

Midland Academy Charter School District/Campus Improvement Plan

2024-2025



November 21, 2024

Date of School Board Approval

Este plan de mejoramiento del campus está disponible en español a pedido. Por favor, póngase en contacto con la oficina de la escuela.

Planning and Distribution Procedures

CNA and D/CIP Process:

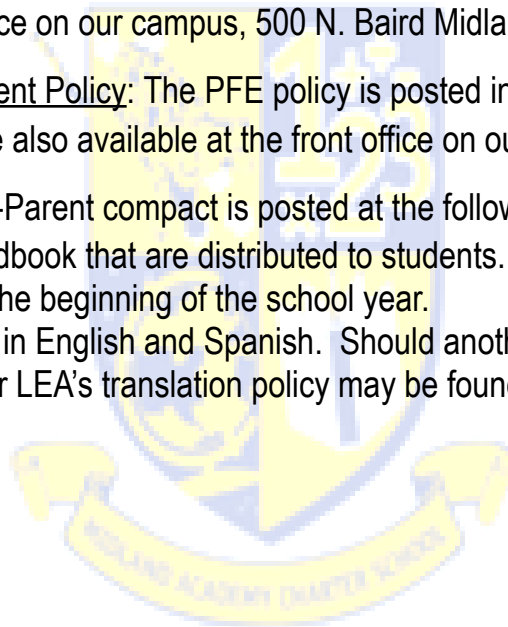
Midland Academy engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Date: The CNA was conducted on August 5, 2024, for the 2024-2025 school year. Follow-up date January 27th, 2025.
- Stakeholders: Midland Academy's stakeholders are selected first by fulfilling both TEA and ESSA statues of key stakeholders. Our invitations are sent out via email and public. Key stakeholders are sent data to be reviewed prior to meeting to aide in meaningful conversations and decision making. notice of meeting posted on website Sign-in sheet(s) for CNA and D/CIP development may be found in Appendix A.
- Data Gathering: The data sources and areas examined are included in the CNA Summary located in Appendix C.
- Meetings: August 5, 2024, January 27, 2025, April 7, 2025, June 25, 2025 (Quarterly and/or as needed)
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan (See Appendix B). After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The D/CIP is developed based upon the strengths and weaknesses identified in the need's assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

Planning and Distribution Procedures, cont.

Distribution:

- District/Campus Improvement Plan: The D/CIP is posted on the website in both English and Spanish at the following www.macharter.org. Hard copies are also available at the front office on our campus, 500 N. Baird Midland, TX.
 - District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following www.macharter.org. Hard copies are also available at the front office on our campus, 500 N. Baird Midland, TX.
 - School-Parent Compact: The campus School-Parent compact is posted at the following www.macharter.org. Hard copies are available at the front office and located in the student handbook that are distributed to students. The compact will be discussed during parent-teacher conferences and during Meet the Teacher at the beginning of the school year.
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact Midland Academy at 432-686-0003 for assistance. Our LEA's translation policy may be found at <https://www.macharter.org/domain/1271> .



Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

Shaping Community...Building Excellence

Love Learning
Excel in All We Do
Achieve Goals Together
Do What is Right

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: Midland Academy is staffed with 60% of our staff are highly qualified teachers. Those teachers that are not highly qualified, now, are being provided mentoring and support from experienced teachers and administration. Midland Academy seeks to recruit highly qualified teachers while continuing to ensure those that are not highly qualified are receiving the necessary training and support to become fully qualified in the shortest time possible. All students, regardless of classification, are taught and instructed by a fully qualified staff.

Poverty Criteria [Sec. 1112(b)(4)]:

Midland Academy determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]:

Midland Academy is a single campus. Our District Improvement is also our Campus Improvement plan.

Services to Homeless Children and Youth [Sec. 1112(b)(6)]: Midland Academy ensures compliance with McKinney-Vento Homeless assistance act. We have a designated homeless liaison to identify and guide any student(s) who are identified as homeless. They will help any identified obtain basic school supply and clothing, access to school meals, referrals to community resources and connection to counseling services.

ESSA DISTRICT PLAN REQUIRED DESCRIPTIONS

1. **Student Progress & Monitoring** [ESSA Sec. 1112(b)(1)]: Midland Academy closely monitors all students' performance through a variety of assessments, diagnostics and continuous data meetings held at grade level and with individuals with teachers.
 - Students are taught by a highly qualified teacher.
 - Student identified as needing more assistance receive instructional intervention support
 - Grade level and teacher data meetings held every six weeks

2. **Teacher Quality** [ESSA Sec. 1112(b)(2)]: Midland Academy is staffed at with 60% of our staff are highly qualified teachers. Those teachers that are not highly qualified, now, are being provided mentoring and support from experienced teachers and administration. Midland Academy seeks to recruit highly qualified teachers while continuing to ensure those that are not highly qualified are receiving the necessary training and support to become fully qualified in the shortest time possible. All students, regardless of classification, are taught and instructed by a fully qualified staff.
3. **School Support & Improvement** [Sec. 1112(b)(3)]: Midland Academy is not a Comprehensive/Targeted campus. Midland Academy administration is guiding and supporting our teachers in the most up to date teaching strategies and assisting in implementing findings in the student's data to support continuous improvement in learning and teaching.
4. **Measure of Poverty** [Sec. 1112(b)(4)]:
Midland Academy determines Title I eligibility and rank/serve order through the number of children who are eligible for free and reduced-price lunches from the 2023-2024 data. Midland Academy is a Title I campus. Midland Academy ensures compliance with McKinney-Vento Homeless assistance act. We have a designated homeless liaison to identify and guide any student(s) who are identified as homeless. They will help any identified obtain basic school supply and clothing, access to school meals, referrals to community resources and connection to counseling services.
5. **Nature of Title I Programs** [Sec. 1112(b)(5)]: Midland Academy is a schoolwide Title I program. Midland Academy uses the funds received from Title I to fund an interventionist for our students who need more academic support.
6. **Targeted Participants** [Sec. 1112(b)(6)]: This criterion is not applicable; Midland Academy does not implement a Targeted Assistance Program because we are a Title I campus.
7. **Parent & Family Engagement Strategy** [Sec. 1112(b)(7)]: Midland Academy jointly with parents, develops the Parent and Family Engagement Policy. The committee helps develop outreach activities for families to engage in with the staff and community. Midland Academy also has a team of teachers who meet and coordinate the activities stated in our PFE Policy.
8. **Early Childhood Education Programs and Transition Plans** [Sec. 1112(b)(8)]: Midland Academy supports, coordinates and collaborates between early childhood educators and elementary school staff. Plans for transitioning

