Midland Independent School District

Legacy High School

2024-2025 Campus Improvement Plan

Mission Statement

All students will graduate prepared and ready for college or career.

Vision

Learn with passion, act with courage, and change the world.

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Needs Assessment Overview Summary

Legacy High School's Needs Include:

- Increase student scores in English II.
- Provide evidence-based interventions for English I and Algebra I retesters.
- Improve learning outcomes and EOC passing rates for Emergent Bilingual and Special Education students in all tested areas.

Demographics

Demographics Summary

Legacy High School is a comprehensive high school serving grades 10-12. LHS serves a diverse student population of approximately 2656 students and 172 teachers and support staff. The demographics breakdown of LHS is 7.23% African American, 2.15% Asian, 65.21% Hispanic, 2.2% Two or More Races 2.03%, and 23.04% White. 47.74% of our students are female while 42.62% are male. Additionally, 41% of our students meet the criteria as economically disadvantaged, 7.64% receive special education services, 7.61% receive 504 services, 15.62% are Emergent Bilingual, and 4.97% are gifted. Moreover, 65.36% of our students qualify for at-risk services. The most current data shows that our campus attendance rate was 90.12% with a mobility rate of 18.93% which has increased from 17.92% in 2023-2024. Our attendance rate has improved to 90.12%, which is an improvement from 89.50% for the 2022-2-23 year and 87.30% in 2021-2022 school year. It is worth mentioning that the attendance rate still has not recovered from the effects of COVID. During the 2019-2020 school year the attendance rate was 92.26% We have a very active PTA that supports our school in various ways. Our booster clubs are very involved and support LHS financially and through volunteerism.

Legacy High School offers a wide range of courses such as, dual credit, advanced placement (AP), enhanced Academic Services (EAS), Gifted & Talented (GT), EB program, special education, and 504 to meet the needs of all students academically. We offer a variety of industry certification pathways that offer students the opportunity to enter the workforce prepared and certified. As of 5/19/24, LHS students earned 430 industry based certifications (compared to 386 the previous year) with an IBC passing rate of 85%.

Legacy High School places a high priority in employing a high-quality, talented staff. All teachers will attend ongoing professional learning sessions throughout the school year. The professional development is designed to meet the needs identified in this improvement plan and will be provided by administrators, MCLs, department chairs, district curriculum coordinators, campus administration, and outside consultants (when appropriate). Providing ongoing, targeted, job-embedded professional learning and support throughout the year will be critical to the academic achievement of our students and the professional growth of our staff. The continuation of the T-TTESS evaluation system will also support the goal setting process and the use of feedback to support teacher growth and development. It is worth noting that for the upcoming school year, TTESS training session will be done in a small group setting to better met the needs of all staff. In addition to professional development, weekly PLC meetings will reinforce and support what teachers are learning, lesson design, and the implementation of best-practices in daily lessons. Administrators, teachers, support staff and students are engaged in high levels of learning and the outcome of our action and what we produce will help LHS ensure that ALL kids graduate COLLEGE AND CAREER READY!

LHS staff works to serve its diverse student groups by differentiating instruction to meet student needs. LHS incorporates the use of technology in the classroom to augment student learning outcomes. Enrollment has remained relatively consistent and the attendance rate has recovered slightly since the pandemic. Parents are notified by the automated calling system when their child is absent. Attendance is monitored and addressed by alpha-assigned assistant principals. Attendance improvement meetings are conducted and attended by parents, students and administration to discuss possible barriers in attending school. As a leadership team, we have discussed making this process more systematic and consistent among all alpha assigned assistant principals. The associate principal of curriculum and instruction will oversee this process. In addition, students are placed on Attendance Improvement Plans when the need arises. Credit recovery is offered to students in order for them to regain credit. LHS also offers Learning Lunches and after school credit recovery opportunities to students who come to us from the 9th grade center not on track to graduate.

Years of Experience by Subject	2021 - 2022		2022 - 2023		2023 - 2024	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	12.5	9.4%	9.7	7.3%	14.6	10.5%
All Core Subjects	10.3	82.3	4.8	49.6	8.2	55.9
Reading / ELA	8.4	67.1	0.7	7.6	2.7	18.6
Mathematics	0.9	7.3	0.8	8.1	0.9	6.4
Science	1	8	1.7	17.5	0.3	2.3
Social Studies	0	0	1.6	16.5	4.2	28.6
1 - 5 Years Experience	40.1	30.2	32.3	24.2	36.5	26.1
All Core Subjects	20.5	51	12.6	38.9	17.7	48.5
Reading / ELA	3.7	9.3	4.2	12.9	6.4	17.6
Mathematics	6.5	16.2	3.3	10.4	5	13.6
Science	6	15.1	3.8	11.7	3.5	9.6
Social Studies	4.2	10.5	1.3	3.9	2.8	7.7
6 - 10 Years Experience	22	16.6	33.7	25.3	25	17.9
All Core Subjects	13.3	60.7	17	50.4	15.2	60.9
Reading / ELA	2.9	13.4	5.1	15.1	4.6	18.5
Mathematics	5.2	23.4	5.6	16.7	5.2	20.8
Science	3.8	17.2	3.4	10.2	2.7	10.8
Social Studies	1.5	6.7	2.8	8.4	2.7	10.7
11 - 20 Years Experience	38.3	28.8	31.4	23.6	38	27.2
All Core Subjects	15.8	41.3	12.5	39.6	16.9	44.6
Reading / ELA	7.4	19.2	2.6	8.4	4	10.5
Mathematics	0.1	0.2	1.3	4.2	2.8	7.3
Science	2.1	5.6	2.9	9.2	3.9	10.2
Social Studies	6.3	16.3	5.6	17.9	6.2	16.5
Over 20 Years Experience	20	15	26.1	19.6	25.7	18.4
All Core Subjects	8.1	40.6	9.2	35.2	8	31
Reading / ELA	0.9	4.5	3.1	12	2.2	8.7
Mathematics	2.1	10.6	1.3	5.1	0.2	0.7
Science	1.5	7.4	1.8	6.9	2.5	9.7
Social Studies	3.6	18.1	2.9	11.2	3.1	11.9
Total Teacher FTEs	132.9	100	133.2	100	139.7	100

