

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

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Comprehensive Needs Assessment

Needs Assessment Overview

LEE HIGH SCHOOL ACCOUNTABILITY RATING is "MET STANDARD" our letter grade is a "C" and our score was a "75"

<u>LEE High School Vision</u>		
All students will graduate career and college ready		
<u>Lee High School Mission</u>		
Lee High School will ensure a rigorous and diverse education for all students, empowering them to succeed.		
Increase Performance of All Students	Closing the Achievement Gap Between All Students Groups	Ensuring a Safe & Welcoming Environment
PLC Collaboration		
		CHAMPS/DSC
MISD Teaching Model		

LHS is in its second year of PLC implementation. Our collaborative groups have learned the PLC process and are now focusing on improving instruction in the classroom in an effort to increase student achievement. Having a growth mindset and believing all students can learn is a start in this effort. Our mantra

and focus for Lee High School is "Learning is Required at Lee". This applies for every student in every classroom. A concerted effort to not allow students to sit in class and not do work is being made by all teachers.

In a strive for more students being successful on the EOC we have added an advisory period to our day to offer focused instruction to our students needing more help. This includes, but is not limited to, our special needs and ELL students. We are also bringing in the STETSON Strategies for additional help in working with our special needs population.

Improving our graduation rate is always a concern. The district expectation for graduation at the end of 2019 is for 92% of eligible students to graduate on time. . Last year through A+ Credit Recovery we allowed more students through flex scheduling to gain their credits for graduation and we graduated 44 of 44 students who were eligible for graduation through IGCs. Our focus on attendance and credits for all of our students while continuing the strategies we implemented last year should help us continue to increase our graduation rate.

Demographics

Demographics Summary

Lee High School

Female 1050

Male 1159

Hisp - 60.12

Am Ind - .14

Asian - 3.4

AA - 8.65

Wht - 26.53

Two or more 1.13

Eco Dis - 28.2

At-Risk - 61.43

Demographics Strengths

Our diversity gives us strength in all areas. There is a racial mixture of top students, and it is also apparent in our Gifted and Talented, in our Fine Arts, Athletics and our academic clubs and organizations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: To many students are behind on credits and therefore considered at-risk. **Root Cause:** Students failing to receive credits due to lack

of attendance.

Student Achievement

Student Achievement Summary

Lee High School has an accountability rating of "Met Standard" and score of "75" and a grade of "C"

Student Achievement Strengths

Lee High School had a 10 point increase on the English 2 EOC and a 4 point increase on the Biology EOC. All EOC areas showed an increase in MEETs and MASTERS

	<u>17</u>	<u>18</u>
English 1	16	15
English 2	50	60
Alg 1	37	33
Bio	37	41
USH	90	90

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 13% of test taken scored at the masters level. **Root Cause:** Teacher focus has been on passing the test and not teaching at a higher rigor to ensure more students reached the meet and masters level.

School Culture and Climate

School Culture and Climate Summary

The culture at Lee High School continues to improve for students and staff. There is a new focus on student learning and engaging students in meaningful academic activities. There is an increased focus on student learning. From last years climate survey Feedback was a recurring theme. Students and parents want more feedback from teachers and teachers want more feedback from administrators.

School Culture and Climate Strengths

The Lee High School Student Council is recognizing teachers by randomly offering snacks and goodies

Changes in tardy and dress code procedures have fewer students in the halls during instructional time.

Several campus groups contribute to the beautification of the school to make it a place students and parents can be proud of.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: On the climate survey in the spring there was a 25 point discrepancy between how teachers perceived they gave feedback to students and how students perceived they received feedback from students. **Root Cause:** Teachers looked at feedback as answering questions in class and students looked at it as to how quickly they got graded work back with feedback from the teacher.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lee High School is always looking to hire highly qualified teachers. This year's new hires will add value to the campus with their experience and expertise. The campus is short a math, an English and an ESL English teacher and two CTE teachers. We lost 7 teachers who stated they could no longer afford to live in Midland and those are some of our current vacancies since they did not resign until late June. In addition, we hired three new counselors and one assistant principal.

Staff Quality, Recruitment, and Retention Strengths

We were able to add a Latin teacher we did not have last year and a Floral Design teacher. Both of these add value for our students. Even being shorthanded in several areas our staff has remained positive and are serving our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Finding enough qualified teachers to fill all of our needs continues to be a problem. **Root Cause:** Lack of qualified teachers with degrees and the current local economy in Midland.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year Lee HS has built into the school day a PLC planning period for English II and US History two of our first time tested areas. This year Biology is also being taught to most of the sophomores and they will be first-time testers as well. Biology uses advisory period for their PLC planning period. All other core area courses meet three times a week in PLC before school or during the lunch period. In the area of Special Education, we are participating in STETSON training to focus instruction in one of our least successful areas.

Curriculum, Instruction, and Assessment Strengths

Administration monitors teacher and student progress through T-TESS, Instructional Focus Visits, and walkthroughs.