students involve orientation meetings, ensuring that students are prepared for academic expectations in elementary school and assessments.

9. **Identification of Eligible Children – Targeted Assistance Program** [Sec. 1112(b)(9)]: Not Applicable; Midland Academy does not implement a Targeted Assistance Program.
10. **Middle to High School/High School to Postsecondary Transitions** [Sec. 1112(b)(10)]: Midland Academy has developed a comprehensive transition plan connecting our middle school students to postsecondary experiences. Midland Academy implements the college board for students beginning in sixth grade. The college board program allows our students a comprehensive educational and career exploration experience.
11. **Discipline Disproportionality** [Sec. 1112(b)(11)]: Midland Academy implements character trait courses offered to all students that are taught by a certified counselor. All staff implement and reinforce the character traits that are taught.
12. **Coordination and Integration with Career/Technical Education** [Sec. 1112(b)(12)]: Midland Academy provides early academic counseling to help students plan their course sequences when they transition out of our school. Midland Academy implements the college board for students beginning in sixth grade. The college board program allows our students a comprehensive educational and career exploration experience.
13. **Other Proposed Uses of Funds** [Sec. 1112(b)(13)]: Title I-A funds may be used for professional development for teachers and staff, ensuring they are equipped with strategies to support at-risk students. The LEA may also invest in educational resources, technology, and materials that enhance the learning experience for students who need additional support to meet academic standards.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, Midland Academy is mindful of the following requirements as we develop our plan:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meetings.
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs.
 - Description and explanation of curriculum and assessments used.
 - Upon request, opportunities for regular meetings to participate in decisions related to the child.
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents.
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide an effective learning environment.
 - Describe ways in which parents will be responsible for supporting student learning.
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Aid in understanding academic standards and assessment and how to monitor a child's progress.
 - Provide materials and training to help parents work with children to improve achievement.
 - Educate teachers and relevant staff in the value and utility of communicating with parents as equal partners.
 - Coordinate/integrate parent involvement programs, as feasible.
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood.
 - Provide other reasonable support for parental involvement activities.
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is certified as a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students exit from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: currently Midland Academy has 16 FTE for the 2022-2023 school year.

The process we use to identify students at-risk is: At Midland Academy we use our students' I-Ready scores and retention of grade level to identify students who are at-risk.

The process we use to exit students from the SCE program who no longer qualify is: At Midland Academy we exit students who no longer qualify for the SCE program based on their I-Ready scores, state assessment scores and local overall assessment scores.

At Midland Academy Charter School, State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELAW % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2022	2023	2024	2022	2023	2024	2021	2022	2023	2022	2023	2024	2022	2023	2024
Students At-Risk	43%	41%	30%	55%	34%	41%	14%			42%	42%	17%	0%(1)	10%	50%
Students Not At-Risk	63%	59%	45%	72%	66%	81%	36%			70%	33%	61%	50%	44%	40%

The comprehensive, intensive, accelerated instruction program at this district/campus has been effective at instructing our at-risk students through highly qualified tier one instruction in all core academics with direct tier two instruction in small groups if needed based on academic performance.

Upon evaluation of the effectiveness of this program the committee finds that Midland Academy should continue the implementation of the current program in place to help assist students identified as at-risk.



Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

[illegible]

Goal1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May of 2025, 50%(currently 43%) of students in 3rd – 8th grade will achieve approaches or masters on the MATH STAAR; 76% (Currently 72%) of students in 3rd – 8th grade will achieve approaches or masters on the READING STAAR.

Evaluation: 80%(currently 77%) of all students will score approaches grade level or above all portions of the STAAR Test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implementation of supplemental programs/materials in all core areas.	3	<ul style="list-style-type: none"> Core subject teachers Dean 	Monthly	FSP Comp. Ed. \$27,000 Title II \$2,000	Student assessment results, teacher lesson plans, observation notes	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Use of TEKS Resource Systems for ELA, Math, Science and Social Studies	2	<ul style="list-style-type: none"> Core subject teachers Dean 	Weekly	FSP Comp. Ed. \$6,700	Lesson plans, observations/walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Administer digital BOY, MOY, EOY benchmark assessments.	1	<ul style="list-style-type: none"> Core subject teachers Dean 	September 2024-May 2025	FSP \$27,000	Assessment Data M-Class I Ready Released STAAR Data Results	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide intervention materials for reading and math for identified students.	1 & 3	<ul style="list-style-type: none"> Core subject teachers Interventionists Dean 	Sept. 2024-May 2025	FSP \$2,600 Title II \$2,000	Lesson plans, MTSS documentation and student progress measures	Student performance in academic areas of need.
Conduct summer school instruction in reading in math for identified students.	1 & 3	<ul style="list-style-type: none"> Dean Summer School Teachers 	June 2025		Lesson Plans, Student Progress Reports, State Assessment Reports	Academic skills increased in skill areas specifically identified.
Employee Interventionist to provide MTSS support	3, 5	<ul style="list-style-type: none"> Superintendent Dean 	Yearly	Title I \$63,000	Student progress	Students in MTSS will show improved performance on identified areas of need.

