

# Legacy Campus Improvement Plan

2014-15



# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on 10-2-14.**

Participants Involved in Process (by Title)	Data Sources Examined (click box for X)
<i>Dr. Shelly Butler, Principal</i>	<p><u>Demographic (Who are we)?</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> District or Campus Demographics</li> <li><input type="checkbox"/> District PEIMS reports</li> <li><input checked="" type="checkbox"/> Dropout and School Leaver data—disaggregated</li> <li><input type="checkbox"/> District/Campus retention data</li> <li><input checked="" type="checkbox"/> District/Campus discipline referral data</li> <li><input checked="" type="checkbox"/> Student attendance/truancy data</li> <li><input checked="" type="checkbox"/> Referral percentages for students in SPED</li> <li><input checked="" type="checkbox"/> Homeless population analysis</li> </ul> <p><u>Student Performance (How are we doing)?</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TAPR Report</li> <li><input checked="" type="checkbox"/> STAAR/EOC Index Reports—disaggregated</li> <li><input checked="" type="checkbox"/> System Safeguard Reports</li> <li><input type="checkbox"/> School/NCLB Report Cards</li> <li><input type="checkbox"/> ISIP Early Childhood Reading Assessments</li> <li><input checked="" type="checkbox"/> Campus-based assessment data</li> <li><input checked="" type="checkbox"/> SAT/ACT/AP data</li> <li><input checked="" type="checkbox"/> Grades/Failure Reports</li> </ul> <p><u>Perceptions (How do we feel about it)?</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Development Needs Surveys</li> <li><input type="checkbox"/> Campus Parent Involvement Data</li> <li><input type="checkbox"/> Technology Needs/Star Chart</li> <li><input type="checkbox"/> Parent, Community, Teacher, and /or Student survey</li> </ul> <p><u>School Processes (What are we doing about it)?</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Tutoring schedules</li> <li><input type="checkbox"/> RTI Process</li> <li><input checked="" type="checkbox"/> Program Evaluations</li> <li><input checked="" type="checkbox"/> Communication systems</li> <li><input checked="" type="checkbox"/> Master Schedule</li> </ul> <p>Other: _____</p>
<i>Erin Frye, Academic Associate Principal</i>	
<i>LHS Counselors</i>	
<i>LHS Teachers</i>	
<i>Michelle Alamudun, ELL Lead Teacher</i>	
<i>LHS Site Based Committee</i>	
<i>Assistant Principals</i>	
<i>Jennifer Roberts, AVID Site Coordinator</i>	
<i>Leonard Cousins, LHS DEIC Rep</i>	
<i>Pamela Pinkerton, Librarian</i>	
<i>Dr. Peggy McNairn, District SPED Coordinator</i>	
<i>LHS Department Chairs</i>	
<i>Stephanie Bonneau, LHS Instructional/Data Specialist</i>	

## Identified Areas of Strength and Concern

### Areas of Strength

Increased passing rate for all students on the English I EOC by 10%	Decreased the number of 1s on AP exams, 3.1% reduction from 2013 to 2014
Increased passing rate for all students on the English II EOC by 6%	Improved the percentage of students passing all AP exams with a score of 3, 4 or 5
Increased passing rate for all students on the Algebra I EOC by 6%	
Increased passing rate for all students on the Biology EOC by 6%	

### Opportunities for Improvement

<i>Improve ELL Reading EOC passing rate = 52% (2014)</i>	<i>Improve Algebra I EOC performance for all student groups</i>
<i>Improve SPED Math EOC passing rate = 44% (2014)</i>	
<i>Improve SPED Reading EOC passing rate = 42% (2014)</i>	
<i>Improve number of students who score a 3, 4 or 5 on all AP exams</i>	
<i>Improve student performance on the AP, PSAT, SAT and ACT exams</i>	

**In this plan, the term “student groups” refers to students who are H, W, AA, ECD, ELL/LEP, CTE, G/T, At Risk, and Special Education (SPED)**

