

## School Improvement Plan

## Comprehensive Needs Assessment

**School:** Leesville Road HS

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Student Achievement	<p>Overall Performance Composite over the past three years was greater than WCPSS and state averages. For example, our performance composite for 16-17 was 75.9% compared to 67.2% for WCPSS and 59.2 for the state.</p> <p>Percent of LRHS students proficient in English II, Math I, and Biology has been above the WCPSS and state average for 14-15, 15-16, and 16-17. English II at LRHS has trended upward each of the last three years: 75.9% to 76% to 80.1%.</p> <p>Graduation Rate Graduation Rate increased from 91.7% for 14-15, to 92.1% for 15-16, to 94% for 16-17</p> <p>Percentage of LRHS AP or Honors students has increased over the past three years: 88.6% to 89.0% to 89.6%.</p>	<p>Percent of LRHS students in Math I and Biology has fluctuated over the past three years. Math I: 80.6% to 83.7% to 75.0%. Biology: 70.6% to 75.5% to 72.7%.</p> <p>Percentage of LRHS Juniors scoring 17 or above on ACT has declined: 75.4% to 75.4% to 73.6%.</p> <p>Percentage of LRHS AP or Honors students has been lower than the WCPSS percentage for each of the past three years: 88.6% vs. 89.7% in 14-15; 89.0% vs. 90.6% in 15-16; 89.6% vs. 95.6% in 16-17.</p> <p>3.3% of freshmen did not meet promotion requirements.</p>
Process Data	<p>AdvanED review notes: 1) that SMART Lunch tutorials allowing all students to enhance academic experiences, and 2) students are aware of and utilizing all academic support services. For 2017-2018, PLTs have protected time to meet on Wednesdays. PLT minutes have been revamped to reflect renewed focus on standards, in addition to 4Cs and digital learning. LRHS provides the following programs that are strengths concerning instructional practices:</p> <ul style="list-style-type: none"> <li>• SMART Lunch (noted as an exemplary practice by AdvanceEd in 2015)</li> <li>• Heterogeneous 9th grade English classes (all teachers completed differentiation training in 2015)</li> <li>• Start on Time</li> <li>• GradPoint</li> <li>• Content Area and School Improvement PLTs</li> <li>• Learning Rounds</li> </ul>	<p>AdvanED review noted that LRHS staff needs to consistently create, utilize, and review the data for formative assessments to help differentiate instruction. Parents and students have concerns about individualizing student instruction. We have focused primarily on remediation and need to develop additional strategies for differentiation during instructional time.</p>
Staff and Student Demographics	<p>Percentage of LRHS teachers who are National Board Certified has been higher than WCPSS and the state for each of the past three years. For example, in 16-17, LRHS had 26.7% NBCT vs. 14.8% average for WCPSS and 14.0% average for the state.</p> <p>Percentage of staff turnover at LRHS has declined over the past three years and has been lower than the WCPSS average each of the past three years: 13.1% (vs. 13.36% for WCPSS) to 9.4% (vs. 13.0% for WCPSS) to 5.4% (vs. 12.2% for WCPSS).</p> <p>Percentage of experienced teachers has increased over the past three years and has been higher than the WCPSS average for each of the past three years, and higher than the state average for the past two years:</p> <ol style="list-style-type: none"> <li>3 or more years (14-15): 75.2% (vs. 71.9% for WCPSS and 78.0% for state)</li> <li>4 or more years (15-16): 84.4% (vs 79.5% for WCPSS and 76.8% for state)</li> <li>4 or more years (16-17): 87.0% (vs. 81.3% for WCPSS and 77.0% for state)</li> </ol>	<p>Overall student body has increased over the past three years: 2282 to 2365 to 2527.</p> <p>Percentage of Limited English Proficient students has increased over the past three years: 2.4% to 2.7% to 2.9%.</p>

