership of learning and reduces timely parent engagement. Root Cause: Students have limited understanding or training in tracking their own progress digitally. Parents may lack familiarity or access to existing digital platforms, reducing engagement.
Problem Statement 2: Students are not consistently receiving effective dual-credit support, resulting in underutilization of college resources and missed opportunities for academic and postsecondary planning. Root Cause: Students lack structured guidance on how to access and utilize dual-credit resources effectively. Limited feedback mechanisms prevent monitoring the impact of dual-credit supports on student outcomes.
Family and Community Engagement
Problem Statement 2: Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes. Root Cause: Inconsistent use of platforms and channels to share CCR successes.

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase engagement through well rounded experiences

Evaluation Data Sources: student surveys, CCR lesson plans, field trip planning
Student driven clubs, service learning participation, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement district surveys and analyze results for trends and areas of focus Strategy's Expected Result/Impact: overall campus improvement Increase positive campus culture Increased student voice Problem Statements: School Culture and Climate 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and expand opportunities for student leadership through clubs and partnerships with community organizations. Strategy's Expected Result/Impact: Provide ongoing College visits and cultural experiences to engage students in post-secondary opportunities Staff Responsible for Monitoring: Principal, couneslor, college & career readiness teachers Problem Statements: Family and Community Engagement 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor and track student participation in leadership opportunities, clubs, peer mentoring, and community service events. Strategy's Expected Result/Impact: increase leadership and campus culture Provide meaningful opportunities to develop student leadership on campus through the strategic design of Friday schedule Staff Responsible for Monitoring: Principal, Campus events lead Problem Statements: School Culture and Climate 6	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Expand student engagement by providing structured opportunities in UIL, robotics, and select athletic programs. Strategy's Expected Result/Impact: This involvement will foster a sense of belonging, enhance leadership and teamwork abilities, and provide well-rounded learning experiences beyond the classroom. Staff Responsible for Monitoring: Principal, Counselor, UIL Coordinator, teachers Problem Statements: School Culture and Climate 6	Formative			Summative
	Oct	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 4: Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities. Root Cause : Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively.
Problem Statement 6: Student participation in leadership, clubs, peer mentoring, and community service is limited due to the small school size and fewer available opportunities, restricting student engagement and development. Root Cause: Small campus size limits the number and variety of extracurricular and leadership activities. Limited staff and resources to create or oversee additional opportunities. Students may have fewer options to explore interests or develop leadership skills.
Family and Community Engagement
Problem Statement 2: Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes. Root Cause: Inconsistent use of platforms and channels to share CCR successes.
School Organization
Problem Statement 1: Legacy Early College High School needs stronger branding to increase enrollment and attract students and families who may benefit from its programs. Root Cause: Limited visibility and awareness of Legacy's programs and successes. Inconsistent marketing and outreach strategies. Lack of a coordinated approach to promote the school's identity and achievements.

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase college and/or career readiness by graduation

Evaluation Data Sources: classroom observations, curriculum lesson plans
TSI results, CCRMS indicators

Strategy 1 Details	Reviews			
Strategy 1: Design, implement and monitor College & Career Readiness curriculum across all grade levels Strategy's Expected Result/Impact: All students in 9th through 12th grade will engage in college planning activities through grade-level aligned College Readiness Curriculum Staff Responsible for Monitoring: Principal, counselor, teachers Problem Statements: Student Achievement 2 - Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Plan ongoing College visits and cultural experiences Strategy's Expected Result/Impact: Increased experiences provided to support student interest in post-secondary experiences Staff Responsible for Monitoring: Principal, counselor, college & career readiness teachers Problem Statements: School Culture and Climate 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide and support student leadership opportunities through Phoenix Phriday clubs Strategy's Expected Result/Impact: Increase leadership skills through defined roles on campus which improves life-ready skills post-graduation Staff Responsible for Monitoring: Principal, counselor, CCR teachers Problem Statements: School Culture and Climate 4, 6	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Students are not consistently receiving effective dual-credit support, resulting in underutilization of college resources and missed opportunities for academic and postsecondary planning. **Root Cause:** Students lack structured guidance on how to access and utilize dual-credit resources effectively. Limited feedback mechanisms prevent monitoring the impact of dual-credit supports on student outcomes.

