
LEGACY SCHOOL OF SPORT SCIENCES

Campus Improvement Plan
2020-2021



School Support Team

| Name | Role |
|------------------|-----------------|
| Ralph Butler | Principal |
| Roderick Cotton | Business Member |
| Vernon McGowen | Parent |
| Chinwe Asomugha | Teacher |
| PJ Couisnard | Teacher |
| Robert Haber | Teacher |
| BreAnn Hooper | Teacher |
| Ashley Jackson | Teacher |
| Kelvin Owens | Teacher |
| Rayla Robinson | Teacher |
| Tomitra Wiley | Teacher |
| Darrell Williams | Teacher |

Mission

The Mission of Legacy is to provide a rigorous, well-balanced college preparatory program that focuses on educational experiences through the use of thematic, work-based curriculum for academics, athletics, and professions within athletics.

Vision

The Vision is to educate and inspire gifted and talented students through their interest of careers in athletics, while maintaining a focus on academic, social, and personal growth.

Campus Motto

The Legacy Way

Be where you are supposed to be

Do what you are supposed to

In pursuit of academic and athletic excellence.

Legacy School of Sport Sciences

Comprehensive Needs Assessment

School Profile

Legacy School of Sport Sciences is the only campus in Legacy Collegiate Middle/High School. Legacy School of Sport Sciences opened its doors in 2018 and serves predominately middle-class families. Legacy School of Sport Sciences is projected to serve 500 students in grades 6th – 12th during the 2020-2021 school year, which is an increase from the previous year of 365. The campus is a middle-high school that focuses on the careers in the industry of sport.

The student population is 60% African American, 12% Anglo, 28% Hispanic, 69% male and 31% female with a low socioeconomic status of 31% and 27% identified as at-risk. Our school staff consist of 1 Chief Academic Officer/Principal, 1 Chief Operations of Officer, 25 teachers, 1 part-time counselor, 2 Deans, 1 Parent Liaison, 1 Program Director/Interventionist. The teaching staff population is 68% African American, 20% Anglo and 8% Hispanic, 56% male and 44% female.

With a focus on careers in sport, we leverage our student's interest in playing sports to introduce career opportunities in the sport industry. At the high school, our career pathways include Health Science (Sport Medicine), Marketing (Sport Media and Marketing), Education (Coaching), and Business (Athletic Administration). Our campus offers extra-curricular sport activities for all grade levels, which includes football, baseball, softball, soccer, basketball and track. Our students are required to maintain an 80-grade average in order to participate in any extra-curricular activities.

Comprehensive Needs Assessment Process

The Legacy School of Sport Sciences needs assessment process is described below. The school support team evaluated the 2018-19 STAAR data, 2019-2020 benchmark data, 2019-2020 attendance data, 2019-2020 course offerings, dual credit participation, parent activity sign in sheets and Documentation of the process includes meeting minutes, agenda, and sign in sheets.

Members of the faculty and staff reviewed the data listed above to identify areas of strengths and problems.

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| Demographics: | <p>Strengths:</p> <ul style="list-style-type: none"> - As the district enrollment continues to grow, we were committed to selecting and training quality staff to address the diverse needs of our students. - 84% of the staff retention - 95% of our students participated in extra-curricular activities |
| | <p>Problems:</p> <ul style="list-style-type: none"> - Declining attendance students require academic supports and instructional resources to recover lost instructional time. - The number of female students. |
| Student Achievement: | <p>Strengths:</p> <ul style="list-style-type: none"> - Continue to identify/research innovative student engagement techniques to use in classrooms - Interventions and supports for students who are struggling, either academically or behaviorally - High standards to participate in extracurricular activities - Students have opportunities to participate in college level courses |
| | <p>Problems:</p> <ul style="list-style-type: none"> - Campus received an F rating from the state’s accountability rating system in 2018-19 school year. - Systems to identify students that struggle with distance and virtual learning. - The level of proficiency on implementing distance learning varies from teacher to teacher |

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| | <ul style="list-style-type: none"> - Ensuring rigor, consistency and equity across all programs - Time to collaborate - Struggling students need focused interventions to help them overcome academic deficiencies. - Instruction and assessments are not being adjusted as frequently as needed due to lack of skills in analyzing student achievement data. - Provide strategic, timely interventions to students with academic deficiencies. - Rigor and consistency of curriculum across all classrooms - Provide students with affective instruction/support in order to improve academic performance - Provide consistent, rigorous measures which trigger timely and effective interventions. - |
| Family and Community Involvement: | <p>Strengths:</p> <ul style="list-style-type: none"> - Maintain and increase high levels of effective communication with parent from administrators. - Address the value and utility of parent involvement. Welcoming culture and climate for all stakeholders - Dedicated personnel for all parent concerns <p>Problems:</p> <ul style="list-style-type: none"> - Consistent and frequent communication from teachers. - Meaningful parental involvement and community support. - Consistent communication between teacher and parent. - Lack of Participation in family and community events - Community partnerships are under-developed |
| Curriculum, Instruction, and Assessment: | <p>Strengths:</p> <ul style="list-style-type: none"> - Learning management system provides curriculum, instruction, and assessment are aligned with college and career readiness standards - Policies that promote content mastery. - Student centered grading and assessment <p>Problems:</p> <ul style="list-style-type: none"> - Students and families are hesitant to adopt virtual learning as a mode of instruction - Provide consistent, rigorous measures, which trigger timely and effective interventions |