<b>District Goal 1:</b> We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.					
<b>Objective(s) 1.1:</b> The district will integrate technology into daily instruction.					
<b>Strategies and Action Steps</b>	<b>Start Date</b>	<b>Person(s) Responsible (by title)</b>	<b>Resources</b>	<b>Evaluation Dates/End Dates</b>	<b>Evaluation Target (SMART)</b>
Continue to provide ongoing training on how to effectively utilize technology to reinforce instruction in the classroom.	August 2014	Principal, Assistant Principals, Technology Trainer	MISD Technology Department, iPad Mentors, Campus Budget	June 2015	100% of the teachers have attended one technology integration session. 100% of teachers will use at least one form of student driven technology weekly. Administrators will notate technology use during weekly walk-throughs.
Continue to utilize the Flipped Classroom as an instructional strategy	August 2014	Principal, Assistant Principals, Technology Trainer	MISD Technology Department, iPad Mentors, Campus Budget	June 2015	A minimum of 30% of teachers will utilize flipped lessons as an instructional strategy. An end of the year survey of students and teachers will determine effectiveness.
Utilize iPads and MacBooks campus wide as an instructional tool	August 2014	Principal, Assistant Principals, Technology Trainer	MISD Technology Department, iPad Mentors, Campus Budget	June 2015	100% of classroom teachers will use their iPad and MacBook as an instructional tool
Designate a role within the PLC structure as the professional in charge of integrating technology into daily instruction.	August 2014	Principal, Assistant Principals, Teachers	MISD Technology Department, iPad Mentors, Campus Budget	June 2015	100% of teachers will use at least one form of student driven technology weekly. Administrators will notate technology use during weekly walk-throughs.
Incorporate school wide use of iTunes U courses as a platform to deliver instructional materials to students	August 2014	Principal, Assistant Principals, Technology Trainer	MISD Technology Department, iPad Mentors	June 2015	A minimum of 30% of teachers will utilize iTunes U courses as an instructional strategy.

**District Goal 1:**  
 We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.1:**  
 The district will integrate technology into daily instruction.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Dates	Evaluation Target (SMART)

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.2:**

The district will use assessment to guide instruction. (See DIP only)

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.3:**

The District will address learning styles through innovative teaching methods. (See DIP only)

<b>District Goal 1:</b> We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.					
<b>Objective(s) 1.4:</b> The faculty and staff of Legacy High School will work collaboratively to improve student achievement in <b>Math and Reading</b> across <u>all</u> student populations, with a special emphasis on the <b>Special Education and ELL</b> student groups as measured by the 2014 EOC STAAR Reading and Math assessment results (State and Federal Safeguard).					
Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Incorporate the campus wide AVID strategy of Electronic Organization, Instructional Google Calendar sharing	September 2014	Principal, Assistant Principals, Teachers, Technology Trainer	MISD Technology, AVID site coordinator	June 2015	Increase Index 1 EOC scores for All Students by 5% as measured by the 2015 STAAR EOC
Develop ELL Word Walls in all classrooms	August 2014	Principal, Assistant Principal, Teachers	ELL district coordinator	June 2015	Increase Index 1 scores for ELL students by 5% as measured by the 2015 STAAR EOC English I and English II exams
Six weeks tracking of Special Education 12 <sup>th</sup> grade potential graduates	August 2014	Principal, Counselor, Campus Leadership Team	Student grades from Skyward	June 2015	Meet the 83% federal target for SPED graduation rate as measured on the 2015 System Safeguard Report
Fall and Spring Inclusion Training for all SPED and general education inclusion teachers	September 2014	Principal, Assistant Principals, Teachers	District Special Education Coordinator, High School Allotment funds	June 2015	Increase Index 1 EOC scores for special education students by 5% as measured by the 2015 STAAR EOC
Peer Tutoring for Algebra I classes provided by the LHS Community Service class	September 2014	Community Service Teacher, Students	Community Service students	June 2015	Increase Index 1 Algebra I EOC scores for All Students by 5% as measured by the 2015 STAAR EOC
Fall and Spring ELL Sheltered Training for all ELL Sheltered general education teachers	September 2014	Principal, Assistant Principals, Teachers	District ELL Specialist, High School Allotment funds	June 2015	Increase Index 1 EOC scores for special education students by 5% as measured by the 2015 STAAR EOC

**District Goal 1:**

We will ensure educational opportunities for all students delivered through innovative and inspiring teaching methods.