School Culture and Climate

Problem Statement 4: Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities. **Root Cause** : Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively.

Problem Statement 6: Student participation in leadership, clubs, peer mentoring, and community service is limited due to the small school size and fewer available opportunities, restricting student engagement and development. **Root Cause:** Small campus size limits the number and variety of extracurricular and leadership activities. Limited staff and resources to create or oversee additional opportunities. Students may have fewer options to explore interests or develop leadership skills.

Family and Community Engagement

Problem Statement 2: Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes. **Root Cause:** Inconsistent use of platforms and channels to share CCR successes.

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Increase Morale, recruitment and retention

High Priority

Evaluation Data Sources: Classroom observations, classroom student data, testing data, new teacher mentoring & coaching, training, PD Schedules, PLCS staff surveys, student activity plans

Strategy 1 Details	Reviews			
Strategy 1: Share district level surveys and analyze results to identify trends for campus improvement Strategy's Expected Result/Impact: gather feedback from staff to support immediate needs and plan for improvement Staff Responsible for Monitoring: Principal, campus leadership team Problem Statements: School Culture and Climate 3, 4, 5, 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct staff rounding during the Fall and Spring semesters for all staff and provide updates on actions and progress. Strategy's Expected Result/Impact: Increased staff engagement and accountability: Staff feel heard and supported through regular check-ins. Improved communication: Clear updates on actions and progress ensure staff understand expectations and next steps. Enhanced instructional practices and campus climate: Insights gained from rounding help identify needs, guide professional development, and address concerns promptly. Data-informed decision-making: Regular tracking of rounding outcomes allows leadership to monitor trends, celebrate successes, and implement improvements efficiently. Staff Responsible for Monitoring: Principal and Counselor Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Increase teacher leadership opportunities that support engagement and involvement on campus at all grade levels Strategy's Expected Result/Impact: Enhanced teacher engagement: Teachers take active roles in campus initiatives, committees, and decision-making. Improved collaboration: Increased opportunities for leadership foster stronger collaboration across grade levels and departments. Positive impact on student outcomes: Teacher leaders contribute to instructional improvements and school culture, indirectly supporting student engagement and achievement. Stronger campus culture: Teachers feel valued and empowered, leading to higher morale, retention, and a sense of shared ownership in school goals. Staff Responsible for Monitoring: Campus Leadership Team Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide teachers with training, coaching and/or mentoring needed to ensure classroom effectiveness Strategy's Expected Result/Impact: Improved instructional effectiveness: Teachers implement best practices that enhance student learning outcomes. Increased teacher confidence and skills: Ongoing support strengthens teacher capacity in planning, instruction, and classroom management. Higher student engagement and achievement: Effective teaching strategies lead to more active learning and improved academic performance. Collaborative professional culture: Coaching and mentoring foster collaboration, reflection, and shared responsibility among staff. Staff Responsible for Monitoring: Principal Problem Statements: Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Utilize Better Together peer accountability partners to provide faculty and staff with ongoing professional learning and support. Strategy's Expected Result/Impact: Enhanced professional growth: Faculty and staff deepen their knowledge and skills through peer learning and accountability. Increased collaboration: Regular interaction with peer partners fosters a supportive and collaborative professional culture. Improved instructional practices: Insights and feedback from peers help teachers refine strategies that positively impact student learning. Stronger engagement and accountability: Faculty and staff remain motivated and responsible for applying new strategies in their classrooms and roles. Staff Responsible for Monitoring: Principal and CLT Problem Statements: Staff Quality, Recruitment, and Retention 2		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: regular grade-level teaming discussions would be invaluable in supporting the individual needs of our students. These discussions would allow us to identify areas of strength and opportunities for growth, and develop tailored strategies to help each student succeed Root Cause: Community belief that Legacy is only for high achieving students creates misconceptions and misaligned understanding the mission of our campus. Problem Statement 3: Students experiencing mental health challenges are at risk of reduced well-being, engagement, and academic success. Root Cause: Students lack understanding and skills to manage appropriate social media and phone use. Students lack coping strategies and social-emotional skills. Problem Statement 4: Some students feel socially isolated or excluded by peers, reducing their engagement, sense of belonging, and participation in school activities. Root Cause : Limited structured opportunities for inclusive peer interactions and relationship-building. Insufficient programs addressing social-emotional skills, empathy, and conflict resolution. Students may lack strategies to navigate social dynamics effectively. Problem Statement 5: Some students report low excitement or motivation for attending school, which may negatively affect attendance, engagement, and learning outcomes. Root Cause: Limited recognition and celebration of student interests, achievements, and contributions. Extracurricular and enrichment opportunities may not be accessible or well-promoted. Problem Statement 6: Student participation in leadership, clubs, peer mentoring, and community service is limited due to the small school size and fewer available opportunities, restricting student engagement and development. Root Cause: Small campus size limits the number and variety of extracurricular and leadership activities. Limited staff and resources to create or oversee additional opportunities. Students may have fewer options to explore interests or develop leadership skills.