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Perception	<p><b>PERCEPTION: CERTIFIED STAFF</b>  Percentage of teachers agreeing that the school environment is clean and maintained has been high over the past three years and higher than the averages for both WCPSS and the state: 94.7% (vs. WCPSS 81.3% and state 86%) to 99.2% (vs. WCPSS 80.4% and state 83.5%) to 96.3% (vs. WCPSS 78.0% and state 83.5%).  Percentage of teachers agreeing that the parents/guardians supports teachers has been higher than WCPSS and the state in each of the past three years: 89.5% (vs. WCPSS 80.1% and state 72.5%) to 96.8% (vs. WCPSS 81.7% and state 73.5%) to 86.0% (vs. WCPSS 80.8% and state 73.5%).  Percentage of teachers agreeing that the school environment is safe has been high over the past three years and higher than the averages for WCPSS and the state: 96.6% (vs. WCPSS 92.5% and state 93.2%) to 99.2% (vs. WCPSS 92.9% and state 92.5%) to 94.9% (vs. WCPSS 92.3% and state 92.5%).  Percentage of teachers agreeing that the there is an atmosphere of trust and mutual respect has been higher than the averages for WCPSS and the state for each of the past three years: 81.7% (vs. WCPSS 73.2% and state 73.1%) to 88.5% (vs. WCPSS 73.6% and state 75.6%) to 82.5% (vs. WCPSS 74.6% and state 75.6%).  Percentage of teachers agreeing that the school is a good place to work and learn has been high over the past three years and higher than the averages for WCPSS and the state: 95.7% (vs. WCPSS 88.7% and state 85.1%) to 98.5% (vs. WCPSS 86.6% and state 86.5%) to 95.6% (vs. WCPSS 88.3% and state 86.5%).</p> <p><b>PERCEPTION: NON-CERTIFIED STAFF</b>  Have not been surveyed since Fall 2013</p> <p><b>PERCEPTION: PARENTS</b>  According to the AdvancEd parent survey:  <ul style="list-style-type: none"> <li>91.93% agree that LRHS provides a safe learning environment</li> <li>85.79% agree that their child is prepared for success in the next school year.</li> <li>83.6% agree that all of their child's teachers give work that challenges their child</li> <li>91.63% agree that LRHS communicates effectively about school goals and activities</li> </ul> </p> <p><b>PERCEPTION: STUDENTS</b>  According to the AdvancEd student survey:  <ul style="list-style-type: none"> <li>82.39% agree that in their school, programs and services are available to help them succeed</li> <li>81.41% agree that in their school, the purpose and expectations are clearly explained to them and their family</li> <li>71.24% agree that their school prepares them for success in the next school year</li> </ul> </p>	<p><b>PERCEPTION: CERTIFIED STAFF</b>  Percentage of teachers agreeing that time is available to collaborate with colleagues dropped over the past three years: 88.8% to 88.5% to 60.6%.  Percentage of teachers agreeing that they are allowed to focus on educating without interruption has fluctuated over the past three years, and dropped between 15-16 and 16-17: 86.1% to 95.3% to 76.6%.  Percentage of teachers agreeing that the parents/guardians supports teachers has fluctuated over past three years and dropped between 15-16 and 16-17: 89.5% to 96.8% to 86.0%.  Percentage of teachers agreeing that the there is minimal time spent addressing discipline has fluctuated over past three years and dropped between 15-16 and 16-17: 51.3% (vs. WCPSS 46.5% and state 58%) to 71.4% (vs. WCPSS 59.0% and state 56.0%) to 54.7% (vs. WCPSS 43.3% and state 56.0%).</p> <p><b>PERCEPTION: NON-CERTIFIED STAFF</b>  Have not been surveyed since Fall 2013</p> <p><b>PERCEPTION: PARENTS</b>  According to the AdvancEd parent survey in 2015:  <ul style="list-style-type: none"> <li>56.52% agree that all of their child's teachers meet his or her learning needs by individualizing instruction</li> <li>58.89% agree that all of their child's teachers work as a team to help my child learn</li> </ul> </p> <p><b>PERCEPTION: STUDENTS</b>  According to the 2015 AdvancEd student survey:  <ul style="list-style-type: none"> <li>32.19% agree that all of their teachers change their teaching to meet their learning needs</li> <li>34.19% agree that in their school, students respect the property of others</li> </ul> </p>