Image Caption

Demographics Strengths

- The diversity of our campus gives students the opportunity to learn from and with students from varied backgrounds, cultural, and ethnic groups.
- LHS has a multitude of programs, clubs, and activities for all students.
- LHS offers classes that are directly linked to the oil and gas region that our community is based in.
- Our campus works closely with Midland College and UTPB to make sure the certifications and job training that is needed for employment in the business sector are promoted.
- Our PTA and numerous booster clubs work to be inclusive and to plan activities that relate to and serve a broad spectrum of interests.
- The attendance rate improved to 90.12% as compared to 89.50% the previous year.
- The CCMR rate increased from 81% to 88%.
- 430 Industry Based Certifications were earned by students during the 2023-2024 school year compared to 386 the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate improved approximately 2.82% (87.30% to 90.12%), but is still below 92.26% which is the attendance rate is prior to the COVID pandemic. The attendance rate has a direct impact on our graduation rate.
Root Cause: Legacy High still lacks efficient systems to monitor attendance, contact parents, positively promote good attendance, and mentor students.

Problem Statement 2 (Prioritized): Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.
Root Cause: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Student Learning

Student Learning Summary

2024 EOC Assessment Data

	Spring 2024 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	**Did Not Meet**	Approaches	Meets	Masters	Date Taken
Legacy HS	350		3464	91%	9	2	0%	4/9/24
Economic Disadvantage	236		3482	90%	10%	2%	0%	4/9/24
Black/African American	24		3672	71%	29%	8%	0%	4/9/24
Hispanic	299		3445	94%	6%	2%	0%	4/9/24
Two or More Races	1							4/9/24
White	18		3486	78%	22%	0%	0%	4/9/24
Currently Emergent Bilingual	212		3443	92%	8%	2%	0%	4/9/24
Special Ed Indicator	2							4/9/24
At-Risk	279		3458	92%	8%	1%	0%	4/9/24
	Spring 2024 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters	Date Taken
Legacy HS	190		3434	74%	26%%	3%	0%%	4/23/24
Economic Disadvantage	126		3476	71%	29%%	4%%	0%%	4/23/24
Black/African American	15		3490	73%	27%	7%	0%	4/23/24
Hispanic	149		3425	74%	26%	1%	0%	4/23/24
Two or More Races	2							
White	18		3391	78%	22%	6%	0%	4/23/24

	Spring 2024 STAAR EOC, English I						
	Total Students	Raw Score	Scale Score	**Did Not Meet**	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	74		3474	73%	27%	5%	0%	4/23/24
Special Ed Indicator	3							4/23/24
At-Risk	149		3418	77%	23%	2%	0%	4/23/24
	Spring 2024 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters	Date Taken
Legacy HS	535		3953	12%	88%	41%	9%	04/16/24
Economic Disadvantage	340		3921	15%	85%	39%	5%	04/16/24
Asian	7		4117	0%	100%	71%	0%	04/16/24
Black/African American	50		3940	8%	92%	36%	6%	04/16/24
Hispanic	399		3920	14%	26%	36%	7%	04/16/24
Two or More Races	4							04/16/24
White	73		4114	5%	95%	64%	18%	04/16/24
Currently Emergent Bilingual	148		3801	21%	66%	12%	0%	04/16/24
Special Ed Indicator	41		3690	32%	68%	10%	0%	04/16/24
At-Risk	426		3872	13%	87%	33%	3%	04/16/24
	Spring 2024 STAAR EOC, US History						
	Total Students	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters	Date Taken
Legacy HS	771		4122	6%	94%	58%	24%	04/18/24
Economic Disadvantage	362		4008	9%	91%	47%	15%	04/18/24
Asian	13		4149	15%	85%	62%	31%	04/18/24

