

Midland Independent School District
Midland Senior High
2019-2020 Campus Improvement Plan

Accountability Rating: C



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Increase graduation rate in all sub groups to 96%.	17
Goal 2: Increase the percentage of students identified as CCMR from 53% 60%	20
Goal 3: 80% of PLCs will have 100% 3's and 4's on the PLC rubric	23
RDA Strategies	25
2019-2020 Campus Site-Based Committee	26
Campus Funding Summary	27

Comprehensive Needs Assessment

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 opportunities 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.

Priority Problem Statements

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 1: 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 1 Areas: Demographics

Problem Statement 2: Only 10% met masters STAAR and only 34% are on grade level.

Root Cause 2: Culture of "being good enough" is pervasive in school, rather than a mindset of excellence.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Only 4% earn a certificate when 71% of students are enrolled in a coherent sequence.

Root Cause 3: 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.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The number of AP exams given has dropped over the past 5 years, with lowest being in 2017-2018 school year.

Root Cause 4: 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.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Student accountability for attendance versus performance is an issue. Too many chances for Saturday not tied to performance.

Root Cause 5: Student attendance does not match class performance. Lack of consequences for student accountability and low expectations for student achievement.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students were given too much time for credit recovery (over 1000 hours available).

Root Cause 6: Attendance in A+ and especially on Fridays is an issue that needs to be addressed.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students and parents want more timely feedback.

Root Cause 7: History of inconsistent strategies, inconsistent results, and negative perceptions of customer service, and effective communication, and school safety.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: We need to provide more opportunities for outside of the school day involvement.

Root Cause 8: 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 8 Areas: Perceptions

Problem Statement 9: School involvement in academic opportunities and outside interests tend to limit involvement to top 10%.

Root Cause 9: 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 9 Areas: Perceptions

Problem Statement 10: Faculty does not feel empowered to seek solutions to problems.

Root Cause 10: Perception that only traditional district methods are approved, deviating from the norm wasn't welcomed.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase graduation rate in all sub groups to 96%.



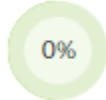

Performance Objective 1: Increase graduation rate overall to 96% for all sub populations

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 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				
	Funding Sources: SCE - 0.00						
Additional Targeted Support Strategy RDA TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Utilize Student Progress Check and Intervention planning tool to pick students to monitor through Eduphoria	2.4, 2.5, 2.6	Academic Dean and Principal	Marked increase in the number of credits recovered.				
	Funding Sources: SCE - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Targeted support for EOC, SPED, and EL teaching through power PLC to improve the use of data and best practices.	2.6	Dept. Chairs, Instructional Specialist, Academic Dean, Principal	Increase in overall achievement of all special pops.				
Funding Sources: SCE - 0.00							
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) create designated retester classes with targeted support	2.6	Department Chairs, Academic Dean, Principal	Increased passing % at December retest. Decrease in number of students who need to graduate via IGC committee				
Funding Sources: SCE - 0.00							
RDA TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 5) College, Career, AP, 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.				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 6) Have an EL parent "Feast of Giving" Family night(SCE)	3.1	ESL coordinator School Administration	Increase in ELL parent involvement to promote graduation rate and students achievement in student population.				
Funding Sources: SCE - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 7) Collegiate coach to capture, and monitor 5th year seniors, and potential graduates(SCE) and create contracts for potential IGC grads.	2.6	Collegiate Coach	Increase number of mid-year graduates, summer graduate and reduce the number of off grade level students.				
	Funding Sources: SCE - 0.00						
RDA TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 8) Targeted monitoring of student ADA attendance through 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.				
	Funding Sources: SCE - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Increase the percentage of students identified as CCMR from 53% 60%

