

**Midland Independent School District**  
**Midland Senior High**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The mission of Midland High School is to ensure success for all students.

MHS students will be:

College ready;

Career ready;

Life ready.

# Vision

Motivate - Honor - Succeed

# Value Statement

We are members of a professional community where student learning is required.

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# Comprehensive Needs Assessment

Revised/Approved: September 02, 2018

## Demographics

### Demographics Summary

Our student demographics:

59% - Hispanic

31% - White

8% - African-American

2% - Other

31% - Eco-Dis

66% - At Risk

7.2% - SPED

6% - ELL

16% - Mobility Rate

71% students enrolled in sequence

8% - GT

Teacher Demographics

74% - White

18% - Hispanic

6% - African-American

2% - Asian

55% has 11+ years experience

### Demographics Strengths

Our students are exposed to multiple cultures and enjoy the social and academic benefits of diversity.

Our veteran staff is available for students and mentoring teachers.

CTE student enrollment has high involvement.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Only white population met goal for graduation rate. African-American, ELL, and SPED graduation rates are significantly lower than our white students and expected graduation rates. **Root Cause:** Culture of language barriers with Hispanic students and parents. Staff understanding of what is necessary for holding SPED students at a rigorous accountability rate.

**Problem Statement 2:** Staff is not reflective of our reported demographics. **Root Cause:** High cost of living in the area makes teacher vacancies mixed with substitutes/long-term substitutes makes teacher recruitment challenging.

# Student Academic Achievement

## Student Academic Achievement Summary

Campus received a rating of D (69)

STAAR Scores -

57% approaches; passed but off grade level

34% meets; passed and are on grade level

10% masters; passed and above grade level

CCMR = 47% of our graduates

71% of our student body are enrolled in CTE courses; with only 4% earning a certification

## Student Academic Achievement Strengths

Our students are ambitious.

Graduation rates has improved - 1% in 2 years.

High number of students are enrolled in CTE.

We are closing the graduation gap for demographics.

Percentage of students making a 3,4,or 5 on AP exams has gone slightly up.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Only 10% met masters STAAR and only 34% are on grade level. **Root Cause:** Culture of "being good enough" is pervasive in school, rather than a mindset of excellence.

**Problem Statement 2:** Only 4% earn a certificate when 71% of students are enrolled in a coherent sequence. **Root Cause:** Students, parents, and teachers do not understand the sequence of events for certifications. Funding for certification tests are a strain on students who do not know of oppportunitites for scholarships.

**Problem Statement 3:** The number of AP exams given has dropped over the past 5 years, with lowest being in 2017-2018 school year. **Root Cause:** Students lack an understanding of the importance of AP exam scores. Some dual credit perceptions override perceptions of the importance of the AP exam. We do not have enough well-trained AP teachers.

# School Processes & Programs

## School Processes & Programs Summary

A+ accrual and recovery

Flex scheduling- to better meet students' academic and social emotional needs.

K9 Academy- implemented to capture students who are over aged but undercredited to bridge credit and achievement gaps.

PLC-All teachers at MHS are required to be involved in the PLC process.

RTI administrative teams-counselors, attendance clerks and assistant principals will meet monthly to look at assigned alpha groups and intervene on student behalf if student success is at risk.

We have added Senior Seminar, AP Instructional Strategist, College Center personnel, Academic Dean, re-structured collegiate coach, split SPED and ELL counseling.

Summer School NOW- to target students who are not on track in acquiring credits needed to move on to the next grade level.

## School Processes & Programs Strengths

By specializing for students, administrators can focus more time on addressing student needs.

Programs have a wider diversity for more student inclusion.

The district has allowed for more campus-directed PD for staff and campus needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We started the year with 5 teaching vacancies without reasonable candidates **Root Cause:** High cost of living and low housing availability makes recruiting teacher recruitment challenging. Teacher vacancies mixed with substitutes/long-term substitutes makes teacher recruitment challenging.



**Problem Statement 2:** Student accountability for attendance versus performance is an issue. Too many chances for Saturday not tied to performance. **Root Cause:** Student attendance does not match class performance. Lack of consequences for student accountability and low expectations for student achievement.

**Problem Statement 3:** Students were given too much time for credit recovery (over 1000 hours available). **Root Cause:** Attendance in A+ and especially on Fridays is an issue that needs to be addressed.

# Perceptions

## Perceptions Summary

Deep rooted tradition and family ties to the first, historical school of Midland.

The perception and history blend. 67% of staff and 57% of parents' opinion is that the school is unsafe.

Timely feedback is a concern of parents.

Teachers feel that the climate is unfriendly or unsupportive between staff.

Select few parents are highly involved and are not a full representation of our student demographic.

We provide more opportunities to be involved outside of the school day.

## Perceptions Strengths

School offers many extra-curricular activities.

Parent and community involvement is high.

Highly dedicated teachers.

Family-oriented culture.

We have begun to present school announcements in both English and Spanish.