	Spring 2024 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	**Did Not Meet**	Approaches	Meets	Masters	Date Taken
Black/African American	61		4141	3%	97%	59%	20%	04/18/24
Hispanic	483		4039	8%	92%	51%	17%	04/18/24
Two or More Races	16		4201	0%	100%	72%	44%	04/18/24
White	194		4316	2%	98%	75%	44%	04/18/24
Currently Emergent Bilingual	126		3755	26%	74%	17%	3%	04/18/24
Special Ed Indicator	47		3800	15%	85%	21%	4%	04/18/24
At-Risk	444		3952	11%	89%	42%	11%	04/18/24
	Spring 2024 STAAR EOC, Eng II							
	Total Students	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters	Date Taken
Legacy HS	1119		3968	36%	34%	48%	5%	04/11/24
Economic Disadvantage	601		3852	44%	55%	36%	2%	04/11/24
Asian	22		4281	9%	91%	73%	18%	04/11/24
Black/African American	78		3916	40%	60%	41%	4%	04/11/24
Hispanic	789		3885	43%	57%	41%	3%	04/11/24
Two or More Races	18		4297	11%	89%	89%	11%	04/11/24
White	209		4248	14%	86%	72%	12%	04/11/24
Currently Emergent Bilingual	271		3595	72%	28%	15%	0%	04/11/24
Fourth Year of Monitoring	19		4152	11%	89%	58%	5%	04/11/24
Special Ed Indicator	47		3528	74%	26%	11%	0%	04/11/24
At-Risk	738		3802	47%	53%	33%	1%	04/11/24

When it is made available, the 2024 Accountability Summary Performance Index Scores will be placed here.

For the 2023-2024 year, the graduating class accomplished a CCMR rate of 88%

Student Learning Strengths

- The attendance rate improved to 90.12% as compared to 89.5% the previous year
- The CCMR rate increased from 81% in 2023 to 88% in 2024.
- 430 Industry Based Certifications were earned by students during the 2023-2024 school year compared to 386in 2022-2023.
- Overall, U.S. History is a strength: 94% of students approached grade level, with 58% meeting and 24% mastering it.
- Overall, Biology is a strength: 88% of students approached grade level, with 41% meeting and 9% mastering it.
- The approaches (passing) rate for Black/African Americans on the Biology EOC has remained consistent 82.69% in 2022 and 83% in 2023 and 92% in 2024.
- The approaches (passing) rate for Special Education students on the Biology EOC has improved from 55.88% in 2022 to 68% in 2023. In 2024 is has remained constant at 68%
- Asian students excelled in Biology, with 100% approaching grade level and 71% meeting the grade level standard

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The attendance rate improved approximately 2.82% (87.30% in 2022 to 90.12%), but is still below 92.26% which is the attendance rate is prior to the pandemic.
Root Cause: Legacy High lacks efficient systems to monitor attendance, contact parents, positively promote student attendance, and mentor students.

School Processes & Programs

School Processes & Programs Summary

At Legacy High School, we focus on growing teachers and leaders. We have a Welcome Committee which serves as our new teacher academy. Our Instructional Leadership Team (ILT), made up of department chairs, counselors, the student activities coordinator, the CCMR coordinator and administrators, meets weekly to make collaborative decisions that lead to systematic and contiguous school improvement. In addition, a summary of the minutes is provided to all staff members after each ILT meeting. The principal publishes a week at a glance or the Peek-At-The Week that is sent out weekly to ensure that all staff members are aware of decisions, given the opportunity to provide input, and aware of the weekly schedule. LHS has created a Teach Like a Champion (TLAC) PLC. The work of this PLC began in the spring of 2024 and will continue and grow for the 2024-2025 school year. Finally, an Instructional Specialist has been hired for the 2024-2025 school year. This person will help support the work of the TLAC PLC by working closely to support new and teachers in need of support.

At LHS, we focus on retaining effective teachers, recruiting, and selecting the best person for the open positions. We help grow our teachers by providing 3 support systems:

1. Mentor program for 1st-year teachers.

2. Mentor program for new to campus teachers

3. Opportunity Culture-We currently have 3 MCL's and two TRT's. The MCL's help grow a group of teachers by co-teaching, modeling, collaborating, and providing feedback daily.

Jobs are currently posted on our district's website and interviews are conducted by the administration and department chairs. We have specialized counselors for our EB population and SPED population to ensure that those students are served according to their very specific needs. We base our campus professional development plan on T-TESS goals and common issues we see on campus. We focus on effective Professional Learning Communities to help develop all teachers and to ensure a guaranteed and viable curriculum. Teachers follow the YAG/IFD from the TEKS Resource System. Content/Grade Level teams are expected to unpack the standards and work with their team to plan lessons and build common assessments. We are working on a vision statement and collective commitments from our staff to help move and grow our students. As a school, we are focusing on the Fundamental 5 strategies to help grow our students. We utilize a platform called ICU to provides student opportunities to make up assignments, attend mandatory tutorials, and have a mentor to check on their grades and assignments.

Legacy High School is a 1 to 1 campus, thus all students are issued a Chromebook (as long as they have completed the acceptable use policy) and our campus utilizes Canvas as its digital learning platform.