**Objective(s) 1.5:**

The faculty and staff of Legacy High School will work collaboratively to improve student achievement in **AP, SAT, ACT examination performance in all subject areas, as well as increase the numbers of students who earn greater than expected student growth in ELA and Math** exams as measured by the 2014 Index 4 Postsecondary Readiness rating.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
SAT/ACT Prep Course in English and Math added to the master schedule	August 2014	Principal, Assistant Principals	Campus Budget	June 2015	Increase the number of students who score above a 23 composite score on the ACT and a 1550 total score on the SAT.
Algebra I Course populated with Level III Potentials	September 2014	Principal, Assistant Principals, Teachers	Counselors	June 2015	Increase the number of students who score a Level III on the Algebra I STAAR EOC by 5%
Create an AP Teacher PLC	September 2014	Principal, Assistant Principal, GT Specialist	GT Specialist	June 2015	Decrease the number of 1s scored by students by 2% as measured by the 2015 AP exam
PSAT preparation in general education English and Math classes prior to October 15, 2014	September 2014	Principal, Assistant Principals, Teachers	GT Specialist	June 2015	Increase the number of National Merit Finalists by 1 as measured by the 2014-15 PSAT exam
Analyze the ACT/SAT Participation Report to determine the numbers of juniors who have or have not taken either the SAT or the ACT	October 2014	Principal, Assistant Principals, Counselors	Counselors, ACT and SAT Score Reports	June 2015	Increase the number of students who take the SAT or ACT by 5% as measured by the 2014-15 SAT and ACT exams



**District Goal 2:**

MISD will engage parents and community in a partnership committed to student success that is based on a value of our diversity and quality customer service.

**Objective 2.1:** The District will implement strategies to involve and inform parents to foster increased parental involvement.

**Objective 2.2:** The District will reach out to neighborhoods and communities to promote MISD.

**Objective 2.3:** The District will establish and define expectations for high quality standards of customer service and communication.

Strategies and Action Steps	Start Date	Person(s) Responsible (by title)	Resources	Evaluation Dates/End Date	Evaluation Target (SMART)
Host STUCO L.U.C.K. Week	March 2015	Teen Leadership teacher and students, Teachers	Legacy faculty, students and staff	May 2015	At least 50% of Legacy students will participate in the week's activities
Host STUCO United to Fight Cancer Week	November 2014	Teen Leadership teacher and students, Teachers	Legacy faculty, students and staff	December 2014	Increased financial contribution by 3% to various cancer research organizations.
Create and Facilitate a Feeder Parent Information Night called Bronco Night	November 2014	Principal, Assistant Principals, Teachers	Legacy PTSA, feeder schools personnel	November 2014	100 parents will participate in the information night session to improve the communication of high school expectations
Host Veteran's Day Community Celebration	October 2014	Teen Leadership teacher and students	Legacy faculty, students and staff	November 2014	50 community members will participate in the luncheon hosted to honor their military service.

<b>District Goal 3:</b> MISD will ensure that all students have access to the highest quality teachers and leaders.
<b>Objective 3.1:</b> The District will recruit the highest quality employees. (See DIP only)
<b>Objective 3.2:</b> The District will provide strategies for teacher and staff retention. (See DIP only)

<b>District Goal 3.3:</b> The District will invest in all teachers and leaders through high quality professional development.					
<b>Strategies and Action Steps</b>	<b>Start Date</b>	<b>Person(s) Responsible (by title)</b>	<b>Resources</b>	<b>Evaluation Dates/End Date</b>	<b>Evaluation Target (SMART)</b>
Provide Solution Tree PLC Professional Development Training	August 2014	Principal, Teachers, Assistant Principals	Campus Budget	June 2015	100% of teachers will participate in a subject specific PLC for the 2014-15 school year
Provide Kilgo Data Driven Decision Making Training for teachers and administrative staff	September 2014	Principal, Teachers, Assistant Principals	Campus Budget, Title II funds	October 2014	5% increase in overall student achievement on all EOC STAAR exams