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Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Closing the Achievement Gap for low-performing subgroups.	Lack of differentiation of instruction, as evidenced by parent surveys from AdvancEd last year. There is at least a 30% gap between black students and students with disabilities as compared to white students for all subjects in the performance composite (Math I, Biology, and English II). More specifically, English II EOC proficiency for black students decreased 10.6% between 13-14 and 14-15. Below proficient reading scores impact potential academic success across multiple subjects: 13-14 56.2% proficient on Grade 8 Reading EOG, and in 14-15 65.6% proficient on Grade 8 Reading EOG.	Skinny classes for English/MSITA; expansion of high school reading "Language Live" curriculum; English I and Reading teacher will collaborate to dig deeper into root causes of reading struggles; combination of regular and honors English I classes; Special Topics in Math for 9 <sup>th</sup> graders who have successfully completed Math I in 8 <sup>th</sup> Grade; Foundations courses offered before Math II and III. Continue strategic scheduling and SMART Lunch for remediation and enrichment; further strengthen teacher-student academic coach program; continue reading and math support programs for identified struggling students; continue use of GradPoint credit recovery computer program and ALC; continue Pride Launch orientation program for new and transfer students and their parents to introduce them to clubs and organization; consistent open communication between teachers/counselors and parents regarding attendance, discipline, and academic issues. Staff will utilize research-based literacy strategies and will also participate in professional development addressing instructional practices, assessments, and cultural proficiency.

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<p>High absenteeism directly impacts academic performance and can increase likelihood of students dropping out.</p>	<p>Lack of academic preparation prior to high school. Below proficient reading scores impact potential academic success across multiple subjects: 13-14 56.2% proficient on Grade 8 Reading EOG, and in 14-15 65.6% proficient on Grade 8 Reading EOG. Lack of engagement in the high school program (number of classes failed, number of clubs/activities participated in, number of discipline referrals). Students are not as engaged as they could be. The Dashboard data indicate the more Graduation Risk factors a student is identified as having, the greater that category's rate of absences.</p>	<p>Continue strategic scheduling and SMART Lunch for remediation and enrichment; further strengthen teacher-student academic coach program; continue reading and math support programs for identified struggling student; continue use of GradPoint credit recovery computer program and ALC; continue Pride Launch orientation program for new and transfer students and their parents to introduce them to clubs and organization; consistent open communication between teachers/counselors and parents regarding attendance, discipline, and academic issues. Staff will utilize research-based literacy strategies and will also participate in professional development addressing instructional practices, assessments, and cultural proficiency.</p>

**Data Summary**

Describe your conclusions

AMO data, which is derived mostly from the three EOC courses (Math 1, English II, and biology), continues to indicate high overall academic achievement. Our EOC scores indicate an EVAAS growth index of 12.79 is ranked third in the district, and our graduation rate increased last year by 3.6% to 91.7%. Although our number of students taking Advanced Placement exams has increased from 328 to 410 over the past school year, and our total number of tests taken increased from 586 to 803, there is a decrease of 10.7% in the percentage of students who scored a level 3 or above from 85.1% in 2013-2014 to 74.47% in 2014-2015. Despite our high overall academic achievement, we notice discrepancies between our overall graduation rate and rates of several of our subgroups (e.g., black students, students with disabilities, and economically disadvantaged students). Our graduation rate data indicates gaps which are consistently wider than the district average between selected subgroups and our white subgroup: 15.5% for LRHS vs. 13.8% district-wide gap for black students, and a 25.5% gap for students with disabilities vs. a 23.8% gap district-wide. While the gap between white and economically disadvantaged students is narrower than the district average, we recognize it as one of our subgroups to target. There are also notable discrepancies in EOC scores among these subgroups. On last year's Math I EOC, white students scored an average of 30.3% higher than black students. They also scored 46.9% higher than students with disabilities. In biology the difference was 41.9% for black students and 51.8% for students with disabilities. On the English II EOC, the differences were 40.3% for black students and 51% for students with disabilities. For many of our students, we continue to notice that irregular school attendance contributes to their lack of academic success. As a school, it appears clear that we must focus on these students who are not being successful by improving instructional strategies so that they are differentiated and relevant to all students. We must also tighten intervention team processes for recognizing and addressing the needs of students who are not responding to traditional instructional and support practices.