Legacy High School has a variety of clubs, organizations, fine arts to join:

Senior Class
Junior Class
Sophomore Class
Air Force Jr. ROTC
Cheerleading
Chess Club
Choir
Cosmetology

Senior Class
Culinary Arts
Doll Dance Team
Debate
FFA
Rotary Club
Ready Set Teach
Girls Who Code
Mariachi
Mighty Rebel Band
National Art Honor Society
National Honor Society
National French Honor Society
National Spanish Honor Society
Orchestra
Parent-Teacher Association
Rebel L.I.F.E.
Robotics
Science Club
Student Council
Students in Philanthropy
Theatre

Athletics:

Football
Volleyball
Cross Country
Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer
Powerlifting

Football
Boys Track
Girls Track
Swimming/Diving
Golf
Baseball
Softball
Tennis
Athletic Training

School Processes & Programs Strengths

- We have systems built to help train, retain, and grow our teachers - last year learning walks/instructional rounds were implemented, but in the upcoming year, this instructional support system will become more robust.
- Our specialized counselors ensure students in special programs are served at our school.
- Our MCL's and Professional learning communities help ensure teachers have content and pedagogy support in the classroom.
- We encourage teachers to ask for specialized training/workshops that support our campus/district goals they would like to attend as we will earmark money to give them access to grow professionally.
- LHS has a TLAC (Teach Like a Champion) PLC to lead the work of evidence-based pedagogy.
- LHS has hired an instructional specialist for the 2024-2025 school year.
- LHS has hired an additional instructional specialist funded by Title I for the 2024-2025 school year that will lead the work of refining academic and behavioral MTSS, as well as assist with supporting teachers in best instructional practices.
- After leadership meetings, we send out a synopsis of the items discussed giving the entire campus the ability to ask questions and/or input. MISD has a dedicated web page that has valuable information about both technology and the applications we use in the district. We email this information to our staff weekly, so they can find support or learn new technology methodologies as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At LHS, teachers receive some support in the area on content-specific best practices through the PLC process, but there is inconsistency among core PLCs which impacts student learning outcomes.
Root Cause: With the change of PLC leads, new PLC leaders lack the knowledge and support to create a framework for success and consistency in the PLCs they lead.

Problem Statement 2 (Prioritized): There has been a lack of observation feedback conferences with teachers. The feedback they currently receive is through the SchoolMint platform.
Root Cause: Administration hasn't created a systematic observation and feedback cycle that also includes a consistent and transparent data tracking system for teaching and learning trends at LHS.

Perceptions

Perceptions Summary

Legacy High school is built around the context of family. We have an active PTA, active booster clubs, and many community partners that work with us to support our students and staff. Weekly communication is sent out to inform parents of weekly events, activities, or issues we are seeing at school. We have an open house and monthly Rebel Parent University sessions inform our parents and help them help their child navigate high school successfully. Additionally, we use social media to inform our student body and community about happenings here at school and promote their involvement as well.

A K-12 Survey was given to staff, students, and parents.

Staff Survey: 98 responses (which is down from 119 the previous year)

80% of our staff believe that the overall quality of education at this campus is either good or excellent. (4% increase from the previous year)

92% of our staff believe the school is a supportive place for students to learn. (1% increase from the previous year)

87% of our staff believe teachers set high expectations for all students. (3% increase from the previous year)

84% of our staff believe that teachers give helpful feedback

97% of staff believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a school or personal problem.

95% of our staff believe our school offers a variety of courses and co-curricular/extracurricular activities. (4% increase from the previous year)

86% of our staff enjoy working with the principal/school leadership.

87% of our staff believe the principal promotes a positive work culture.

85% of staff feels the principal or direct supervisor recognizes employees for their high-quality work and accomplishments.

89% of our staff believe students are treated fairly regardless of their background/lifestyle.

92% of our staff believe staff members treat students with respect. (4% increase from last year)

78% of our staff believe all school staff members are aware of the safety and security procedures. (5% decrease from last year)

88% of our staff believe staff members treat students with respect.

56% of our staff believe students treat staff members with respect. (6% increase from last year)

Student Survey: 1988 Responses (561 more responses than the previous year)

59% of our students believe that the overall quality of education at this campus is either good or excellent. (2% increase from the previous year)

61% of our students believe the school is a supportive place for students to learn. (this remained the same as last year)

75% of our students believe teachers set high expectations for all students. (3% increase from last year)

60% of students believe that teachers give helpful feedback.

77% of our students believe there is a teacher, counselor, or another staff member to whom a student can go for help with a personal problem. (3% decrease from last year)

77% of our students believe our school offers a variety of courses and co-curricular/extracurricular activities. (2% decrease from last year)

52% of our students believe the principal and assistant principal(s) make decisions that are in the best interest of the students. (2% increase from last year)

53% of our students believe the principal and assistant principal(s) clearly communicate the school's goals for the upcoming school year. (3% increase from last year)

68% of our students believe the principal and assistant principal(s) are visible on campus throughout the school day. (9% decrease from last year)

81% of our students believe the principal and assistant principal(s) are responsive. (2% decrease from last year)

55% of our students believe staff members treat students with respect. (3% increase from last year)

41% of our students believe students treat staff members with respect. (2% increase from last year)

Parent Survey: 96 Responses (88 less responses than last year)

62% of our staff believe that the overall quality of education at this campus is either good or excellent. (2% decrease from last year)

67% of parents believe the school is a supportive place for students to learn. (2% increase from last year)

69% of our parents believe teachers set high expectations for all students. (1% decrease from last year)

60% of parents believe that teachers give helpful feedback.

