

Legacy School of Sport Sciences: District/Campus Improvement Plan 2022-23

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| Targeted Goal #1 | Legacy School of Sport Sciences will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all Legacy School of Sport Sciences students. | | | |
| Measurable Objectives | <ol style="list-style-type: none"> 1. Recruit and retain high-quality and highly effective staff. 2. Develop highly qualified and effective staff through on-going professional development. 3. Build capacity in our faculty and staff to promote shared leadership at all levels of the organization. | | | |
| Summative Evaluation | June 2023 | | | |
| Progress Evaluation | November, January March | | | |
| Strategies and Action Steps | Roles Responsible | Funding Source | Timeline for Monitoring | Resources |
| 1. Participate in recruitment fairs and job fairs with a focus on recruiting high-need certified teachers at the secondary level. | Chief Academic Officer, Chief Executive Officer. Deans | ESSA, Title I | Bi-annually | Region IV, Local Universities, Teacher Preparation Programs |
| 2. Provide high-quality and relative professional development focusing on cross-curricular instruction, student engagement, and rigorous questioning | Deans | ESSA, Local Funds | Tri-annually | Region IV, Local Universities, Harris County Department of Education |
| 3. Offer all faculty and staff members development opportunities that will prepare them for leadership opportunities on the campus | Chief Academic Officer, Dean, Department Leads | ESSA, Local Funds | Tri-annually | Region IV, Local Universities, Harris County Department of Education |

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| Measurable Metrics | Professional Development Agenda Staff Professional Development Feedback Surveys Job Fair Dates Staff PD Certificates |
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| Targeted Goal #2 | Improve Student Performance on STAAR Exams | | | |
| Measurable Objectives | On the annual STAAR exam, students will achieve 75 approaches, 45 meets, and 15 masters on 6-8 Reading/Math, 8 th Science/Social Studies, English 1, English II, Algebra 1, US History, and Biology | | | |
| Summative Evaluation | STAAR results will demonstrate strong student growth and the school will meet or exceed the state's academic standards. | | | |
| Progress Evaluation | Benchmark Data | Benchmark Data | STAAR Results | |
| Strategies and Action Steps | Person Responsible | Funding Source | Timeline for Monitoring | Resources |
| 1. Recruit, train, and retain effective instructional staff. | Principal, Dean, Department Leads, Consultants | ESSA, ESSER | Tri-annually | Recruiting, Staff development & learning opportunities. |
| 2. Provide tutorials and summer school program to offer extra remedial support. | Principal, Quest Learning Institute | TCLAS 11, Title I, General Funds | Tri-annually | Tutorial sessions, summer school and associated transportation and supplies. |
| 3. Ensure curricular alignment and provide direct technical support to faculty through weekly coaching and observation cycles. | Principal, Dean, Department Leads, Consultant | ESSER | Tri-annually | Principal, Dean, Department Leads Consultants |
| 4. Ensure adequate technological resources are available to all our students. | Principal, Dean, IT Specialist | ESSER | Tri-annually | Technology (and related consulting), virtual learning, online curriculum access, other devices |

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| Measurable Metrics | Campus Benchmark Assessments Fall/Spring STAAR Benchmark exams Teacher Unit Assessments (Progress Monitoring) STAAR Test Results Staff Retention, Professional Development, and Recruitment Data |
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| Targeted Goal #3 | Student Attendance and Engagement | | | |
| Measurable Objectives | We will have an average attendance rate of at least 94% for the year. | | | |
| Summative Evaluation | Students attend school daily and engaged in academic and co-curricular programs. Our parents demonstrate their engagement by sending their students to school every day and participating in parent activities. | | | |
| Progress Evaluation | FSP Reporting for Cycle 1 and 2 | FSP Reporting for Cycles 3 and 4 | FSP reporting for Cycles 5 and 6 | |
| Strategies and Action Steps | Role Responsible | Funding Source | Timeline for Monitoring | Resources |
| 1. Address the social, emotional, and mental health needs of students. | School Counselor, Deans | ESSER | Tri-annually | School Counselor, Dean, contracted social work. |
| 2. Provide parent-family engagement opportunities at quarterly school events, and parent/teacher conferences. | Principal, Dean, Parent Liaison | ESSA | Tri-annually | Principal, Dean, Parent Liaison, Service Provider |
| 3. Address the physical health needs of students through our athletic trainer and healthcare partners | School Counselor, Athletic Trainer | ESSER | Tri-annually | After-School Program, Sport Management Society, Athletics |
| 4. Improve school culture and student ownership of their learning by providing enrichment activities and Golden Ticket opportunities. | Principal | ESSER | Tri-annually | After-School Program, Sport Management Society |
| 5. McKinney-Vento and Title I-related services will be provided to support the enrollment, attendance, and success of homeless children and youth | School Counselor | ESSA, Title I | Tri-annually | School Counselor, Dean, After-School Program |

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| 6. Remove barriers for students to attend school every day and on time | Dean | ESSER | Tri-annually | Service Providers, Dean, Service Center |
| 7. Offer college credit opportunities through partnerships with the University of Texas and Lone Star | Chief Academic Officer, School Counselor, Course Instructors | | End of each semester | University of Texas, LoneStar College, OnRamps Instructors |
| 8. Provide career education and work-based experiences – P-Tech, Sports Management Society, Sports Medicine program, elective courses | Course Instructors, Athletic Trainor | P-Tech, TCLAS | Tri-annually | Sports Management Society, P-Tech, course instructors |
| 9. Institute Titan Court as a disciplinary process - students receive a referral for behavioral issues such that corrective action may be decided outside of academic time, limiting the removal of students from the classroom | Dean | | Tri-annually | Coaches |
| 10. Facilitate transition for students moving from middle to high school through relationship building programs such as Team Titan and special events such as the 8th Grade Promotion Breakfast | Dean, School Counselor | | Tri-annually | Team leaders |

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| Measurable Metrics | Average Daily Attendance Disciplinary Data Athletics and Enrichment Participation |
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This Campus Improvement Plan was developed in conjunction with a Comprehensive Needs Assessment which included input from and consultation with the Legacy School of Sport Sciences site-based decision-making committee called the “Campus Leadership Team.”

Members of the SDMC Team / Campus Leadership Team for the 2022-23 school year include:

Kerrie Patterson- Brown
Donyale Canada
Ralph Butler
Shantel Thomas-Cato
Patty Fisk

LEA Administrator
LEA Administrator
Principal
School Leader
School Leader

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| Freddy Johnson | Instructional Support Personnel |
| Dominique Patterson | Parent |
| Roderick Cotton | Community Partner |
| Alban Dixon | Community Partner |
| Chinwe Asomugha | Teacher |
| Vantroi Chapman | Teacher |
| PJ Couisnard | Teacher |
| Kelvin Owens | Teacher |
| Sierra Quiroga | Teacher |
| Tomitra Wiley | Teacher |

**No paraprofessionals employed*

This team of stakeholders meets at the beginning, middle, and end of each school year (at a minimum) to continuously review and revise this plan and evaluate progress towards efficiently utilizing the school's resources to close achievement gaps and maximize student academic success.