

Midland Independent School District
Midland Freshman High School
2024-2025 Campus Improvement Plan



Mission Statement

Midland Freshman High School will provide students a safe, structured, and inclusive environment where they will set the foundation for high school graduation and post-secondary success by earning all credits.

Midland ISD: All students will graduate prepared for college, career, or military.

Vision

MISD: Educating the Future with Excellence

MFHS: All students will be on track to graduate prepared for college, career, or military.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Goals	15
Goal 1: The percentage 9th grade English I students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028 (Board Goal 3).	15
Goal 2: The percentage of 9th grade Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028 (Board Goal 4).	16
Goal 3: 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.	17
Goal 4: 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.	19
Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.	20
Goal 6: Board Goal: 5 The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.	22
Campus Funding Summary	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

As a neighborhood Title I school serving first-time freshmen only, our single-grade structure allows us to tailor supports to help students transition from junior high to high school. Because we recognize the freshman experience as pivotal, our team of educators is committed to ensuring that we provide students a safe, structured, and inclusive environment where they will set the foundation for high school graduation and post-secondary success by earning all credits.

We are committed to continuous improvement as a professional learning community (PLC), and we use four critical questions to guide our efforts:

- 1) What do students need to learn?
- 2) How will we know that they have learned it?
- 3) What will we do if they do not learn it?
- 4) What will we do if they already know it or if they master those learning targets?

Our teams of teachers who ask and answer these questions together improve their practice as they learn from one another.

Our student population is reflective of our community at large. Demographic information provided here is from the 2023 - 2024 school year.

Race / Ethnicity:

American Indian/ Alaskan Native - 0%

Asian - fewer than 1%

Black / African American - 5.26%

Hispanic - 70.91%

Native Hawaiian - Pacific Islander - fewer than 1%

Two-or-More- 1.64%

White - 21.38%

Student Program Participation:

Economically Disadvantaged - 55.14%

Free Meals - 46.14%

Reduced-Price Meals - 8.53%

Emergent Bilingual - 14.14%

Special Education - 8.53%

Section 504 - 8.64%

Attendance

Our attendance rate was 91.39%. It was 91.65% for the 2022-2023 school year and was 89.05% for the 2021-2022 school year.

Discipline

The number of felony controlled substance violations (disciplinary action code 36) rose from 14 in 2022 - 2023 to 39 in 2023 - 2024, this disciplinary code also changed from disciplinary action code 36 to 62.

Teachers

Our teacher demographics, in terms of race / ethnicity, do not match those of our students:

Black / African American - 10.1%

Hispanic - 26.4%

White - 63.5%

The majority of our teaching staff are in the early years of their careers as educators:

Beginning Teachers: 11.5%

1 - 5 Years Experience: 44.6%

6-10 Years Experience: 21.3%

11 - 20 Years Experience: 15%

Over 20 Years Experience: 7.6%

Demographics Strengths

Our commitment to the PLC process enables us to continually improve our practices in order to better serve students and teachers. We utilize Opportunity Culture to extend the reach of excellent teachers. For the 2023 - 2024 school year, we have four multi-classroom leaders (who teach students and coach teachers), one team reach teacher, and one reach associate. This can be shown in the growth that our Emerging Bilingual sub-population showed in their English I EOC meets at 40% which is above the district average.

In 2023-2024, three of our teachers was awarded a Teacher Incentive Allotment (TIA) recognized designation. Those designations are awarded when teachers' students show tremendous growth over the course of the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance rate decreased slightly to 91.39% for the year and remained below our 95% goal. **Root Cause:** We did not track, monitor, and support student attendance with a clearly outlined system that included specific roles and responsibilities.

Problem Statement 2 (Prioritized): 75% of teachers (excluding a retirement) who taught at Midland Freshman during the 2023 - 2024 school year are returning for the 2024 - 2025 school year. **Root Cause:** At Midland Freshman, we did not proactively address our substitute teacher shortage.

Student Learning

Student Learning Summary

Midland ISD School Board Goal Progress Measures

Midland Freshman directly contributes to Goal 5: The four year graduation rate will increase from 89.7 percent of the graduating class of 2020 (reported in November of 2021) to 94 percent for the graduating class of 2026. (Report Yearly in December).