74% of our parents believe there is a teacher, counselor, or another staff member to whom a student can go for help with a personal problem. (2% decrease from last year)

77% of our parents believe our school offers a variety of courses and co-curricular/extracurricular activities. (2% decrease from last year)

63% of our parents believe the principal and assistant principal(s) make decisions that are in the best interest of the students. (5% decrease from last year)

75% of our parents believe the principal and assistant principal(s) clearly communicate the school's goals for the upcoming school year. (4% increase from last year)

51% of our parents believe the principal and assistant principal(s) are visible on campus throughout the school day. (remained the same as last year)

72% of our parents believe the principal and assistant principal(s) are responsive. (7% decrease from last year)

58% of our parents believe all school staff members are aware of the safety and security procedures. (3% increase from last year)

64% of our parents believe staff members treat students with respect. (4% increase from last year)

32% of our parents believe students treat staff members with respect.

Perceptions Strengths

Our three targeted stakeholders groups responded that Legacy High High has the following strengths:

- LHS sets high learning standards in an environment where students can learn.
- LHS is a place that there is a teacher, counselor, or other staff members to whom a student can go for help with a school or personal problem.
- LHS has administrators who are responsive.
- LHS offers a variety of courses and co-curricular/extracurricular activities.
- Students are academically challenged by their schoolwork.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The majority of students claim that only 49% of teachers successfully show students how lessons relate to life outside of school.
Root Cause: When PLCs unpack the standards and plan for learning, they are not planning for ensuring that real-world connections are taught.

Problem Statement 2 (Prioritized): As perceived by our three targeted stakeholder groups, respect from student to teacher and teacher to student is sub par
Root Cause: LHS needs to improve its tiered discipline, character development and PBIS systems which lend themselves to mutual respect.

Priority Problem Statements

Problem Statement 1: The attendance rate improved approximately 2.82% (87.30% in 2022 to 90.12%), but is still below 92.26% which is the attendance rate is prior to the pandemic.

Root Cause 1: Legacy High lacks efficient systems to monitor attendance, contact parents, positively promote student attendance, and mentor students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At LHS, teachers receive some support in the area on content-specific best practices through the PLC process, but there is inconsistency among core PLCs which impacts student learning outcomes.

Root Cause 2: With the change of PLC leads, new PLC leaders lack the knowledge and support to create a framework for success and consistency in the PLCs they lead.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There has been a lack of observation feedback conferences with teachers. The feedback they currently receive is through the SchoolMint platform.

Root Cause 3: Administration hasn't created a systematic observation and feedback cycle that also includes a consistent and transparent data tracking system for teaching and learning trends at LHS.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As perceived by our three targeted stakeholder groups, respect from student to teacher and teacher to student is sub par

Root Cause 4: LHS needs to improve its tiered discipline, character development and PBIS systems which lend themselves to mutual respect.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.

Root Cause 5: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: June 20, 2024

Goal 1: Board Goal :3

The percentage of English I -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

Performance Objective 1: GPM 3.6: The percentage of English I students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 52% to 55% by 2025.
GPM 3.7: The percentage of English II students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 56% by 2025.

    Evaluation Data Sources: NWEA MAP

Strategy 1 Details			Reviews			
Strategy 1: The English II PLC will be supported by a Region 18 consultant 1-2 times a six weeks in ensuring the PLC cycle is an effective cycle to serve the needs of ALL students in English II.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The English II PLC will more effectively unpack the standards, identify gaps, and plan reteach or extended learning opportunities. Ultimately, this will improve student learning outcomes by improving Tier I instruction. **Staff Responsible for Monitoring:** English Department Chair, English II PLC lead, and administration. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title 1 - $24,000			Some Progress	Considerable	Considerable	

Strategy 2 Details	Reviews			
Strategy 2: LHS will create a system of Extended Learning Day sessions 4 days a week each semester from 4:30-5:30 p.m. Students who need targeted support in English will be able to work with a certified teacher to address learning gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will have targeted and individualized support beyond the school day which may result in academic growth and improved student learning outcomes. **Staff Responsible for Monitoring:** Instructional Specialist, teachers, administration, and counselors. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1 - $16,600	Some Progress	Considerable	Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Targeted English Advisory groups as well as Extended Learning day English groups will utilize Lowman Resources as their high quality instructional material.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Lowman educational materials are designed to be simple, effective, and easy to implement so educators can focus on educating and give more attention to their students. The materials are TEKS aligned. LHS will pair this HQIM with a practical method of instruction, thus improving student learning outcomes such as MAP growth and STAAR EOC growth in English. **Staff Responsible for Monitoring:** LHS administration & Instructional Specialists **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1 - $5,200	Some Progress	Considerable	Considerable	

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.   **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

School Processes & Programs
Problem Statement 1: At LHS, teachers receive some support in the area on content-specific best practices through the PLC process, but there is inconsistency among core PLCs which impacts student learning outcomes.   **Root Cause**: With the change of PLC leads, new PLC leaders lack the knowledge and support to create a framework for success and consistency in the PLCs they lead.