for students and modeling instruction and planning for staff.		<ul style="list-style-type: none"> Interventionists 			MTSS Documentation	
Conduct data meetings with grade-levels and individually with teachers.	1	<ul style="list-style-type: none"> Dean Teachers Counselor 	Every Six Weeks	FSP	Data from Assessments, Teacher Input	Data from assessments in class, diagnostic results from reading and math i-ready and observations.
Use of a data monitoring software to analyze students data with the ability to narrow data down to demographics, TEKS and map out strengths and weaknesses.	1	<ul style="list-style-type: none"> Dean Counselor Teachers 	Daily	FSP	Data from software.	Data from software will be used to guide our data meetings which helps staff refine instruction. Data will also assist teachers in identifying students in need of explicit interventions in certain areas identified.

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 2: By May of 2025, 25% of students identified as Special Education students will obtain approaches or higher performance levels on STAAR Reading and Math.

Evaluation: 25% of students identified as Special Education will obtain approaches or higher performance levels on STAAR.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide specialized services and curriculum to students who are eligible for special education services.	1	<ul style="list-style-type: none"> SPED Teacher Core Teachers 	August 2024-May 2025; Evaluate every six weeks.	IDEA B FSP ESSA	Student's IEP Benchmark data I-Ready M-Class	Improved performance on concept-specific aligned assessments.

Goal 2: At Midland Academy 100% of core academic classes will be taught by appropriately certified teachers and 90% of effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. Midland Academy will recruit and retain effective teachers.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 90% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a longevity stipend to teachers who are employed in the district for more than two years.	2	Superintendent, Human Resources Dept.	Yearly upon evaluation	FSP (based on years of service)	Drawdowns Employee Contract Teacher Retention	100% of critical shortage areas filled with a certified teacher.
Provide professional development for teachers based on findings of staff development surveys, assessment data and needs assessment.	2	Superintendent Dean	Quarterly and yearly As needed	Title I A \$822.00 FSP \$1,200 \$14,000	Teacher Certificates of Completion Staff development record Survey results	Teacher self-assessments, walk through data, PD certificates.

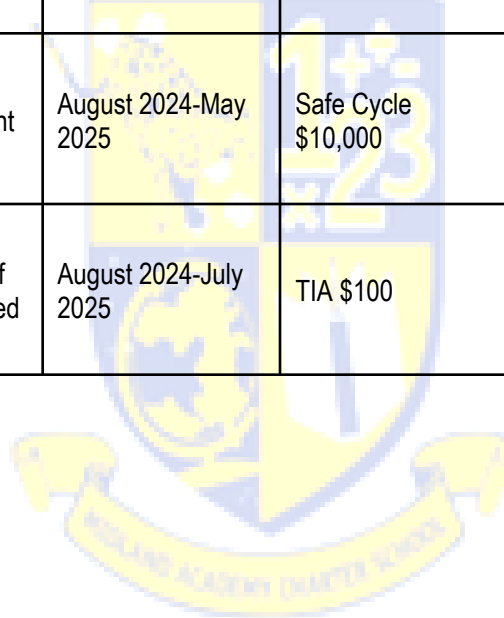
Goal 3: All students at Midland Academy will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2025 the number of referrals involving discipline or violence will be reduced by 5% as measured by our number of discipline referrals turned in for evaluation by the administration.

Summative Evaluation: There is a reduction in discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinated school health will be addressed and implemented based on the recommendations of the SHAC Committee	3	Superintendent, Dean, SHAC Committee	Quarterly	FSP	Agendas, minutes from SHAC meetings	Attendance Rate
The district will be implementing the Guardian Program in the year 2024-2025.	3	Superintendent, Dean and Certified Guardian Team	Yearly	Safe Cycle 2	Guardian and CHL Certificates	An increase in student, parent safety surveys.
The district will conduct SB 11 Safety audits according to the mandated guidelines.	3	Superintendent	Yearly	FSP	Audit report	Safety changes that are needed to be corrected are made and/or the audit report is acceptable.
The district uses GermBlast to ensure a hygienic sanitized learning environment.	3	Superintendent and Cleaning Crew	Monthly	FSP	Documentation of scheduled visits.	Reduced number of absences in teachers and students.
The district will implement and train staff on a cultivating culture with intention program.	11	Superintendent Dean	Aug 2025-May 25	FSP	Decrease in office referrals, ISS and positive culture in classrooms	Decrease in office referrals, ISS and positive culture in classrooms

The district will train staff and students Grades 6 th – 8 th on recognizing and responding to teen dating violence in accordance with TEC 37.0831	3	Superintendent Dean Counselor Middle School Teachers	Aug 2024-May2025	FSP	Sign-in sheets, agendas and	Recognizing and responding to teen dating violence.
Midland Academy will install security cameras around the campus.	3	Superintendent	August 2024-May 2025	Safe Cycle \$45,000	Cameras installed	Administration ability to view the campus from the various screen at their computers to aid in supervision in student/teacher safety.
Midland Academy will update their intercom system to include an outside intercom system.	3	Superintendent	August 2024-May 2025	Safe Cycle \$25,00	Updated intercom system	Increase safety and security on campus.
Update Midland Academy's Fire monitoring system.	3	Superintendent	August 2024-May 2025	Safe Cycle \$10,000	Fire monitoring system working effectively.	No more false alarms occurring in our fire monitoring system. System will be updated and working effectively to alert school and appropriate departments of any issues.
Midland Academy will train a staff member to recognize and assist any students who identify as homeless according to statue.	6	Identified Staff member trained	August 2024-July 2025	TIA \$100	Training Certificate Demographic Data	Any student who identifies as homeless will be given resources to assist them to prevent any educational absences and help create a safe learning environment.



