

Midland Independent School District
Midland Freshman High School
2025-2026 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.

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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 2024 - 2025 school year.

Race / Ethnicity:

American Indian/ Alaskan Native - fewer than 1%

Asian - fewer than 1%

Black / African American - 5.44%

Hispanic - 68.17%

Native Hawaiian - Pacific Islander - fewer than 1%

Two-or-More- 2.84%

White - 22.01%

Student Program Participation:

Economically Disadvantaged - 55.86%

Free Meals - 43.43%

Reduced-Price Meals - 9.11%

Emergent Bilingual - 14.32%

Special Education - 9.47%

Section 504 - 7.10%

Attendance

Our attendance rate was 92.66%. Our attendance rate was 91.39% for the 2023-2024 school year. 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) decreased from 39 in 2023 - 2024 to 6 in 2024-2025, 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: 16.2%

1 - 5 Years Experience: 37.3%

6-10 Years Experience: 21.7%

11 - 20 Years Experience: 11.4%

Over 20 Years Experience: 13.4%

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 2024 - 2025 school year, we have three multi-classroom leaders (who teach students and coach teachers), one master 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 2024-2025, we added two new teachers to the two teachers that were awarded a Teacher Incentive Allotment (TIA) recognized designation from 2023-2024. Those designations are awarded when teachers' students show tremendous growth over the course of the school year.

Student Learning

Student Learning Summary

Midland ISD School Board Goal Progress Measures

Midland Freshman directly contributes to Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade.

The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 51% to 80% by 2030. (Baseline: SY 2025 STAAR)

The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 30% to 60% by 2030. (Baseline: SY 2025 STAAR)

The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 78% to 90% by 2030. (Baseline: SY 2025 STAAR)

We will update this section of our CNA when we receive official accountability reports. The 2025 annual target was 57% for English I and 32% for Algebra I. Based on preliminary scores, we did not meet that target for Algebra I or English I but we did for Biology.

Accountability Overview

Based on preliminary accountability reports, Midland Freshman will remain a C rated campus for the 25-26 school year.

STAAR Performance

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

All comparisons below are to 2024 - 2025 scores and are based on preliminary data:

English I

All Students

We made gains at the approaches 67% 23-24 to 72% 24-25 and decreased in the meets 53% 23-24 to 51% and masters levels 12% 23-24 to 11%.

Emergent Bilingual

We saw decreases in all areas in our Emergent Bilingual students this year.

Economically Disadvantaged

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

Algebra I

All Students

We did make some gains for the 24-25 school year in meets and masters levels. SCORES showed a 11% drop in approaches, 3% gain in meets and 6% gain in masters.

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

Biology

All Students

We decreased at the meets level 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:

45% of Algebra 1 students met or exceeded their growth projection.

54% of English 1 students met or exceeded their growth projection.

AP Human Geography

According to our AP scores, Midland Freshman almost doubled the amount of students who received a 3 or higher on their AP Human Geography Exam from the 23-24 school year coming in at 46.9 compared to 23%.

Student Learning Strengths

In English I, we saw decreases at all levels of performance for the our EB/EL and gains with our economically disadvantaged students in comparison to our 2023 - 2024 results.

Based on preliminary data, over 14% of our Algebra I students scored at the masters levels which was a 6% increase from last year. While our unofficial results indicate that the number of students scoring at the meets level increased 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 2024 - 2025 school year. Students who score at the approaches level fulfill their STAAR graduation requirement for that subject.

Our African American students performed within 1% of the All Students Group in Algebra I at the masters level of performance. During the 2024 - 2025 year, above the All students Group at the approaches level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on preliminary data, our Emergent Bilingual student population showed a decreased performance level in 24-25 in English I and Algebra I.

Root Cause: The EB paraprofessional hired was inefficient due to lack of attendance and mobility issues.

Problem Statement 2 (Prioritized): Advisory classes were formed for EOC classes to support students who were not successful on 8th grade ELAR or Math STAAR.

Root Cause: Students were not closely monitored and grouped according to ability level to leverage highest success.

Problem Statement 3 (Prioritized): Emergent Bilingual students make up a significant portion of our student population, yet this group did not show substantial growth in STAAR performance.