GPM 5.2: First time Algebra 1 EOC testers scoring at the meets grade level or above will increase from 39% to 49% by end of school year 2026. (Baseline: SY 2021 STAAR)

We will update this section of our CNA when we receive official accountability reports. The 2023 annual target was 43%. Based on preliminary scores, we did not meet that target.

GPM 5.3: The percentage of first-year grade 9 students earning 6 or more credits will increase from 85% to 89% by August 2026 and the percentage of second-year high school students earning 6 or more credits will increase from 79% to 85% by August 2026.

We will update this section of our CNA after all credits are updated on student transcripts. The 2023 annual target was 86%. Based on preliminary data, we exceeded this target.

Accountability Overview We will update this section of our CNA when we receive official accountability reports. STAAR Performance We will update this section of our CNA when we receive official accountability reports.

Accountability Overview

We will update this section of our CNA when we receive official accountability reports.

STAAR Performance

We will update this section of our CNA when we receive official accountability reports.

All comparisons below are to 2022 - 2023 scores and are based on preliminary data:

English I

All Students

We made gains at the meets and masters levels and decreased in the approaches level.

Emergent Bilingual

We made a statistically significant gain at the approaches level of performance.

Economically Disadvantaged

We made gains at the meets and masters levels of performance.

Algebra I

All Students

We did not make the same gains from the 22-23 school year in all areas. SCORE showed a 9% drop in approaches, 7% drop in meets and 1% drop in masters.

Economically Disadvantaged We maintained our gains at the masters level, but decreased in approaches and meets levels.

Biology

All Students

We decreased at all levels by 2%.

Closing the Gaps

We will update our CNA when we receive official accountability reports.

NWEA MAP

Students enrolled in Algebra I, English I, EAS Biology, and Biology took a beginning-of-year, middle-of-year, and end-of-year NWEA MAP Assessment.

According to the MAP Growth Report:

42.4% of Algebra 1 students met or exceeded their growth projection.

45.3% of English 1 students met or exceeded their growth projection.

AP Human Geography

We will update our CNA when we receive these results.

Student Learning Strengths

In English I, we saw gains at all levels of performance for our EB/EL and economically disadvantaged students in comparison to our 2022 - 2023 results. Early results indicate

that we met Closing the Gaps performance targets for academic achievement in areas where we had been identified for targeted support and improvement: EB / EL (Current & Monitored) and Special Ed (Current).

Based on preliminary data, over 75% of our Algebra I students scored at the approaches grade level (or higher). While our unofficial results indicate that the number of students scoring at the meets level decreased slightly compared to last year's 9th-graders, we recognize the focused work that our Algebra I team put in to foster the progress that this group of students made over the course of the 2023 - 2024 school year. Students who score at the approaches level fulfill their STAAR graduation requirement for that subject.

Our Emergent Bilingual students performed within 2% of the All Students Group in Algebra I at the meets level of performance. During the 2022 - 2023 year, there was a 5% gap between the groups at the meets level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on preliminary data, the percentage of Algebra I STAAR EOC testers scoring at the meets grade level or higher was below our campus goal of 40% and the district target of 43%. **Root Cause:** During our Algebra I PLC team meetings, we often focused on other topics (like classroom management) instead of devoting our time to working through the four critical questions of the PLC.

Problem Statement 2 (Prioritized): The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams). **Root Cause:** Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring / enriching learning by working through the PLC process.

Problem Statement 3 (Prioritized): Based on preliminary data, 71 students left Midland Freshman with fewer than 6 credits. **Root Cause:** We did not set goal progress monitoring checks to ensure that more of our students were on track to graduate.

Problem Statement 4 (Prioritized): Although we made gains (in comparison to 2023) meets (1% increase), and masters (3% increase), we remained below the state average at masters level performance for the English I STAAR. **Root Cause:** Our English I PLC team prioritized intervention efforts over enrichment.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

As a PLC, our daily work supports teacher development. Our teams of teachers use data to evaluate the effectiveness of their practices, and they learn from one another.

The master schedule supports protected planning and PLC team collaboration. Teams of teachers have set PLC team meeting times, and we have organized our before and after school duty schedules around that. We have added time to our second and seventh period classes to help buffer travel to and from off-campus classes. Teachers schedule tutorial sessions to provide additional reteach and remediation time for students.