Staff Quality, Recruitment, and Retention
Problem Statement 2: PLC- The new rotation system with team leads is in its second year and requires refinement to operate efficiently Root Cause: Inconsistencies in implementation reduce effectiveness.

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure strategic compensation and benefits

Strategy 1 Details	Reviews			
Strategy 1: Monitor campus stipend list in order to remain regionally competitive with pay structures Strategy's Expected Result/Impact: ensure that staff are offered pay/resources in alignment with duties Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement CEIC and teacher committees to provide ideas/feedback on innovative compensation initiatives. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure TTESS procedures are met consistently to support Teacher Incentive Allotment Program. Strategy's Expected Result/Impact: Well calibrated Teacher observations and walkthroughs for data collection Staff Responsible for Monitoring: Principal Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: The previous walkthrough Google Form system makes it difficult to efficiently provide feedback to Legacy teachers, slowing instructional improvement and communication. Root Cause: The form lacks automation or streamlined processes to efficiently send feedback to multiple teachers.

Goal 2: Exceptional Workplace Climate

Performance Objective 3: Ensure continuous professional development and training

Evaluation Data Sources: PD plans, PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Implement campus wide PD during monthly PLC meetings, directly supporting instructional practices across all contents Strategy's Expected Result/Impact: Increase collaboration on best practices, increase student performance and engagement Staff Responsible for Monitoring: Principal , lead instructor Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support teacher growth through self-reflection and goal-setting and ongoing teacher coaching Strategy's Expected Result/Impact: Increased teacher performance Staff Responsible for Monitoring: Principal Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: PLC- The new rotation system with team leads is in its second year and requires refinement to operate efficiently Root Cause: Inconsistencies in implementation reduce effectiveness.

Goal 3: Strong Partnerships

Performance Objective 1: Increase family engagement and satisfaction

Evaluation Data Sources: staff, students, parent surveys, parent meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Create meaningful opportunities for student leadership development and enhance student culture through a strategically designed Friday schedule. Strategy's Expected Result/Impact: Increased awareness of student growth: Families see students taking on leadership roles and contributing positively to school culture, which reinforces confidence in the school's programs. Stronger family-school connection: When students engage in leadership and cultural activities, families are more likely to participate in school events and support initiatives. Enhanced satisfaction with school climate: Families perceive a positive, structured environment where students are developing skills, fostering trust and pride in the school community. Opportunities for family involvement: Strategically designed schedules can include events or showcases that invite families to observe or participate, strengthening engagement. Staff Responsible for Monitoring: Campus Leadership Team Problem Statements: Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase parent and student engagement by communicating campus news and providing opportunities for input during grade-level parent meetings. Strategy's Expected Result/Impact: Improved communication: Families receive timely and relevant updates about campus news, events, and initiatives. Increased family involvement: Opportunities for input during grade-level parent meetings encourage active participation in school decisions. Stronger school-community relationships: Regular communication and feedback foster trust, transparency, and collaboration between families and the school. Enhanced student support: Greater parent engagement contributes to student success, as families are more informed and connected to academic and extracurricular opportunities. Staff Responsible for Monitoring: Campus Leadership team Problem Statements: Family and Community Engagement 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer opportunities for parent engagement through campus and community events, including Meet the Teacher, Open House, and the Legacy Breakfast Social. Strategy's Expected Result/Impact: Increased parent engagement: More families attend campus and community events, building stronger connections with the school. Enhanced communication: Parents gain a better understanding of school programs, expectations, and student opportunities. Stronger school-community relationships: Positive interactions during events foster trust, collaboration, and a sense of shared responsibility for student success. Support for student success: Engaged parents are better equipped to support their child's academic and social growth. Staff Responsible for Monitoring: Campus Leadership Team Problem Statements: Family and Community Engagement 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement

Problem Statement 2: Legacy's initiatives in College and Career Readiness (CCR) are not consistently shared, limiting transparency and stakeholder awareness of student opportunities and successes. **Root Cause:** Inconsistent use of platforms and channels to share CCR successes.

School Organization

Problem Statement 1: Legacy Early College High School needs stronger branding to increase enrollment and attract students and families who may benefit from its programs. **Root Cause:** Limited visibility and awareness of Legacy's programs and successes. Inconsistent marketing and outreach strategies. Lack of a coordinated approach to promote the school's identity and achievements.

Goal 3: Strong Partnerships

Performance Objective 2: Ensure community engagement and satisfaction

Evaluation Data Sources: staff, students, parent surveys, parent meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly meetings with Temple College partners to gather support and feedback for enhancing school design. Strategy's Expected Result/Impact: Enhanced school design: Feedback from college partners informs improvements in academic programs, scheduling, and campus initiatives. Strengthened partnerships: Regular collaboration fosters stronger relationships and mutual support between the school and Temple College. Increased resources and opportunities: College input may provide additional academic, extracurricular, or career-readiness opportunities for students. Data-informed decision-making: Continuous feedback ensures school improvement decisions are guided by expert insights and community needs. Staff Responsible for Monitoring: Campus Leadership Team,	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and expand service-learning opportunities and community partnerships to engage students in meaningful, real-world experiences. Strategy's Expected Result/Impact: Stronger community partnerships: Collaborative relationships with local organizations provide students with meaningful opportunities and resources. Staff Responsible for Monitoring: Campus Leadership team	Formative			Summative
	Oct	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

Strategy 1 Details	Reviews			
Strategy 1: Monitor purchasing processes outlined in the finance handbook. Strategy's Expected Result/Impact: Achieve Perfect FIRST Rating Campus budgets balanced Timelines for budgets are followed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor dual-credit enrollment to ensure FAST funding benefits provide tuition savings Strategy's Expected Result/Impact: decrease the amount of money spent on tuition by capitalizing on savings through the program each semester Staff Responsible for Monitoring: Principal, counselor, registrar	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Temple College to lower the cost of textbooks by using OER embedded resources Strategy's Expected Result/Impact: lower the cost of textbooks each semester Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure campus system for monitoring daily attendance Strategy's Expected Result/Impact: increase attendance will increase funding received Staff Responsible for Monitoring: Principal, attendance clerk Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: The campus did not meet the attendance goal of 95% for the 2024-2025 school year, with a final attendance rate of 94.4%. Root Cause: Limited parent engagement and awareness regarding attendance expectations and its impact on student success.
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Goal 4: Efficient Financial Stewardship

Performance Objective 2: Increase operational effectiveness and efficiency

Strategy 1 Details	Reviews			
Strategy 1: Monitor system for ensuring M&O and technology work order systems are operating efficiently. Strategy's Expected Result/Impact: Alignment to district processes for efficiency and effectiveness Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support and monitor the protocols for effective PEIMS management. Staff Responsible for Monitoring: Principal PIEMS/Registrar, attendance clerk	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Efficient Financial Stewardship

Performance Objective 3: Ensure strategic long-term asset and facility planning

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with district staff to discuss long-term facility planning	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				