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| | <ul style="list-style-type: none"> - Inconsistent level of instruction in each classroom - Teacher knowledge of curriculum was limited due to the number of 1st year teachers |
| Staff Quality, Recruitment and Retention: | Strengths: <ul style="list-style-type: none"> - Recruit and select the most qualified applicants based on merit. - Professional development is aligned with campus vision and mission - Teacher and Staff Retention |
| | Problems: <ul style="list-style-type: none"> - Highly Qualified staff members are needed to provide effective instruction to students - Many of our teachers are brand new teachers - Recruiting efforts are limited to word of mouth and website - No systemic approach to teacher development |
| School Culture and Climate: | Strengths: <ul style="list-style-type: none"> - Frequent communication tools to inform parents of opportunities to provide feedback to the campus. These include our website, twitter, emails, and text communication - Students, teachers, parents and staff share common interest in sport. - Entire organization was trained on Capturing Kids Hearts - Students have taken key roles in recruiting new students |
| | Problems: <ul style="list-style-type: none"> - Meaningful parental involvement - No systemic approach to establishing the campus culture for students - Support for students transitioning into a new system with different level of expectations is under-developed. |
| School Organization: | Strengths: <ul style="list-style-type: none"> - Established a welcoming culture and climate for all stakeholder - An established culture where parents feel comfortable approaching the administration with issues and concerns - Reduce the frequency and number of bullying/harassment incidents - Maintained an orderly, clean, welcoming, inviting and safe building and grounds |
| | Problems: |

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| | <ul style="list-style-type: none"> - Additional funding streams have not been developed - There is not a clear understanding of all of the academic, social, and financial challenges and successes the school faces in moving students forward. - Information to parents regarding ancillary services and extra-curricular activities were unclear. |
| Technology: | Strengths: The campus was able to implement instructional continuity during COVID-19 with minimal lapse of instructional time for students. |
| | Problems: <ul style="list-style-type: none"> - Teachers need on going professional development in regard to full integration of technology in the classrooms. - Opportunities for growth and advancement in technology is provided on an ongoing basis, although it is a challenge to keep up with the rapidly changing environment. - Our infrastructure is lacking dependability and consistency - Not enough devices for all students |

Summary of Identified Problems and Related Strategies

There is an identified problem in 6th -7th grade reading, 7th and 8th grade math, 7th grade writing, 8th grade social studies, English 1 and English 2 based on STAAR data for 2018-19. Based upon the prioritized problem the school support team identified several intervention strategies:

- Providing professional development in data driven instruction to teachers.
- Providing professional development for our lead teachers in instructional coaching.
- Refine our campus-wide daily instructional plan

Another identified problem is in parental engagement. We had low turnout from parents regarding academic related meetings. We also identified communication from the campus regarding both academic and extra-curricular activities were still not consistent and timely. Based upon the prioritized problem the school support team identified several intervention strategies:

- Reassigned staff to build a consistent communication system to parents.
- Worked to create a calendar of events in advance.
- Upgraded our website to be more interactive.

Our third identified problem is in culture and climate. Through conversations with parents, students and teachers it was determined that areas of our campus did not present a welcoming environment. As a result, students, parents and teachers had to manage different expectations from classroom to classroom and departments based on individual teacher/department protocols. The school support team identified several intervention strategies:

- All teachers and staff will attend Capturing Kids Heart training.
- Clearly defined expectations for each department.
- Campus developed "For Which We Stand" to guide the decisions and practices of Legacy Faculty and Staff.

The campus CNA was developed on the following date for the 2020-2021 school year:

August 15, 2020 the school support team met to develop the campus needs assessment. The needs assessment continued and was finalized on August 31, 2020. The school support team identified 3 focus areas and began working on the campus improvement plan.

The campus improvement plan was modified on August 19, 2020.

It will be reviewed during the 2020-2021 school year on the following dates:

December 11, 2020

February 12, 2021

May 14, 2021

The campus improvement plan will be available at the following location in English:

Legacy School of Sport Sciences

Walmart Neighborhood Store

2727 Spring Creek Dr.

24809 Aldine Westfield Rd.

Spring, TX. 77373

Spring, TX 77373

The campus improvement plan will also be available on the campus' website.

The Parent and Family Engagement Policy will be provided to parents the following events:

Parent-Teacher Conference

September 2020 (TBD)

Coffee with the Principal

October 2020 (TBD)

Title I Community Introduction

September 2020 (TBD)

Parents can find a copy of the PFE Policy at the following locations in English:

Legacy School of Sport Sciences

Walmart Neighborhood Store

2727 Spring Creek Dr.

24809 Aldine Westfield Rd.

Spring, TX. 77373

Spring, TX 77373

The PFE will be available in the English language.