Goal 4: Midland Academy staff will support college, career, military, and life readiness across all grade levels. (Midland Academy is a Kinder – 8th Grade District/Campus)

Objective 1: MACS students 5th -8th grade will participate in at least two courses/activities focused on career, college, and life readiness.

Summative Evaluation: MACS profiles on college board, and attendance to family nights for academics.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Staff will work with students to ensure a seamless transfer of students to area high schools.	10,12	Principal, Counselor, Designated teachers	Spring Semester	FSP	Itineraries, schedule of Local HS visits	Attendance of HS visits, parent conferences
Students will be provided information regarding a variety of post-secondary pathways.	10,12	Principal, Counselor, Designated teachers	Yearly	FSP	Itineraries, schedule of Local college visits	Increase of learner awareness of career opportunities and selection of a pathway.
The counselor will provide information based on HB5 graduation paths.	10,12	Counselor	Yearly	FSP	Student's college board profiles	Students' awareness and involvement in creating a plan on the college board.

Goal 5: Parents and Community will be partners in the education of students at Midland Academy.

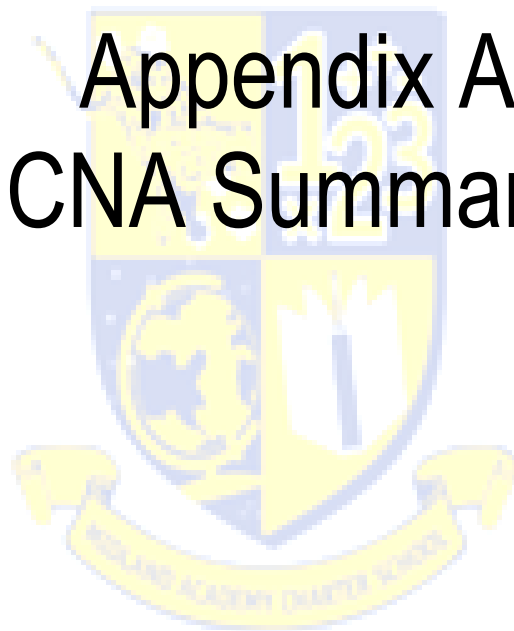
Objective 1: By May 2025, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Conduct at least one parent-teacher conference per semester for students K-8 th .	7	Principal, Teachers	Per semester	FSP	Sign-In Sheets and Conference documentation forms	Open parent/family communication.
Communicate with all parents, in an understandable language, using a variety of formats.	7	Superintendent, Dean, Teachers, and office Staff	On going	FSP	Class Dojo announcements, website, email communications	All communication is in an understandable language to all families posted on websites, class dojo and other media forms.

Appendix A

CNA Summary



Comprehensive Needs Assessment Summary – 2024-2025

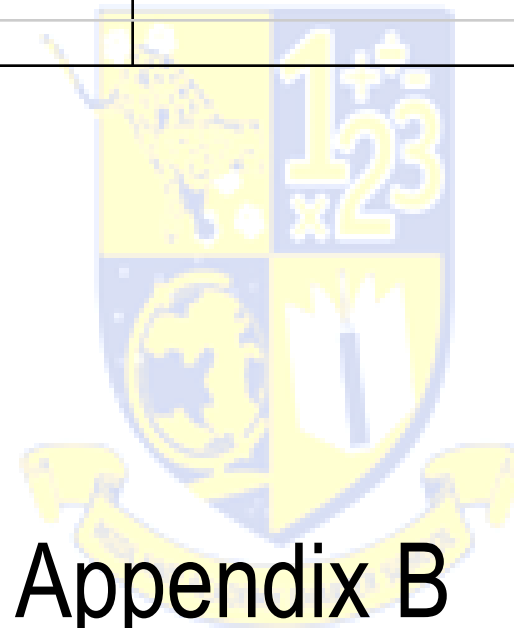
Utilized Data Sources: These will automatically populate from your CNA worksheets

STAAR	Curriculum-Based Assessments	I-Ready
Formative Assessments	Teacher Retention	Teacher Self-evaluations
Principal/Dean evaluation results	Teacher Input	Teacher retention rate
Discipline data	Parent/community perception	Attendance data
STAAR/EOC Results	Formative Assessments	Curriculum Based Assessments
Student Surveys	Parent Survey	Participation data from PFE activities
PTO Meetings/Agenda and Sponsored activities	Number of activities/workshops held for parents and families	Enrollment data
Technology Infrastructure	Technology Inventory	Educational & Instructional Inventory

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	73% of 3rd - 8th graders meets or mastered the STAAR Reading	Increase our fourth and fifth graders reading at grade level from 55% to 75% by EOY (2025) which would be our 5th & 6th	The priority for MAC is to increase our core academics that we can evaluate through various assessments.
	86% of 8th graders scored approaches or masters in Reading English Language Arts STAAR	Schoolwide Math Performance on STAAR ('23 - 60%; '24 - 43%)	
	90% of Kindergarteners are reading at or above grade level	8th Grade Social Studies Performance on STAAR (34% to 41% in 2025)	