Appendix A

**Payroll Summary – Special Revenue Funded Positions**

<b>FEDERAL FUNDS</b>			
<b>Position / Grade Level</b>	<b>Fund Source</b>	<b>FTE</b>	<b>Budget Amt.</b>

<b>STATE GRANT FUNDS</b>			
<b>Position / Grade Level</b>	<b>Fund Source</b>	<b>FTE</b>	<b>Budget Amt.</b>

## Appendix B

### **Purpose and Beneficiaries of Federal Funds**

The district receives federal monies from the following grant programs: Title I, Part A; Title II, Part A; Title III; IDEA B; Carl Perkins Career and Technology. In addition to supporting the goals of the District and its campuses, Mansfield ISD, as a recipient of federal funding, agrees to adopt the goals of the No Child Left Behind Act as follows:

1. All students will achieve high academic standards by attaining proficiency or better in reading and math by the 2013-14 school year.
2. All students will be taught by highly effective staff. (Mansfield ISD is a 100% highly qualified district).
3. All students will be educated in schools and classrooms that are safe, drug free, and conducive to learning.
4. All limited English proficient students will become proficient in English.
5. All students will graduate from high school.

All district monies related to these federal funding sources, whether spent directly by the district or allocated to an appropriate campus for expenditure, will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

#### Title I, Part A:

Amount Allocated: \$2,769,566 (only for school wide eligible campuses with 40% or greater free or reduced lunch)

Intended Purpose – to enable all children to meet the state student performance standards

Intended Beneficiaries – students on eligible campuses who experience difficulties mastering the state academic achievement standards

District-level Uses – Professional Development (<1%); Parent Involvement (1%); Homeless (1%), program administration (1.24%)

#### Title II:

Amount Allocated: \$256,010

Intended Purpose – to increase student academic achievement through improving teacher and principal quality

Intended Beneficiaries – teachers, principals, assistant principals, and others as appropriate to program intent

District Level Uses – Staff development to implement district initiatives and curriculum evaluation/implementation; KEEPS new teacher mentor/retention program

Title III:

Amount Allocated: \$ 368,534

Intended Purpose – to provide supplemental resources to help Limited English Proficient (LEP) children attain English proficiency

Intended Beneficiaries – LEP students, including immigrant children and youth

District Level Uses – Personnel to support campuses in LEP program implementation, professional development of ELL staff, instructional materials for ELL students, parent education and involvement (including translation), program administration (2%)

IDEA B:

Amount Allocated: \$3,719,757 and SPED Preschool \$44,429

Intended Purpose – to provide special education and related services

Intended Beneficiaries – children with disabilities ages 3-21

District Level Uses – Personnel to provide services to students with disabilities

Carl Perkins:

Amount Allocated: \$255,123

Intended Purpose – develop more fully the academic and technical skills of secondary students

Intended Beneficiaries – secondary students who elect to enroll in career and technical (CTE) programs

No District Level Uses (call campus based)

***Mansfield ISD does not consolidate fund sources; however, Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.***

Appendix C

**Purpose and Beneficiaries of State Compensatory Education Funds**

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC [Section 29.081](#)).

SCE: Campus Amount Allocated: \$ 15,220 (exclusive of staffing in Appendix B)

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school

*Mansfield ISD uses State PEIMS criteria for the identification of At Risk students. No additional local criteria are assigned.*

***Briefly describe the comprehensive, intensive, accelerated instruction programs for At-Risk students at this campus including STAAR/EOC failures, core subject grade failures, and LEP students:***

**At LHS, all of our teachers have scheduled times (either before or after school) in which they tutor kids. Students who may not have been successful on the TAKS/EOC test have been put into classrooms that offer specialized instruction on SE's that, according to DMAC data, we performed most poorly on. For those students whose schedules would not allow for remediation classes during the school day, we have created after school tutoring opportunities to address these students' academic needs which includes access to an iTunes U Course that maintains study materials for each state mandated exam. For ELL and SPED students, we have designated sheltered/inclusion courses with specialized instruction to meet their academic needs. We have incorporated an LHS mentoring program for at-risk 9<sup>th</sup> graders. Students are being mentored by 12<sup>th</sup> grade students who have volunteered for the opportunity to mentor a younger student.**