Performance Objective 1: Increase the percentage of students identified as CCMR from 53% to 60%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>1) Increase the number of students in Senior seminar course and incorporate TSI practice and testing.</p>	2.4	CTE Department Chair, CCMR Coordinator, Senior Seminar teacher, Instructional Specialist.	Increase the percentage of students who qualify as CCMR.				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>2) Implement SAT school day for all 11th and 12th grade students.</p>	2.4	CCMR Coordinator and Instructional Specialist.	Increase the percentage of students who qualify as CCMR.				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>3) Utilize School Links to help students track progress toward graduation and college acceptance</p>	2.4	Counselors and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA</p> <p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>4) Strategically use the TSI to decrease the number of EOC retesters and increase the number of CCMR students</p>	2.4	CCMR Coordinator Department Chairs	Increase the percentage of students who qualify as CCMR. Decrease the number of IGC grads.				
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>5) Military recruiter presentations through CTE courses and offer the ASVAB at least 2x per semester.</p>	2.4	CTE Department Chair and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>6) Continue to increase number and diversity of students receiving 3 or more credits in Dual Credit courses by increasing course offerings</p>	2.4	Counselors and CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Increase feedback on student readiness by implementing My AP Classroom by CollegeBoard to increase engagement with AP Test and course content.</p>	2.4	AP teachers and Instruction Specialist	Increase the percentage of students who qualify as CCMR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 8) Recruit AP and non-AP students to challenge the AP exams.	2.4	Department Chairs CCMR Coordinator	Increase the percentage of students who qualify as CCMR.				
TEA Priorities Connect high school to career and college ESF Levers Lever 4: High-Quality Curriculum 9) Increase the number of students taking tests to qualify for industry certifications.	2.4	Counselors, CCMR coordinator, Academic Dean	Increase the percentage of students who qualify as CCMR.				

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





Performance Objective 1: 100% of PLCs will have all 3's and 4's on the PLC rubric or show 1 level of growth from Fall to Spring

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Every teacher will post and use their common daily Learning Targets, and Essential Questions to drive instruction and check for understanding.</p>	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
<p>2) Teachers will learn to blueprint assessments and will blueprint every major common assessment.</p>	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Utilize Power PLC 1x per month to increase teacher proficiency in PLC strategies.</p>	2.4	Department Chairs, Academic Dean, and Principal	Increase in growth or number of 3's on PLC rubric				
<p>RDA</p> <p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>4) Utilize Eduphoria or MyCollege AP to track visually student progress and adjust instruction.</p>	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Increased use of formative assessment/feedback by use of the 0% category to increase student practice. Review progress report grades and categories 2x per six weeks.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				
RDA TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Providing extensive training for teachers through pullout planning sessions for EOC and AP.	2.4	Department Chairs, Academic Dean, and Principal	Marked increase in student achievement across all demographic groups				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	Utilize Student Progress Check and Intervention planning tool to pick students to monitor through Eduphoria
1	1	3	Targeted support for EOC, SPED, and EL teaching through power PLC to improve the use of data and best practices.
1	1	4	create designated retester classes with targeted support
1	1	5	College, Career, AP, Military and Job Fair Nights, and FAFSA nights.
1	1	7	Collegiate coach to capture, and monitor 5th year seniors, and potential graduates(SCE) and create contracts for potential IGC grads.
1	1	8	Targeted monitoring of student ADA attendance through SLCs consisting of Assistant Principals, counselors and attendance clerks, ESL and SE district level monitors.(SCE)
2	1	4	Strategically use the TSI to decrease the number of EOC retesters and increase the number of CCMR students
3	1	4	Utilize Eduphoria or MyCollege AP to track visually student progress and adjust instruction.
3	1	5	Increased use of formative assessment/feedback by use of the 0% category to increase student practice. Review progress report grades and categories 2x per six weeks.
3	1	6	Providing extensive training for teachers through pullout planning sessions for EOC and AP.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Cory Callaway	
Classroom Teacher	Jackeline Dominguez	
Classroom Teacher	Mark Teel	
Principal	Leslie Sparacello	
Assistant Principal	Ted Sumners	
Assistant Principal	John Klattenhoff	
Assistant Principal	Jared Andrews	
Non-classroom Professional	Lee Don Juan	Instructional Specialist
Non-classroom Professional	Nichole Williams	CCMR Coordinator
Assistant Principal	Sara Anderson	Assistant Principal
Associate Principal	Misty Ring	Associate Principal
Counselor	Gwen Taylor	Collegiate Coach

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	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00