		Special Education students' performance on STAAR (only 25% meets or masters) 4th-7th 0%	
Staff Quality	Continuous Professional Development for teachers on researched based effective instruction.	Continued professional development in curriculum.	To retain our highly qualified staff and continue to help our staff receive appropriate professional development.
	Low teacher/staff turnover	Hiring and retaining highly qualified teaching staff	
	Longevity stipends for staff		
School Climate/ Safe & Healthy Schools	Active parent/guardian involvement in school functions and input.	Decrease the number of discipline referrals and ISS Attendance	Decrease the number of office referrals and ISS attendance while providing a safe effective school climate for all who attend MACS.
	Small class sizes		
	Full time counselor on-site		
	Full time nurse on-site		
College & Career Readiness/ Graduation/ Dropout Reduction	Counselor works with our students in preparing for college and workforce readiness	Raising awareness of post-graduation opportunities in the workforce.	To fully fund our on-site counselor that provides our students with college and workforce readiness activities.
	Field Trips to Higher Learning Institutes		
Family and Community Involvement	High attendance rates at parent/families' events	Bringing in a variety of community partners in education and support.	To continue to involve parents/families with the education of their children and work as partners in this process.
	High volume of parent volunteers to support Midland Academy		
	Various outreach activities to involve parents/families with Midland Academy and the education of their students		

District/Campus Commitments	Full time on-site Technology coordinator on-site.	Budgeting plan for replacing and updating technology	To fund our full-time technology coordinator and develop effective plans for replacing and inventory of our technology while supporting our staff on effective use of technology in the workplace.
	Midland Academy receives technology support through region center to help support our infrastructure.		
	Professional development and campus support for all staff on the effective use of the technology in their work environment		



Appendix B

Data for Decision Making



2023-24 STAAR Performance

Report Filters

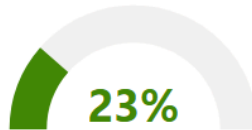
At Approaches GL Standard or Above



At Meets GL Standard or Above



At Masters GL Standard



2018-19

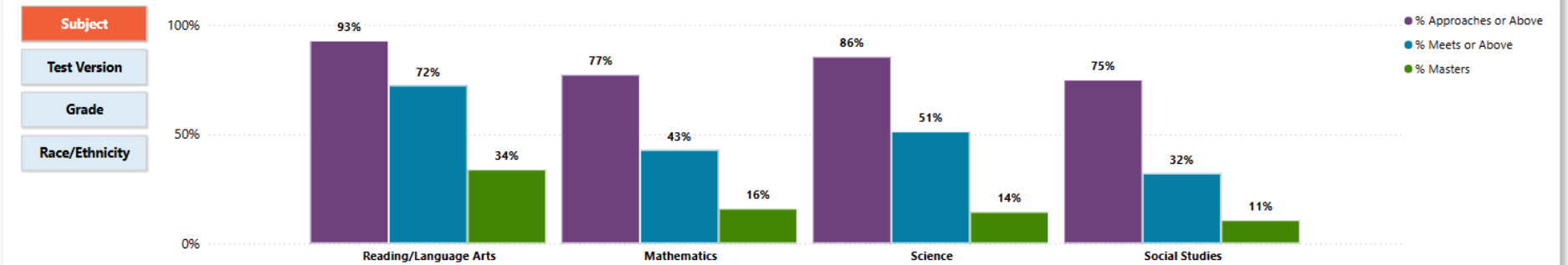
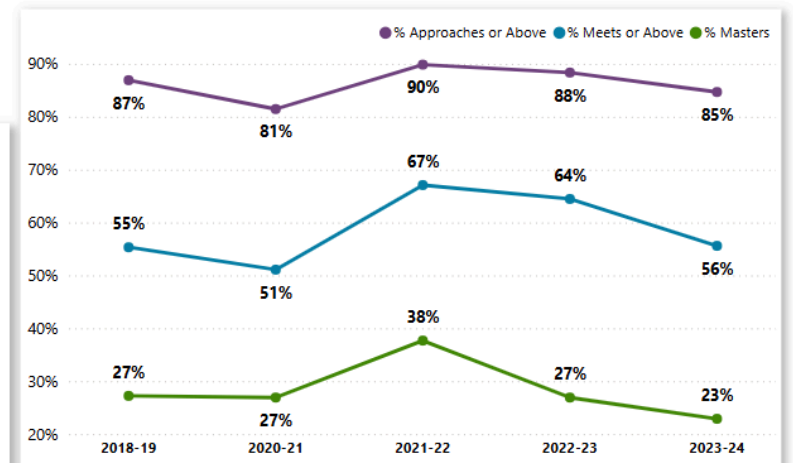
2020-21

2021-22

2022-23

2023-24

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	46	40	87%	23	50%	9	20%
Hispanic	312	252	81%	160	51%	56	18%
White	206	184	89%	127	62%	58	28%
American Indian	-	-	-	-	-	-	-
Asian	17	16	94%	13	76%	10	59%
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-
Total	581	492	85%	323	56%	133	23%