Our instructional leadership team (principal, assistant principals, counselors, instructional specialist, media instructional specialist, department chairs, and secretary) works together to build capacity in PLC teams in gathering, organizing, and interpreting assessment data and in using data to determine which instructional, intervention, and enrichment strategies will benefit our students most. We conduct campus culture walks to ensure that we are following through with our campus-wide expectations and procedures, and we calibrate our walkthrough data collection and feedback.

We maintain a virtual “data room” which we use to support our credit protection efforts. Our instructional specialist and multi-classroom leaders provide induction support to our teachers new to the profession and to those new to campus. Teachers on our Opportunity Culture team receive additional coaching and support from their multi-classroom leaders.

We utilize CrisisGo to assist us in urgent and emergent communication between staff members.

Two hall monitors support our supervision efforts throughout the school day.

School Processes & Programs Strengths

We were able to build in common PLC periods for all EOC subject teams. Our district Constraint Progress Measure (CPM) 1.1 calls for: “On the PLC implementation rubric, the percent of teams that will achieve or maintain “3-refinement” or “4-internalized” or show at least one level of growth on other elements (those that are already not 3 or 4) will increase from 92% to 96% by 2026.” 100% of our core teams achieved at a 3 or 4 or grew at least one level.

We significantly reduced student cell phone usage during instruction by clearly communicating expectations regarding technology use and by supporting all teachers in following our procedures.

Our tardy roundups helped us get more students to class on time more often.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams).

Root Cause: Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring / enriching learning by working through the PLC process.

Problem Statement 2: 75% of teachers (excluding a retirement) who taught at Midland Freshman during the 2023 - 2024 school year are returning for the 2024 - 2025 school year.

Root Cause: At Midland Freshman, we did not proactively address our substitute teacher shortage.

Perceptions

Perceptions Summary

School Quality Survey

We administered the anonymous survey during the district window from 3/21 to 4/20.

Number of Respondents:

Students - 650

Parents - 103

Staff - 43

Student, parent and staff responses remained consistent when compared to 2023. After reviewing and reflecting on survey results, our leadership team identified key takeaways for each stakeholder group: Students cited issues with restrooms: Accessibility (being locked - often due to plumbing issues) Vaping and use of marijuana Privacy Their responses indicated that they would like to see more student-centered, intentional lessons and efforts to build stronger student / teacher relationships. They also wanted to see consistent consequences for misbehavior (including but not limited to dress code violations and use of profanity). Parents wanted to see more timely responses to their e-mails and feedback regarding student learning. They indicated that interactions with administrators were positive and reported that there was someone on campus that their student could see when s/he needed help. Teachers indicated that they wanted more student accountability, better communication, and more opportunities to give input that would be valued.

Perceptions Strengths

On our school quality survey, the highest ranking item among students (at 81%) was "the principal and assistant principal(s) are visible on campus throughout the school day. This item ranked highly among staff members as well (at 91%).

Visitors to our campus often commented on how clear the hallways were (that students were in class when they should be) and noted the absence of cell phones during lessons.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): : In our School Quality Survey, the lowest ranking item among students (36%), parents (27%), and staff (21%) was "students receive support that addresses their individual needs. **Root Cause:** At Midland Freshman, we did not develop and implement a campus professional development plan to better prepare teachers to meet students' individual needs.

Problem Statement 2 (Prioritized): In our School Quality Survey, students cited concerns about vaping and marijuana use in restrooms which correlates with the increased number of violations (38). **Root Cause:** At Midland Freshman, we did not have a system in place to limit the number of students entering a restroom at one time.

Priority Problem Statements

Problem Statement 1: Based on preliminary data, the percentage of Algebra I STAAR EOC testers scoring at the meets grade level or higher was below our campus goal of 40% and the district target of 43%.

Root Cause 1: During our Algebra I PLC team meetings, we often focused on other topics (like classroom management) instead of devoting our time to working through the four critical questions of the PLC.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams).

Root Cause 2: Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring / enriching learning by working through the PLC process.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on preliminary data, 71 students left Midland Freshman with fewer than 6 credits.