Goal 2: Board Goal : 4

The percentage of Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

Performance Objective 1: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 63% by 2025

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: LHS will create a system of Extended Learning Day sessions 4 days a week each semester from 4:30-5:30 p.m. Students who need targeted support in Algebra I will be able to work with a certified teacher to address learning gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will have targeted and individualized support beyond the school day which may result in academic growth and improved student learning outcomes. **Staff Responsible for Monitoring:** Instructional Specialist, teachers, administration, and counselors. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2	Some Progress	Some Progress	Considerable	

Strategy 2 Details	Reviews			
Strategy 2: Targeted math Advisory groups as well as Extended Learning day math groups will utilize Lowman Resources as their high quality instructional material.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Lowman educational materials are designed to be simple, effective, and easy to implement so educators can focus on educating and give more attention to their students. The materials are TEKS aligned. LHS will pair this HQIM with a practical method of instruction, thus improving student learning outcomes such as MAP growth and STAAR EOC growth in Algebra I. **Staff Responsible for Monitoring:** LHS Administration & Instructional Specialists **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Considerable	

No Progress   Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours. **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 1: GPM 5.1: First time Algebra I EOC testers scoring at the meets grade level or above will increase from 42% to 46% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: The LHS Geometry teachers will be supported by the Math MCL in effectively unpacking the standards to create effective Tier I lessons for our Geometry students. In addition, the MCL will work with our Geometry teachers on implementing Teach Like a Champion instructional strategies. (many Algebra I retest students are in the Geometry course)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will received evidence-based Tier I in instruction which may result in academic growth and improved student learning outcomes. **Staff Responsible for Monitoring:** Algebra I teacher, Math Department Chair, Math MCL, and administration. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	Some Progress	Considerable	Considerable	
	No Progress ◯ Accomplished ◯ ➡ Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours. **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 2: GPM 5.2: The percentage of students earning 6 or more credits by the end of their first year in high school will increase from 87% to 90% by 2025.

GPM 5.3: The percentage of students in their second year of high school earning 6 or more credits will increase from 79% to 83% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: LHS will continue to utilize a credit recovery system during lunch for our "rising freshman".	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will regain lost credits at a more rapid and consistent rate, and they will do so in a structured setting with qualified staff. **Staff Responsible for Monitoring:** Administration / Counselors **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	**Nov**	**Feb**	**Apr**	**June**
	No Progress	No Progress	No Progress	

Strategy 2 Details	Reviews			
Strategy 2: LHS will utilize the Flex Academy through MISD Coleman High School-four Freshman per six weeks with fewer than 6 credits will be sent to Coleman to regain credit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted students will regain enough credits to be reclassified as a sophomore. **Staff Responsible for Monitoring:** LHS Collegiate Coach, counselors, and Associate Principal of Teaching and Learning. **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	**Nov**	**Feb**	**Apr**	**June**
	Some Progress	Considerable	Considerable	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: LHS will create and implement Academic Extended Learning Day. These sessions will be designed to address and bridge the academic gaps for our students, ensuring they achieve their full potential. Beginning in October, students will benefit from focused, personalized learning opportunities four days a week, dedicating an hour each day to enhancing their skills and knowledge in key subject areas.	**Nov**	**Feb**	**Apr**	**June**
Offered Sessions: Math: Strengthen foundational skills and tackle advanced concepts. English: Improve literacy, comprehension, and writing abilities. Science: Engage in hands-on learning and deepen understanding of scientific principles. Social Studies: Explore historical events, cultural studies, and civic understanding. Advanced Academics: Challenge high achievers with rigorous coursework and enrichment activities. Emergent Bilingual: Support for English language learners to excel academically and linguistically. The goal is to create a supportive and enriching learning environment where every student can thrive. Together, we can make academic excellence accessible to all!	Some Progress	Considerable	Considerable	
Strategy's Expected Result/Impact: The goal is to create a supportive and enriching learning environment where every student can thrive. Together, we can make academic excellence accessible to all! **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Department Chairs, MCLs, Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: LHS will hire and train an additional Emergent Bilingual/Newcomer para to effectively and consistently support our students and the teachers who serve them.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved GPA and improved overall student learning outcomes for our Emergent Bilingual students. **Staff Responsible for Monitoring:** Administration & Counselors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1 - $40,960	Some Progress	Considerable	Considerable	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: LHS teachers will effectively utilize The Power of ICU Database to create, monitor, and manage missing assignments online anytime. This information will be systematically shared with the student's parent/guardian.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This powerful platform will help ensure that parents are aware of missing assignments. When a teacher puts a student's missing assignment on the ICU list, the student's parents are automatically texted and emailed a notification of the missing assignment. This strategy will strengthen communication between school and home, which ultimately will help LHS ensure students are on track to earn credits. **Staff Responsible for Monitoring:** LHS Administration, Instructional Specialist, and counselors. **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 Title 1 - $6,000	Some Progress	Considerable	Considerable	

Strategy 6 Details		Reviews			
Strategy 6: LHS will hire and instructional specialist whose focus / purpose is to lead the work of developing , implementing and managing an effective system of academic MTSS at LHS.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student academic support will increase thus drastically improving student learning outcomes. **Staff Responsible for Monitoring:** LHS administration & Instructional Specialist. **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1 - $89,600		Some Progress	Some Progress	Considerable	

Strategy 7 Details		Reviews			
Strategy 7: A team of 8-10: admin, counselor, Instructional Specialist, behavior teacher, core teachers will visit Katy ISD for the following observation and learning: Taylor High School - Academic MTSS / Mayde Creek HS - Academic MTSS / Morton Ranch HS - Behavior MTSS/Restorative Practices.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An evidence-based system of MTSS will be created and embedded into the instructional / student services practices at LHS. **Staff Responsible for Monitoring:** LHS administration & Instructional Specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 Title 1 - $10,000		Some Progress	Some Progress	Considerable	

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.   **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 3: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 3: GPM 5.4: The number of students that complete a program of study and earn an industry based certification will increase from 14.5% (Class of 2022) to 21% (Class of 2025).