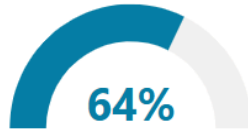
2022-23 STAAR Performance

Report Filters ▼

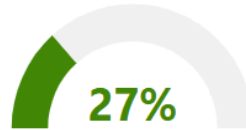
At Approaches GL Standard or Above



At Meets GL Standard or Above

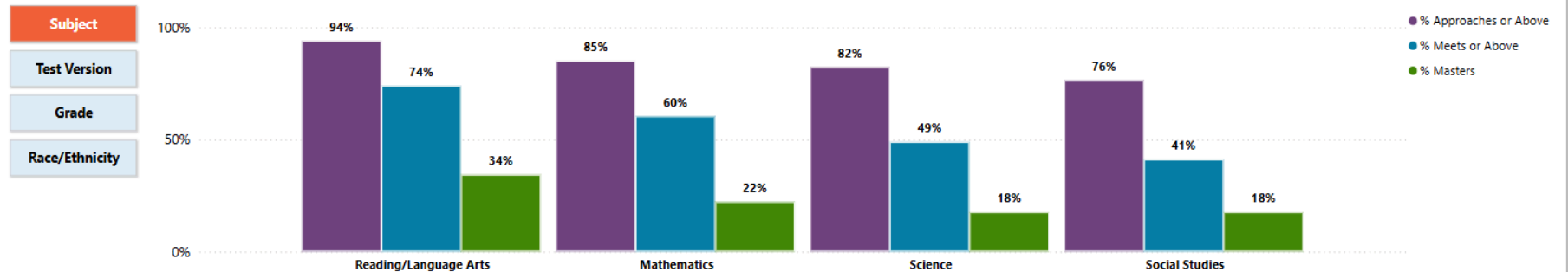
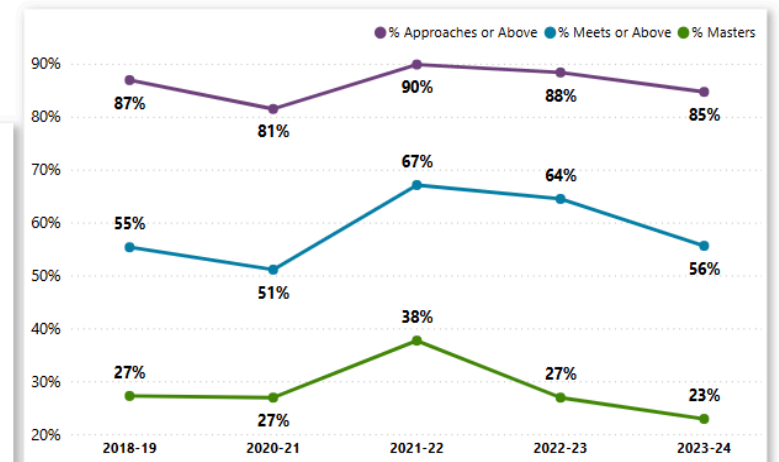


At Masters GL Standard



2018-19 2020-21 2021-22 2022-23 2023-24

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	27	23	85%	15	56%	3	11%
Hispanic	300	261	87%	178	59%	70	23%
White	157	142	90%	116	74%	52	33%
American Indian	-	-	-	-	-	-	-
Asian	14	14	100%	12	86%	9	64%
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	-
Total	498	440	88%	321	64%	134	27%



	Spring 2024 STAAR Algebra I	Spring 2024 STAAR Grade 8 Mathematics	Spring 2024 STAAR Grade 7 Mathematics	Spring 2024 STAAR Grade 6 Mathematics	Spring 2024 STAAR Grade 5 Mathematics	Spring 2024 STAAR Grade 4 Mathematics	Spring 2024 STAAR Grade 3 Mathematics
Midland Academy							
Total Students	10	23	24	32	47	51	52
Raw Score	0	0	0	0	0	0	0
Scale Score	4289	1891	1753	1745	1612	1516	1498
Percent Score	0%	0%	0%	0%	0%	0%	0%
Date Taken	04/24/24	04/24/24	04/24/24	04/24/24	04/24/24	04/23/24	04/23/24
Did Not Meet	0%	21.74%	45.83%	21.88%	17.02%	33.33%	11.54%
Approaches	30%	17.39%	20.83%	25%	46.81%	37.25%	40.38%
Meets	40%	34.78%	25%	34.38%	23.40%	17.65%	28.85%
Masters	30%	26.09%	8.33%	18.75%	12.77%	11.76%	19.23%
At Risk							
Total Students	1	4	3	6	8	7	10
Raw Score	0	0	0	0	0	0	0
Scale Score	5119	1773	1620	1619	1567	1446	1469
Percent Score	0%	0%	0%	0%	0%	0%	0%
Date Taken	04/24/24	04/24/24	04/24/24	04/25/24	04/24/24	04/23/24	04/23/24
Did Not Meet	0%	75%	100%	66.67%	12.50%	71.43%	20%
Approaches	0%	0%	0%	33.33%	62.50%	0%	50%
Meets	0%	0%	0%	0%	25%	28.57%	10%
Masters	100%	25%	0%	0%	0%	0%	20%

SCHOOL-WIDE STAAR SCORE COMPARISONS

Grade Level & Test Taken	# of Students Tested				Average Scale Score				Did Not Meet			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
3rd Grade Reading	40	52	51	52	1494	1507	1497	1534	5 students 13%	5 students 10%	2 students 4%	3 students 6%
3rd Grade Math	40	52	51	52	1452	1492	1389	1498	9 students 23%	7 students 13%	7 students 14%	6 students 12%
4th Grade Reading	44	37	46	51	1507	1584	1558	1624	12 students 27%	3 students 8%	5 students 10%	3 students 6%
4th Grade Math	44	37	46	51	1582	1605	1540	1516	12 students 27%	5 students 14%	10 students 21%	17 students 33%
5th Grade Reading	41	37	34	47	1593	1698	1655	1624	6 students 15%	3 students 8%	2 students 6%	7 students 15%
5th Grade Math	41	37	34	47	1691	1674	1677	1612	3 students 7%	2 students 5%	7 students 21%	8 students 17%
5th Grade Science	41	37	34	47	3904	4078	3922	3827	7 students 16%	5 students 14%	9 students 26%	11 students 23%
6th Grade Reading	29	41	35	33	1592	1652	1705	1726	9 students 31%	5 students 12%	2 students 6%	2 students 6%
6th Grade Math	29	41	35	32	1657	1684	1754	1745	3 students 10%	3 students 7%	5 students 14%	7 students 22%
7th Grade Reading	26	30	28	28	1744	1736	1760	1732	1 student 4%	1 student 6%	1 student 3%	1 student 4%
7th Grade Math	20	24	21	24	1726	1649	1848	1753	2 students 10%	3 students 21%	3 students 13%	11 students 46%
8th Grade Reading	20	20	17	29	1744	1849	1792	1823	2 students 10%	1 student 5%	0 students 0%	1 student 3%
8th Grade Math	21	17	20	23	1817	1917	2022	1891	0 students 0%	1 student 6%	0 students 0%	5 students 22%
8th Grade Social Studies	20	20	17	29	3850	4088	3944	3908	6 students 30%	4 students 20%	4 students 24%	7 students 24%
8th Grade Science	20	20	17	29	4164	4677	4279	4428	1 student 5%	2 students 10%	0 students 0%	0 students 0%
Algebra 1	5	6	3	10	5134	5372	5655	4289	0 students 0%	0 students 0%	0 students 0%	0 students 0%