Root Cause 3: We did not set goal progress monitoring checks to ensure that more of our students were on track to graduate.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although we made gains (in comparison to 2023) meets (1% increase), and masters (3% increase), we remained below the state average at masters level performance for the English I STAAR.

Root Cause 4: Our English I PLC team prioritized intervention efforts over enrichment.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams).

Root Cause 5: Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring / enriching learning by working through the PLC process.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: : In our School Quality Survey, the lowest ranking item among students (36%), parents (27%), and staff (21%) was "students receive support that addresses their individual needs.

Root Cause 6: At Midland Freshman, we did not develop and implement a campus professional development plan to better prepare teachers to meet students' individual needs.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: In our School Quality Survey, students cited concerns about vaping and marijuana use in restrooms which correlates with the increased number of violations (38).

Root Cause 7: At Midland Freshman, we did not have a system in place to limit the number of students entering a restroom at one time.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our attendance rate decreased slightly to 91.39% for the year and remained below our 95% goal.

Root Cause 8: We did not track, monitor, and support student attendance with a clearly outlined system that included specific roles and responsibilities.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 75% of teachers (excluding a retirement) who taught at Midland Freshman during the 2023 - 2024 school year are returning for the 2024 - 2025 school year.

Root Cause 9: At Midland Freshman, we did not proactively address our substitute teacher shortage.





Problem Statement 9 Areas: Demographics

Goals

Goal 1: The percentage 9th grade English I students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028 (Board Goal 3).

Performance Objective 1: At Midland Freshman High School, first-time English 1 EOC testers scoring at the meets grade level or above will increase from 53% to 57% by end of school year 2025.

Evaluation Data Sources: English I STAAR EOC Accountability Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Development of a teacher assistant position to support our Emergent bilingual students that will focus on individual student growth when planning Tier I instruction, intervention, and enrichment.</p> <p>Strategy's Expected Result/Impact: In comparison to 2024, a higher percentage of students will meet their annual growth target.</p> <p>Staff Responsible for Monitoring: Principal, and AP over EB</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 211 Title 1 - 6100 - \$40,960</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Although we made gains (in comparison to 2023) meets (1% increase), and masters (3% increase), we remained below the state average at masters level performance for the English I STAAR. Root Cause: Our English I PLC team prioritized intervention efforts over enrichment.</p>

Goal 2: The percentage of 9th grade Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028 (Board Goal 4).

Performance Objective 1: At Midland Freshman High School, first-time Algebra 1 EOC testers scoring at the meets grade level or above will increase from 27% to 32% by end of school year 2025.

Evaluation Data Sources: Algebra I STAAR EOC Accountability Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Through Opportunity Culture, Midland Freshman will hire a reach associate to help coach teachers with a focus on individual student growth when planning Tier I instruction, intervention, and enrichment.</p> <p>Strategy's Expected Result/Impact: In comparison to 2024, a higher percentage of students will meet their annual growth target.</p> <p>Staff Responsible for Monitoring: Math Department chair, AP over Math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reach Associate - 211 Title 1 - 6100 - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on preliminary data, the percentage of Algebra I STAAR EOC testers scoring at the meets grade level or higher was below our campus goal of 40% and the district target of 43%. Root Cause: During our Algebra I PLC team meetings, we often focused on other topics (like classroom management) instead of devoting our time to working through the four critical questions of the PLC.</p>

Goal 3: 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: In collaboration with campus instructional leaders, PLC teams will use the PLC implementation rubric to set a baseline for their beginning-of-year performance, to establish team performance goals, and to monitor their performance toward those goals throughout the year.</p> <p>Strategy's Expected Result/Impact: At Midland Freshman High School, in the PLC implementation rubric, 100% of core content teams will achieve or maintain "3-refinement" or "4-internalized" or teams not already at a 3 or 4 will show at least one level of growth on other elements by the end of the 2024 - 25 school year.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will implement and monitor positive student behaviors through the same software system, MINGA, that helps monitor and report student attendance and targeted behaviors. This will help with the successful implementation of our PBIS plan for the campus, and district expectations of being Safe, Respectful and Responsible.</p> <p>Strategy's Expected Result/Impact: positive school climate and less discipline issues.</p> <p>Staff Responsible for Monitoring: Principal and APs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom supplies for English I, Algebra I and Biology to help foster interactive learning environments.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in classroom learning.</p> <p>Staff Responsible for Monitoring: APs and Instructional Specialist</p> <p>Funding Sources: - 211 Title 1 - 6300 - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams). **Root Cause:** Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring /enriching learning by working through the PLC process.