Root Cause: At the PLC level data was not always broken down to use high yield strategies.

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. Our advisory classes met twice a week for students that needed extra support for either Math or English.

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. The implementation of MINGA also helped us track student tardies and give students consequences in a

more timely fashion. We also utilized MINGA to truly implement our PBIS system where we awarded "DAWG" dollars to students who would show the following attributes: "Be safe, respectful, responsible" and they were able to use the points to purchase items once a month at the Big DAWG Depot.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our advisory classes were only offered twice a week.

Root Cause: Not all students that needed access to the extra support and tutoring provided in advisory were able to get that support because it was only offered twice a week.

Problem Statement 2 (Prioritized): Based on preliminary data, our Emergent Bilingual student population showed a decreased performance level in 24-25 in English I and Algebra I.

Root Cause: The EB paraprofessional hired was inefficient due to lack of attendance and mobility issues.

Problem Statement 3: 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), and working on lesson internalization.

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.

Perceptions

Perceptions Summary

School Quality Survey

We administered the anonymous survey during the district window from 3/25 to 4/5.

Number of Respondents:

Students - 542

Parents - 58

Staff - 45

Student, parent and staff responses remained consistent when compared to 2024. 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 and 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 75%) was "the principal and assistant principal(s) are visible on campus throughout the school day. Both Students and teachers raked "There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem." highly (72% students and 98% staff).

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. Parents and guardians also stated that "This school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances." as one of the highest ranking indicators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In our School Quality Survey, the lowest ranking item among students (38%), parents (36%), and staff (19%) 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: In our School Quality Survey, students cited concerns about vaping and marijuana use in restrooms or too many people in the restroom in general.

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 until the middle of the year.

Problem Statement 3: In our School Quality Survey, students (35%) , parents (39%) and staff (50%) cited concerns about students treating each other with respect.

Root Cause: At Midland Freshman, we did not consistently implement the iLead character lessons to help our students develop stronger socioemotional skills.

Priority Problem Statements

Problem Statement 1: Advisory classes were formed for EOC classes to support students who were not successful on 8th grade ELAR or Math STAAR.

Root Cause 1: Students were not closely monitored and grouped according to ability level to leverage highest success.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on preliminary data, our Emergent Bilingual student population showed a decreased performance level in 24-25 in English I and Algebra I.

Root Cause 2: The EB paraprofessional hired was inefficient due to lack of attendance and mobility issues.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Emergent Bilingual students make up a significant portion of our student population, yet this group did not show substantial growth in STAAR performance.

Root Cause 3: At the PLC level data was not always broken down to use high yield strategies.

Problem Statement 3 Areas: Student Learning

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of English 1 students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 51% to 60% by 2026.

Evaluation Data Sources: English I STAAR EOC Accountability Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Coaches , MCLs, & Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction according to data. The attached tracking process will be used and will be reviewed.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the English I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, English I MCL, English I DC, AP over English department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers, support staff, and leadership team will implement TLAC strategies through planning, instruction, intervention, and data protocols. The attached tracking tool will be utilized and will be reviewed.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the English I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, English I MCL, English I DC, AP over English department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 2025, a higher percentage of students will meet their annual growth target.</p> <p>Staff Responsible for Monitoring: English Department chair, AP over English</p> <p>Funding Sources: - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Strategic student scheduling with TIA-designated teachers and extended 3rd period for daily intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the English I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, English I MCL, English I DC, AP over English department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Classroom supplies for English I 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</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 30% to 40% by 2026.

Evaluation Data Sources: Algebra I STAAR EOC Accountability Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Coaches , MTRT, & Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction according to data. The attached tracking process will be used and will be reviewed.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the Algebra I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Algebra I MTRT, Algebra I DC, AP over Math department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers, support staff, and leadership team will implement TLAC strategies through planning, instruction, intervention, and data protocols. The attached tracking tool will be utilized and will be reviewed.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the Algebra I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Algebra I MTRT, Algebra I DC, AP over Math department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategic student scheduling with TIA-designated teachers and extended 3rd period for daily intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the Algebra I EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Algebra I MTRT, Algebra I DC, AP over Math department, Instructional Specialist.</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Classroom supplies for Algebra I to help foster interactive learning environments. Strategy's Expected Result/Impact: Increased student engagement in classroom learning. Staff Responsible for Monitoring: APs and Instructional Specialist Funding Sources: - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Advisory classes were formed for EOC classes to support students who were not successful on 8th grade ELAR or Math STAAR. Root Cause: Students were not closely monitored and grouped according to ability level to leverage highest success.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 78% to 82% by 2026.