Approaches				Meets				Masters			
2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
8 students 20%	13 students 25%	12 students 24%	9 students 17%	17 students 43%	9 students 17%	17 students 33%	24 students 46%	10 students 25%	25 students 48%	20 students 39%	16 students 31%
19 students 48%	13 students 25%	11 students 22%	21 students 40%	7 students 18%	20 students 38%	15 students 29%	15 students 29%	5 students 13%	12 students 23%	9 students 18%	10 students 19%
13 students 30%	8 students 22%	12 students 25%	15 students 29%	12 students 27%	16 students 43%	22 students 46%	24 students 47%	7 students 16%	10 students 27%	9 students 19%	9 students 18%
11 students 25%	12 students 32%	17 students 35%	19 students 37%	8 students 20%	9 students 24%	14 students 29%	9 students 18%	13 students 30%	11 students 30%	7 students 15%	6 students 12%
13 students 32%	5 students 14%	6 students 18%	8 students 17%	10 students 24%	6 students 16%	16 students 47%	19 students 40%	12 students 29%	23 students 62%	10 students 29%	13 students 28%
13 students 32%	6 students 22%	5 students 15%	22 students 47%	8 students 20%	15 students 41%	14 students 41%	11 students 23%	17 students 41%	12 students 32%	8 students 24%	6 students 13%
17 students 40%	10 students 27%	11 students 32%	17 students 36%	12 students 29%	12 students 32%	7 students 21%	15 students 32%	5 students 12%	10 students 27%	7 students 21%	4 students 9%
9 students 31%	10 students 24%	10 students 29%	5 students 15%	6 students 21%	15 students 37%	10 students 29%	8 students 24%	5 students 17%	11 students 27%	13 students 37%	18 students 55%
13 students 44%	14 students 34%	15 students 43%	8 students 25%	4 students 14%	16 students 39%	9 students 26%	11 students 34%	9 students 31%	8 students 20%	6 students 17%	6 students 19%
6 students 23%	2 students 12%	1 student 3%	9 students 32%	5 students 19%	6 students 35%	14 students 47%	6 students 21%	5 students 19%	8 students 47%	14 students 47%	12 students 43%
4 students 20%	7 students 50%	6 students 25%	5 students 21%	8 students 40%	3 students 21%	10 students 42%	6 students 25%	6 students 30%	1 student 7%	5 students 21%	2 students 8%
3 students 15%	2 students 10%	3 students 18%	3 students 10%	6 students 30%	4 students 20%	6 students 35%	10 students 34%	9 students 45%	13 students 65%	8 students 47%	15 students 52%
5 students 24%	1 student 6%	0 students 0%	4 students 17%	6 students 29%	4 students 24%	10 students 50%	8 students 35%	10 students 48%	11 students 65%	10 students 50%	6 students 26%
7 students 35%	5 students 25%	6 students 35%	12 students 41%	1 student 5%	3 students 15%	4 students 24%	7 students 24%	6 students 30%	8 students 40%	3 students 18%	3 students 10%
6 students 30%	0 students 0%	6 students 35%	9 students 31%	6 students 30%	4 students 20%	9 students 53%	13 students 45%	7 students 35%	14 students 70%	2 students 12%	7 students 24%
0 students 0%	0 students 0%	0 students 0%	3 students 30%	0 students 0%	0 students 0%	0 students 0%	4 students 40%	5 students 100%	6 students 100%	3 students 100%	3 students 30%

	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Reading Language Arts, Grade 3
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Midland Academy : Special Ed Indicator

Total Students	2	3	3	5	7
Raw Score	27	17	13	18	25
Scale Score	1605	1506	1371	1444	1433
Percent Score	48.21%	30.95%	24.36%	35%	48.35%
Approaches Grade Level (TX)	100%	33.33%	0%	80%	71.43%
Meets Grade Level (TX)	0%	0%	0%	0%	42.86%
Masters Grade Level (TX)	0%	0%	0%	0%	28.57%
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	33.33%	100%	0%	28.57%
Did Not Meet High	0%	33.33%	0%	20%	0%
Approaches Low	50%	33.33%	0%	40%	14.29%
Approaches High	50%	0%	0%	40%	14.29%
Meets	0%	0%	0%	0%	14.29%
Masters	0%	0%	0%	0%	28.57%

Performance Distribution, By Program: MIDLAND ACADEMY CHARTER SCHOOL, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 07/01/2024 | **Sorted By:** Date Last Taken



STAAR Summative Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, EOC

Tests Taken: 239 Date Last Taken: 04/25/2024



Percent	23%	34%	27%	16%
Count	54	82	64	39



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 240 Date Last Taken: 04/18/2024