Strategy 1 Details	Reviews			
Strategy 1: Continue to promote and FOCUS on educating students and families about the 26 CTE certifications that are available at LHS. More importantly, educate all stakeholders on what is required for a student to graduate CCMR earned/ ready by continuing to have a CCMR section in the Rebel Review that is sent to parents weekly. (the CCMR information is also updated weekly.)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The LHS CCMR rate will increase. **Staff Responsible for Monitoring:** CCMR Coordinator, Admin, classroom teachers, counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	Some Progress	Considerable	Considerable	

Strategy 2 Details	Reviews			
Strategy 2: Utilize advanced academic targeted advisory classes to enhance and augment advanced academics student learning outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase number of students earning a 3 or Higher on AP Exams from 56% to 61%. **Staff Responsible for Monitoring:** Administration, Department Leadership, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Considerable	Considerable	

Strategy 3 Details	Reviews			
Strategy 3: The principal will meet monthly with CCMR Coordinator to discuss progress toward CCMR goals and will solidify ways to ensure the CCMR rate goal is accomplished.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Students will be college, career, or military ready and the by product will be an increased CCMR rate.
    Staff Responsible for Monitoring: Administration & CCMR Coordinator
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
	Some Progress	Considerable	Considerable	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 4: GPM 5.5: The number of students that meet TSI criteria on BOTH reading and math on SAT, ACT, TSIA2, or College Bridge/Prep course will increase from 25.2% (Class of 2022) to 40% (Class of 2025).

Strategy 1 Details		Reviews		
Strategy 1: Utilize Extended Learning Day sessions to enhance and augment advanced academics student learning outcomes.Sessions such at SAT/ACT prep and Texas College Bridge Assistance will be available to students. In addition, LHS will utilize a TSIA 2 targeted advisory to prepare students to meet both reading and math of the TSIA2.		**Formative**			**Summative**
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase ACT/SAT scores while also increasing the rate of students who are TCB met. **Staff Responsible for Monitoring:** Administration, CCMR coordinator and Department Chairs. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2		Some Progress	Some Progress	Considerable	

Strategy 2 Details		Reviews		
Strategy 2: LHS Administration will work closely with C3 coaches/Midland College to provide TSIA2 support by having bimonthly meetings to brainstorm and implement solutions that create opportunities for student to be TSIA met.		**Formative**			**Summative**
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will be better prepared for post-graduation educational opportunities. **Staff Responsible for Monitoring:** LHS admin, CCMR Coordinator, and counselors. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning		Some Progress	Some Progress	Considerable	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.   **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 3: Board Goal: 5
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 5: GPM 5.6: The number of students that score a 3 or higher on an AP exam will increase from 15.6% (Class of 2022) to 20% (Class of 2025).

Strategy 1 Details	Reviews			
Strategy 1: Utilize Extended Learning Day sessions to enhance and augment advanced academics student learning outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved student learning outcomes for our students in advanced academics. **Staff Responsible for Monitoring:** Administration, Department Leadership, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	Some Progress	Some Progress	Some Progress	
No Progress	Accomplished		Continue/Modify	Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours. **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

Performance Objective 6: GPM 5.7: The four-year longitudinal graduation rate will increase from 86.8% (Class of 2022) to 89% (Class of 2025).

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: LHS will create a system of attendance incentives to proactively promote and celebrate improved school attendance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be positively encouraged to come to school through positive incentives/competitions and recognitions. **Staff Responsible for Monitoring:** Administration, Counselors, Parent Liaison, and attendance clerks **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
Strategy 2: LHS will utilized a school day embedded targeted advisory that includes a focus on the four core subjects and ILEAD. Region 18 will support the campus as they incorporate ILead into the weekly advisory schedule.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: School day interventions will provide the time to provide solid interventions and character development which in turn, improves student progress and overall learning outcomes. **Staff Responsible for Monitoring:** LHS administration & Instructional Specialists **Title I:** 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title 1 - $6,000	Some Progress	Some Progress	Considerable	

No Progress ⬤ Accomplished ⬤ Continue/Modify ➡ Discontinue ✖

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Due to the number of students we serve from diverse backgrounds, including a high mobility population, our students are not showing academic achievement at a significant rate in comparison to other schools whose demographics are similar to ours.   **Root Cause**: The lack of consistent systems, structures, and the monitoring of student growth all contribute to this problem.