By offering a student union and the library game time, students see school as more inviting.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students and parents want more timely feedback. **Root Cause:** History of inconsistent strategies, inconsistent results, and negative perceptions of customer service, and effective communication, and school safety.

**Problem Statement 2:** We need to provide more opportunities for outside of the school day involvement. **Root Cause:** Planning PTA meetings during times when working parents can be involved, providing and dissemination school news and information for non English speaking parents and community members.

**Problem Statement 3:** School involvement in academic opportunities and outside interests tend to limit involvement to top 10%. **Root Cause:** We do not readily provide communication to parents and the community in Spanish. Space is limited on campus. Students have a lack of resources (funding, space, sponsors) for clubs of interests.

**Problem Statement 4:** Faculty does not feel empowered to seek solutions to problems. **Root Cause:** Perception that only traditional district methods are approved, deviating from the norm wasn't welcomed.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

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

- Gifted and talented data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

### **Parent/Community Data**

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

# Goals

Revised/Approved: September 27, 2018


## Goal 1: Decreasing the graduation gap between All and ELLs, SPED, African American, and White students. Increase graduation rate overall to 93%.

**Performance Objective 1:** Decreasing the graduation gap between All and ELLs, SPED, African American, and White students. Increase graduation rate overall to 93%.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Targeted Support Strategy</b> 1) To expose our African American students to post-secondary opportunities through Historically Black Colleges and Universities (HBCU) tours (SCE)	2.6	CCMR Coordinator and Academic Dean	Marked increase in college acceptance for African American students				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SCE - 0.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 2) Assign students who have failed courses to "summer school now" with a teacher during advisory to recover credits before the end of the year.(SCE)	2.4, 2.5, 2.6	Academic Dean and Principal	Marked increase in the number of credits recovered.				
	<b>Problem Statements:</b> School Processes & Programs 2, 3 <b>Funding Sources:</b> SCE - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Place SE students in co-teach classrooms for additional instruction and assistance(SCE)	2.6	Special Education monitors, classroom teachers, school administration.	Increase in overall achievement of special education students on district and state assessments.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SCE - 0.00						

<b>Critical Success Factors</b> CSF 1  4) To create and SLC (K9 Academy) for incoming 9th graders who have been identified as At Risk by meeting with 8th grade counselors to review attendance, behavior, EOC, and courses passed.(SCE)	2.6	K9 core teachers, Collegiate Coach, and K9 Assistant Principal	Reclassification of students to the appropriate grade level to keep track with graduation cohort.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SCE - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2  5) Placing students in targeted advisory classes for; LEP, English, Biology, and USH EOC, newcomer targeted for TELPAS.(SCE)	2.6	School administrators, Advisory teachers.	Increased student achievement data on TELPAS results, December EOC Retake, and advisory scoreboard maintained by teachers.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SCE - 0.00						
6) College, Career, Military and Job Fair Nights, and FAFSA nights.	2.4, 3.2	CCMR Coordinator	Marked increase in college acceptance, military commitments, career, and post-secondary readiness for all students.				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2						
7) Have an ELL parent "Feast of Giving" Family night(SCE)	3.1	School Administration	Increase in ELL parent involvement to promote graduation rate and students achievement in student population.				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2 <b>Funding Sources:</b> SCE - 0.00						
8) Collegiate coach to capture, and monitor 5th year seniors, and potential graduates(SCE) Using Plato/Edmentum to early graduates with credit accrual	2.6	Collegiate Coach	Increase number of mid-year graduates, summer graduate and reduce the number of off grade level students.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SCE - 0.00						
9) Targeted monitoring of student performance including; SLCs consisting of Assistant Principals, counselors and attendance clerks, ESL and SE district level monitors.(SCE)	2.4, 2.6	Counselors, school administration, attendance clerks.	Marked increase in all students' attendance rates.				
	<b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 <b>Funding Sources:</b> SCE - 0.00						
							

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> Only white population met goal for graduation rate. African-American, ELL, and SPED graduation rates are significantly lower than our white students and expected graduation rates. <b>Root Cause 1:</b> Culture of language barriers with Hispanic students and parents. Staff understanding of what is necessary for holding SPED students at a rigorous accountability rate.
<b>School Processes &amp; Programs</b>

**Problem Statement 2:** Student accountability for attendance versus performance is an issue. Too many chances for Saturday not tied to performance. **Root Cause 2:** Student attendance does not match class performance. Lack of consequences for student accountability and low expectations for student achievement.

**Problem Statement 3:** Students were given too much time for credit recovery (over 1000 hours available). **Root Cause 3:** Attendance in A+ and especially on Fridays is an issue that needs to be addressed.

### Perceptions

**Problem Statement 2:** We need to provide more opportunities for outside of the school day involvement. **Root Cause 2:** Planning PTA meetings during times when working parents can be involved, providing and dissemination school news and information for non English speaking parents and community members.