Percent	7%	20%	38%	35%
Count	17	49	91	83



STAAR Summative Science

Grades Tested: 5, 8

Tests Taken: 76 Date Last Taken: 04/18/2024



Percent	14%	34%	37%	14%
Count	11	26	28	11



STAAR Summative Social Studies

Grades Tested: 8

Tests Taken: 29 Date Last Taken: 04/18/2024



Percent	24%	41%	24%	10%
Count	7	12	7	3

Diagnostic Results

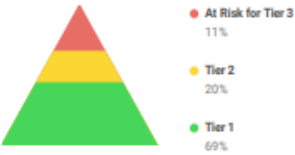


School	MIDLAND ACADEMY CHARTER SCH
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Final Diagnostic
Prior Diagnostic	None
Placement Definition	Standard View

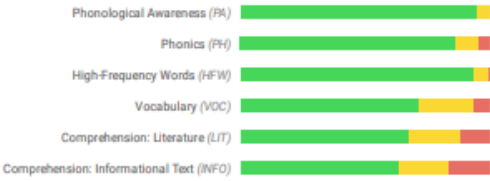
Criterion Referenced

Students Assessed/Total: 409/410

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 9 of 9

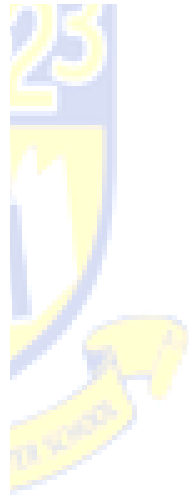
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	93% 7%	54/54
Grade 1	74% 25% 2%	53/53
Grade 2	62% 33% 5%	58/58
Grade 3	87% 11% 2%	54/54
Grade 4	57% 33% 10%	51/51
Grade 5	50% 25% 25%	48/49
Grade 6	64% 12% 24%	33/33

Diagnostic Results



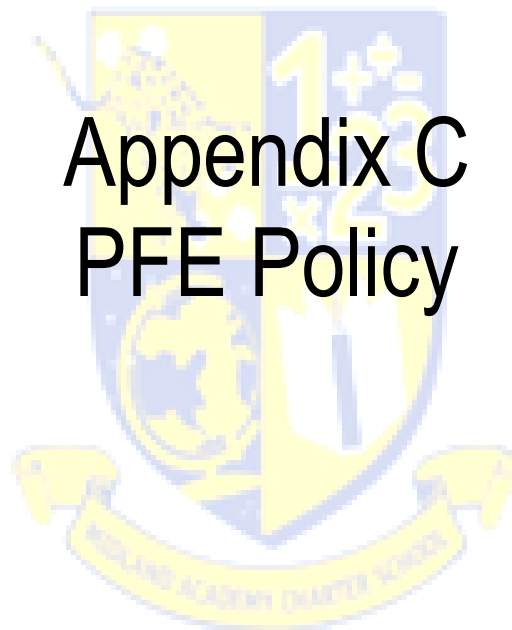
School	MIDLAND ACADEMY CHARTER SCH
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Final Diagnostic
Prior Diagnostic	None
Placement Definition	Standard View

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 7	52% 14% 34%	29/29
Grade 8	79% 10% 10%	29/29



Appendix C

PFE Policy



Midland Academy Parent and Family Engagement Policy



Midland Academy Charter Parent and Family Engagement Policy ESSA Section 1116 2024-2025

1. Midland Academy Charter shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Section 1116 (b)(1) & (e)(5)

Midland Academy will conduct meetings where stakeholders such as parents, teachers and administration will gather to review Midland Academy's Parental Involvement Policy and the school-parent compact. The Parental Engagement Policy will be distributed as an appendix to the student handbook. The policy will also be posted to our school website. Parents of new enrolling students will receive the policy upon registration.

Midland Academy will provide the following support to assist in planning and implementing our PFE Policy:

Monthly Campus Improvement Team Meetings

Regular Title 1 meetings

PTO Meetings

General School Meetings

Parents Meetings

Newsletter

Parental Involvement link on website

2. *Midland Academy Charter* shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

Midland Academy will host annual meetings to ensure parents are able to attend so that they can become aware of their participation and their rights as parents. Midland Academy conducts grade level orientation meetings, for every grade level in the fall with a parent informational meeting held before the orientation. Another informational meeting is held in fall that coincides with Reading Night. Parents are notified of these meetings through emails, flyers, class dojo and website postings. These meetings are conducted by the superintendent.

3. Midland Academy Charter shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

Midland Academy hosts various meetings at differing times for flexible attendance. These meetings can be held before school, during lunch time, after school and during evening hours.

Monthly Campus Improvement Team Meetings

Monthly Campus Solution Team Meetings

Regular Title 1 Meetings (Meeting in the evening during Literacy Night. Meeting is recorded or can be accessed via Zoom)

PTO Meetings (monthly meeting held in the afternoon)

General School Meetings (held periodically at varying times)

Parent Meetings (held periodically at varying times)

4. Midland Academy Charter shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 (c)(3)

Grade level Orientation

Family Literacy Night

Family Math Night

Title I meetings

PTO Meetings

General School Meetings

5. Midland Academy Charter shall provide parents of participating children—

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;

Section 1116 (c)(4)

Describe the various ways parents are informed about the PFE program and activities and list some of the program activities. Explain how the curriculum and assessment information is provided to parents and families.

- Parental Family Engagement Meetings
- PTO Meetings
- Family Literacy Night
- Family Math Night
- Grade Level Orientations
- Parent Teacher Conferences
- Website Links

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

Midland Academy published the CIP on the campus website. It is also explained during and opened for discussion during our Title I public meetings. Parents are able to also submit comments through our email, during the meetings, and anytime after.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Midland Academy shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

- Grade Level Orientation
- Parent Teacher Conferences
- Class Dojo
- Gradebook Parent Access
- Website links provided through our webpage

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

- Family Literacy Night
- Parent Teacher Conferences
- Website links provided through our website

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

- Beginning of the year professional development
- Monthly team solutions meetings
- Staff meetings

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)