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

    Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: PLC's will unpack the standards, identify the gaps, and plan reteach or enrichment/extended learning. This work will be supported in the following way: Region 18 will provide a PLC consultant to assist in supporting my struggling PLCs and Eng II PLC two times a six weeks. This is a continuation of the initial training and work that took place in a professional learning session on 6/21/2024.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Tier I instruction that will lead to improved student learning outcomes and overall student academic growth. **Staff Responsible for Monitoring:** Administration, Instructional Specialist, PLC Leads & Department Chairs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress	Considerable	Considerable	

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
Strategy 1: LHS Administration will hold monthly PLC lead meetings to provide training and support for the PLC process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PLC teams will become more efficient and understand the PLC process, which will lead to improved tier I instruction.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration& PLC Leads **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	No Progress	No Progress	No Progress	

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: At LHS, teachers receive some support in the area on content-specific best practices through the PLC process, but there is inconsistency among core PLCs which impacts student learning outcomes.   **Root Cause**: With the change of PLC leads, new PLC leaders lack the knowledge and support to create a framework for success and consistency in the PLCs they lead.

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

> **High Priority**

> **Evaluation Data Sources:** Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: LHS will utilize Minga to manage tardies, hall passes, PBIS Rewards, and Flex time. The flex component of Minga will be utilized to create targeted advisory groups which will aid in meeting all House Bill 1416 accelerated instruction requirements.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The protocols and infrastructure will support school safety and maximize instructional time. **Staff Responsible for Monitoring:** Department Chairs & the Associate of Maintenance and operations **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	Some Progress	Some Progress	Considerable	

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: As perceived by our three targeted stakeholder groups, respect from student to teacher and teacher to student is sub par   **Root Cause**: LHS needs to improve its tiered discipline, character development and PBIS systems which lend themselves to mutual respect.

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
Strategy 1: The campus safety coordinator will ensure all mandatory drills are scheduled on his calendar, will maintain all required safety records, and will train staff on all district/campus safety policies.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: LHS will be a safe campus for students and staff with clear protocols and procedures around school safety. **Staff Responsible for Monitoring:** Campus Safety Coordinator and the campus principal. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress	Considerable	Considerable	

○ No Progress   ◯ Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Goal 5: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

   Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details			Reviews			
Strategy 1: Region 18 will provide a consultant to assist in growing a new leadership team at LHS in effectively using data to create a system of analyzing instructional data after walkthroughs to effectively coach teachers (the Get Better Faster Model will be used)			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: We will have well-supported campus leaders who focus on improving observation and feedback cycles that lend themselves to improved tier one instruction **Staff Responsible for Monitoring:** Administration team and the Instructional Leadership Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 211 Title 1 - $2,400			Some Progress	Some Progress	Considerable	

Strategy 2 Details			Reviews			
Strategy 2: LHS will continue to systematically conduct staff climate/support surveys each six weeks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: The data from the surveys will be used by the A-Team (administrative) and counseling teams to support staff and address issues in real time **Staff Responsible for Monitoring:** Administration, Department Chairs, and Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			**Nov**	**Feb**	**Apr**	**June**
			Some Progress	Considerable	Considerable	

Strategy 3 Details	Reviews			
Strategy 3: The campus principal will attend TASA Midwinter to learn about systems to grow & develop staff in order to build retention and recruitment practices that promote professional growth that yields and rewards high-impact staff, improving student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By attending TASA Midwinter, the principal can gain insights and best practices to create recruitment and retention strategies that: 1. Attract and retain high-impact educators: Developing a supportive and growth-oriented workplace can make the school more attractive to top talent. 2. Enhance professional development opportunities: Staff will have access to meaningful growth pathways, improving their skills and effectiveness in the classroom. 3. Improve student outcomes: Retaining high-quality, well-supported educators directly impacts student achievement, creating a more successful and stable learning environment. 4. Foster staff morale and collaboration: Systems that reward and develop staff encourage a positive and motivated campus culture, contributing to long-term stability and success. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	No Progress	Some Progress	Considerable	

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There has been a lack of observation feedback conferences with teachers. The feedback they currently receive is through the SchoolMint platform.   **Root Cause**: Administration hasn't created a systematic observation and feedback cycle that also includes a consistent and transparent data tracking system for teaching and learning trends at LHS.

Goal 6: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
Strategy 1: LHS will foster an environment that encourages connection, voice and community by creating stakeholder engagement opportunities like PTSO, Coffee With the Principal, Principal's Advisory Committee (composed of 12-20 students), LHS Open House, Rebel Reminders with Ms. Etzel, and Rebel Parent University Nights.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stakeholders will feel informed, included and empowered to impact the educational journey of all LHS students. **Staff Responsible for Monitoring:** Administration and the ILT **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress	Considerable	Considerable	

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Campus Funding Summary

			211 Title 1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$24,000.00
1	1	2			$16,600.00
1	1	3			$5,200.00
3	2	4			$40,960.00
3	2	5			$6,000.00
3	2	6			$89,600.00
3	2	7			$10,000.00
3	6	2			$6,000.00
5	1	1			$2,400.00
				Sub-Total	$200,760.00
				Budgeted Fund Source Amount	$252,707.00
				+/- Difference	$51,947.00
				Grand Total Budgeted	$252,707.00
				Grand Total Spent	$200,760.00
				+/- Difference	$51,947.00