## Goal 2: Increase the percentage of students identified as CCMR to 70% from 47% from prior year

**Performance Objective 1:** Increase the percentage of students identified as CCMR to 70% from 47% from prior year

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Senior seminar course, Instructional Specialist for Advanced Placement, and CCMR teacher(SCE)	2.4	CTE Department Chair, CCMR Coordinator, Senior Seminar teacher, Instructional SPecialist.	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 2, 3						
2) Offer 2 SAT school days; one in the fall and one in the spring. Offer ASVAB test twice during the year; one in the fall and one in the spring	2.4	CCMR Coordinator and Instructional Specialist.	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 2, 3						
3) Utilize School Links to help students track progress toward graduation and college acceptance	2.4	Counselors and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						
4) Offer TSI on campus monthly.	2.4	CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 2 - Perceptions 3						
5) Military recruiter presentations through CTE courses	2.4	CTE Department Chair and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						
6) Increase number and diversity of students receiving 3 or more credits in Dual Credit courses by increasing course offerings	2.4	Counselors and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 2						

7) Increase feedback on student readiness by implementing My AP Classroom by CollegeBoard to increase engagement with AP Test and course content.	2.4	AP teachers and Instruction Specialist	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3						
8) Recruit AP and non-AP students to challenge the AP exams.	2.4	Instructional Specialist	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
9) Placing students in targeted advisory classes for AP exam preparation.	2.4	Instructional Specialist and AP teachers	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
10) Increase the number of students making a 3, 4 or 5 on AP exams. In the fall, Identify students who need enrichment. In the spring, shift advisory focus to enrichment.	2.4	Instructional Specialist and AP teachers	Increase the percentage of students who qualify as CCMR.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
							

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 1:</b> Only white population met goal for graduation rate. African-American, ELL, and SPED graduation rates are significantly lower than our white students and expected graduation rates. <b>Root Cause 1:</b> Culture of language barriers with Hispanic students and parents. Staff understanding of what is necessary for holding SPED students at a rigorous accountability rate.
<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Only 4% earn a certificate when 71% of students are enrolled in a coherent sequence. <b>Root Cause 2:</b> Students, parents, and teachers do not understand the sequence of events for certifications. Funding for certification tests are a strain on students who do not know of opportunities for scholarships.
<b>Problem Statement 3:</b> The number of AP exams given has dropped over the past 5 years, with lowest being in 2017-2018 school year. <b>Root Cause 3:</b> Students lack an understanding of the importance of AP exam scores. Some dual credit perceptions override perceptions of the importance of the AP exam. We do not have enough well-trained AP teachers.
<b>Perceptions</b>
<b>Problem Statement 3:</b> School involvement in academic opportunities and outside interests tend to limit involvement to top 10%. <b>Root Cause 3:</b> We do not readily provide communication to parents and the community in Spanish. Space is limited on campus. Students have a lack of resources (funding, space, sponsors) for clubs of interests.

# Goal 3: 80% of PLCs will have 100% 3's and 4's on the PLC rubric

**Performance Objective 1:** 80% of PLCs will have 100% 3's and 4's on the PLC rubric

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Every teacher will post and use their common daily Learning Targets, and Essential Questions to drive instruction and check for understanding.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - Perceptions 1, 4						
2) Teachers will learn to blueprint assessments and will blueprint every major common assessment.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Student Academic Achievement 1 - Perceptions 1, 4						
3) Increase the number of students who are masters or increase by one level on EOC. In the fall, Identify students who need enrichment. In the spring, shift advisory focus to enrichment.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1 - Perceptions 1, 4						
4) Utilize PLC designated data to track visually (vision board/scorecard) student progress and adjust instruction.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Student Academic Achievement 1 - Perceptions 1, 4						
5) Increased use of formative assessment/feedback by use of the 0% category to increase student practice	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Student Academic Achievement 1 - Perceptions 1						
6) Providing extensive training for teachers on the use of formative and summative data to create a scorecard for monitoring student progress	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
	<b>Problem Statements:</b> Student Academic Achievement 1 - Perceptions 1						
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 1:</b> Only 10% met masters STAAR and only 34% are on grade level. <b>Root Cause 1:</b> Culture of "being good enough" is pervasive in school, rather than a mindset of excellence.
<b>Problem Statement 3:</b> The number of AP exams given has dropped over the past 5 years, with lowest being in 2017-2018 school year. <b>Root Cause 3:</b> Students lack an understanding of the importance of AP exam scores. Some dual credit perceptions override perceptions of the importance of the AP exam. We do not have enough well-trained AP teachers.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Students and parents want more timely feedback. <b>Root Cause 1:</b> History of inconsistent strategies, inconsistent results, and negative perceptions of customer service, and effective communication, and school safety.
<b>Problem Statement 4:</b> Faculty does not feel empowered to seek solutions to problems. <b>Root Cause 4:</b> Perception that only traditional district methods are approved, deviating from the norm wasn't welcomed.

# Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00