The PLC process is its third year and our teachers are starting to understand its purpose and use the collaboration time to improve as a teacher.

Giving teachers feedback on walkthroughs is a focus of administrators.

Parent and Community Engagement

Parent and Community Engagement Summary

Lee High School has an active PTA, as well as, a Partner in Education in Golf Course Road Church of Christ. All of our athletic and Fine Arts programs have involved Booster Clubs which support our students. Parents stay in touch with what is going on by following the school on Twitter, Remind 101, and the parent portal through Skyward. In addition, parents and students receive a weekly call-out from the principal. The Lee High School web page also has current activities and information for parents to access and any tweets from @MidlandLEE automatically show up on the webpage for parents and students to see. We hold an Open House every year, as well as at least one ELL parent night each semester.

Parent and Community Engagement Strengths

Weekly callout to parents. Most parents are happy to receive them so they can stay informed about what is going on at Lee.

School Context and Organization

School Context and Organization Summary

All decisions and schedules are based on student achievement and for the safety of students. A collaborative culture is starting to develop through the implementation of Professional Learning Communities. Schedules were designed to meet the campus needs for the PLC process. The administrative staff is made up of the principal, an associate principal, an instructional services director, and four assistant principals who are divided up by alpha. There is a CEIC made up of teachers, admin, counselors, central office, and community members. We have a LEEdership Team made up of department chairs counselors and admin. We also have a Campus Attendance Review (CAR) Team which meets regularly to review and discuss students with attendance issues.

School Context and Organization Strengths

The CAR team made up of admin, counselors, coaches and our CIS representative. This is group will focus on increasing our attendance rate by following up and making home visits to students that are having difficulty in attending school on a regular basis.

Technology

Technology Summary

Technology usage at Lee High School is primarily found in the computer labs and the CTE and Business classrooms. The adoption of the Districts BYOD plan and the use of cellphones for academic purposes has expanded the use of technology in classrooms. We still need to invest in more classroom technology to benefit all students. Consistent wi-fi in the building is needed to truly move forward with making our school more productive in the use of technology.

Technology Strengths

Teachers willingness to allow students to access information on their phones when it is appropriate. Increased number of Computers on Wheels (COW's)

Priority Problem Statements

Problem Statement 1: Too many students are behind on credits and therefore considered at-risk.

Root Cause 1: Students failing to receive credits due to lack of attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 13% of test taken scored at the masters level.

Root Cause 2: Teacher focus has been on passing the test and not teaching at a higher rigor to ensure more students reached the meet and masters level.

Problem Statement 2 Areas: Student Achievement

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associates degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Equity Data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals






Goal 1: Lee High School will raise the percentage of students meeting MASTERS on the EOC from 13% to 30 %

Performance Objective 1: Through increased focused in our EOC classes, LHS will increase the percent of students reaching Masters level, by setting high expectations for teaching and learning. The PLC's will work to incorporate more EOC vocabulary and question stems into their daily lessons to help students be more prepared.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to focus on the rigor in the classroom to increase meets and masters in all areas.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) PLC's will unpack the standards and plan instruction at the rigor level to reach masters	2.4, 2.6	PLC Leader and PLC Admin	Increased percent of students who are scoring at a higher level on the mid-term exams and the EOC test				
Problem Statements: Student Achievement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Only 13% of test taken scored at the masters level. Root Cause 1: Teacher focus has been on passing the test and not teaching at a higher rigor to ensure more students reached the meet and masters level.

Goal 2: Lee High School will decrease the percentage of students that failed to show growth in ELA from 24% to 10%

Performance Objective 1: Through the use of individual tracking sheets and data in English 2 classes LHS students will track their progress and receive specific instruction on areas where growth is not being made

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Through RELAY this practice will be monitored and reviewed on a regular basis (every six weeks) to ensure progress is being made and areas of need are being addressed. f

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will design a tracking tool for students and have each student use the tool track their progress on the standards	2.4, 2.6	All English 2 teachers and PLC admin	Students with better knowledge of the areas they are weak in will show an increase in growth due to their ability to focus on areas identified as weak.				
Problem Statements: Demographics 1 Funding Sources: Other - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: To many students are behind on credits and therefore considered at-risk. Root Cause 1: Students failing to receive credits due to lack of attendance.

Goal 3: The 4-year graduation rate for 2018-19 will increase by 3%

Performance Objective 1: Identify by September 15, 2018, the seniors who are at-risk for graduation and develop and share an individual plan for their graduation.

Review the plan and status of identified seniors and assess the progress made towards their goal by January 18, 2019. Adjustments for the spring will be made based on success at this time.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Identifying seniors early who are at-risk and developing a plan to help them be successful in crucial to increase the graduation rate.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PLC's will unpack the standards and plan instruction at the rigor level to reach masters

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	PLC's will unpack the standards and plan instruction at the rigor level to reach masters

Campus Funding Summary

Other					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	N/A		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00