School Processes & Programs

Problem Statement 1: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams). **Root Cause:** Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring /enriching learning by working through the PLC process.

Goal 4: 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: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Allow for staff development in areas of need, i.e. Solution tree.</p> <p>Strategy's Expected Result/Impact: Stronger PLCs resulting in stronger tier 1 instruction, intervention and enrichment</p> <p>Staff Responsible for Monitoring: instructional specialist and department chairs</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Staff Development - 211 Title 1 - 6200 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams). Root Cause: Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring /enriching learning by working through the PLC process.</p>
School Processes & Programs
<p>Problem Statement 1: The majority of our PLC teams operated at the literal level for ensuring learning (3 out of 5 teams) and enriching learning (4 out of 5 teams). Root Cause: Instead of intentionally designing and engaging PLC teams in professional development, campus leadership assumed that teams would grow in the areas of ensuring /enriching learning by working through the PLC process.</p>

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Increase family involvement in school activities and decision-making, empowering all parents to play an active role in holding students accountable and nurturing their educational journey.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: We will host at least three parent events per semester. Strategy's Expected Result/Impact: Improved School Quality Survey Results Staff Responsible for Monitoring: Family Outreach Liaison</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will implement and monitor student attendance through a software system, MINGA, that reports time out of class and missed instructional time to improve to the district goal of 96%. Strategy's Expected Result/Impact: improved attendance rate Staff Responsible for Monitoring: Principal and APs</p> <p>Problem Statements: Demographics 1 Funding Sources: Minga Software - 211 Title 1 - 6500 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will send out "Bulldog Brag" postcards to parents at the end of each cycle to at least 5 different students. This way all student will receive a positive teacher contact home during the school year. Strategy's Expected Result/Impact: Improved campus and community climate and culture Staff Responsible for Monitoring: Principal and APs</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: postage - 211 Title 1 - \$1,577</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate decreased slightly to 91.39% for the year and remained below our 95% goal. Root Cause: We did not track, monitor, and support student attendance with a clearly outlined system that included specific roles and responsibilities.
Perceptions
Problem Statement 1: : In our School Quality Survey, the lowest ranking item among students (36%), parents (27%), and staff (21%) was "students receive support that addresses their individual needs. Root Cause: At Midland Freshman, we did not develop and implement a campus professional development plan to better prepare teachers to meet students' individual needs.


Goal 6: 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: The percentage of first-year grade 9 students earning 6 or more credits will increase from 92.5% for the 2024 - 2025 school year to 93.5% by August 2025.


Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Following grading cycles 1 - 5, we will conduct goal progress monitoring checks to ensure that more students earn all credits. We will implement a credit protection program after each six weeks, "Big Dawg Academy", where students who have failed the previous cycle can attend after school sessions with tutors and receive intervention to close the gaps in order to gain a 70 for the cycle failed for a chance at passing the semester.</p> <p>Strategy's Expected Result/Impact: 90% or more of students will earn at least 6 credits.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Materials - 211 Title 1 - 6300 - \$22,409</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Based on preliminary data, 71 students left Midland Freshman with fewer than 6 credits. Root Cause: We did not set goal progress monitoring checks to ensure that more of our students were on track to graduate.</p>

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6100	\$40,960.00
2	1	1	Reach Associate	6100	\$30,000.00
3	1	3		6300	\$15,000.00
4	1	1	Staff Development	6200	\$6,000.00
5	1	2	Minga Software	6500	\$6,000.00
5	1	3	postage		\$1,577.00
6	1	1	Instructional Materials	6300	\$22,409.00
Sub-Total					\$121,946.00
Budgeted Fund Source Amount					\$105,369.00
+/- Difference					-\$16,577.00
Grand Total Budgeted					\$105,369.00
Grand Total Spent					\$121,946.00
+/- Difference					-\$16,577.00