Parent Trainings

All parent trainings will be offered in the morning and evening. The information covered in the training will also be posted on the website.

Morning Session 9:00 a.m.

Evening Session 5:30 p.m.

Fall Trainings

Graduation Requirements, Dual Enrollment/Dual Credit Legacy Career Pathways,
Virtual and Distance Learning

September 2020

Spring Trainings

Dual Credit/Dual Enrollment, Legacy Career Pathways, Graduation Requirements

April 2020

The Goals of 2020 -2021

Student Achievement

Goal 1: Legacy School of Sport Sciences will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/emotional and future career goals.

Objective: Students will perform 10% greater on the STAAR in each performance category in 6th - 8th grade ELA, 6th – 8th grade Math, 8th grade Science, 8th grade Social Studies, English I EOC, English II, and Algebra EOC.

Family and Community Engagement

Goal 2: Legacy School of Sport Sciences will provide a learning community that is inclusive of parents to strengthen the home school connection.

Performance Objective 2: Increase school communication with parents and increase the number of parents/guardians attending parent meetings for academic information

School Culture and Climate

Goal 3: Legacy School of Sport Sciences will provide a consistent welcoming campus environment and a culture of service for all departments within Legacy School of Sport Sciences.

Objective: By December 2020, all faculty and staff members will receive training in Capturing Kids Hearts by the Flippen Group.

Student Achievement

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| Activity/Strategy | Element | Personal Responsible | Timeline | Resources | Evaluation |
|---|---------|----------------------------------|--------------|------------------------------|--|
| All students will be assigned additional practice through our online curriculum Edgenuity. The learning management system allows students to receive support, enrichment or remediation in all core subjects. | 2.4 | Teachers, Deans, Interventionist | Weekly | Local Funds | Increase 10% in each performance category |
| Review all student data to identify student needs and design an instructional plan to address it. | 2.4 | Teacher, Deans, Interventionist | Each 6 weeks | Local Funds | Meeting Notes Student Data from Formative Assessments |
| Hire two interventionists to support individual growth plans for students. | 1.0 | Principal | Fall 2019 | Title I Funds Local Funds | Employee records |
| Teachers will create a uniform daily instructional plan to ensure all students are receiving consistent and relevant instruction. | 2.5 | Principal, Deans | Weekly | Local | Classroom Observation, Debriefs |
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| Provide a campus-interventionist to identify at-risk students and provide support with in-class or pull out support | 2.6 | Dean, Interventionist | Weekly | Title I Funds | Intervention Logs |
| Well-rounded students in grades 8 th – 12 th will be given the Texas Success Initiative (TSI) to qualify them for dual-credit courses. | 2.5 | Counselor | Once a semester | Local Funds | Testing Log |
| Well-rounded students in grades 6 th – 7 th grades will be given the opportunity to take advanced courses. | 2.5 | Counselor, Teacher | Spring Semester | Local Funds | STAAR results |
| Provide class size reduction as our primary strategy for state compensatory education. | 2.5 | Principal | All Year | Local Funds PIC 24 Calculation will be based on % of at-risk students to the total enrollment | Program Evaluation |

Family and Community Involvement

Goal 2: Legacy School of Sport Sciences will provide a learning community that is inclusive of parents to strengthen the home school connection.

Performance Objective 2: Increase school communication to parents and increase the percentage of parents/guardians attending parent meetings to 50% of parents attending at least 1 meeting per semester.

| Activity/Strategy | Element | Person Responsible | Timeline | Resources | Evaluation | |
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| Provide parent workshops on how parents can support their students | 3 | Parent Liaison, Counselor, Dean | Once a Semester | Local Funds | Sign-In Sheets | |

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| during distance learning. | | | | | | |
| Provide parent workshops to discuss graduation requirements, dual credit, dual-enrollment and campus career pathways so they can make informed decisions regarding their student's academic programming. | 3 | Principal Counselor Dean | Fall Semester | Local Funds | Sign-In Sheets | |
| Coffee with Principal to discuss current campus activities, concerns, and future plans. | 3 | Principal | Quarterly | Local Funds Title 1 Funds | Sign In Sheets | |

School Culture and Climate

Goal 3: Legacy School of Sport Sciences will provide a consistent classroom environment that have clear expectations for both adults and students that support a self-managing classroom.

Objective: By December 2020, all faculty and staff members will receive training in Capturing Kids Hearts by the Flippen Group.

| Activity/Strategy | Element | Person Responsible | Timeline | Resources | Evaluation |
|---|---------|--------------------|----------------------------|-------------|-----------------------------------|
| Capturing Kids Hearts Training by Flippen Group | 1 | Principal | All Staff by December 2020 | Local Funds | Teacher Certificate of Completion |
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