Evaluation Data Sources: Biology STAAR EOC Accountability Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Coaches , MCLs, & Campus Instructional Leadership will utilize effective PLC Models to plan, collaborate and improve instruction according to data. The attached tracking process will be used and will be reviewed biweekly.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the Biology EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Biology MCL, Science Department Chair, AP over the Science Department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers, support staff, and leadership team will implement TLAC strategies through planning, instruction, intervention, and data protocols. The attached tracking tool will be utilized and will be reviewed biweekly.</p> <p>Strategy's Expected Result/Impact: Increased student growth at the meets level on the Biology EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Biology MCL, Science Department Chair, AP over the Science Department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 2025, a higher percentage of students will meet their annual growth target.</p> <p>Staff Responsible for Monitoring: Biology MCL, Science Department Chair and AP over Science</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom supplies for 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</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	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>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 74% to 78% by 2026

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Targeted Tier 2 & Tier 3 Interventions Based on Data (platooning) Strategy's Expected Result/Impact: Moving students from "Approaches" to "Meets" increases the scale score disproportionately. Staff Responsible for Monitoring: Principal, APs, Department Chairs and Instructional Specialists.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen Tier 1 Instruction Through the use of PLCs focusing on TLAC strategies, lesson internalization, and Data-Driven Planning Strategy's Expected Result/Impact: Improves first-teach effectiveness, decreasing the number of students needing intervention. Staff Responsible for Monitoring: Principal, APs, Department Chairs, MCLs/MTRT and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a Campus-Wide Culture of Academic Ownership and Goal Setting through our extended 3rd period. Strategy's Expected Result/Impact: Increases engagement and accountability, leading to sustained improvement in achievement. Staff Responsible for Monitoring: Principal, APs, Instructional Specialists Problem Statements: Student Learning 2</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: Advisory classes were formed for EOC classes to support students who were not successful on 8th grade ELAR or Math STAAR. Root Cause: Students were not closely monitored and grouped according to ability level to leverage highest success.</p>

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 2: 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: K12 survey

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 Funding Sources: - 211 Title 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 94% Strategy's Expected Result/Impact: improved attendance rate Staff Responsible for Monitoring: Principal, APs, Family Outreach Liaison, Attendance Clerk</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 Department Chairs Funding Sources: - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: Support the district in increasing the percentage of students graduating college, career, and military ready from 92% to 93% by the end of 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 learning gaps.</p> <p>Strategy's Expected Result/Impact: 90% or more of students will earn at least 6 credits.</p> <p>Staff Responsible for Monitoring: Principal, APs, Department chairs</p> <p>Funding Sources: - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will monitor students enrolled in Principle classes and ensure completion so that students can fulfill requirements for needed pathways.</p> <p>Strategy's Expected Result/Impact: More students completing endorsement pathways</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand Access to CCMR Qualifying Assessments & Supports, such as TSIA2 and AP courses</p> <p>Strategy's Expected Result/Impact: Increases the number of students meeting readiness through assessments.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 56% to 62% by the end of June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will receive continuous feedback based on the TTESS observation and evaluation process in order to continue to grow or receive targeted areas of improvement based on the TLAC coaching cycle.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Coaches, Department Chairs, MCLs/MTRT</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through Opportunity Culture, Midland Freshman will hire a reach associate for classroom push in to help MCLs/MTRTs coach teachers with a focus on individual student growth when planning Tier I instruction, intervention, and enrichment.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction</p> <p>Staff Responsible for Monitoring: Principal, MCLs, MTRT</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Protected PLC time that is Data-Driven focused on Student Progress.</p> <p>Strategy's Expected Result/Impact: Builds a campus-wide culture of accountability and professional growth tied to student success while Moving students from "Approaches" to "Meets" and "Meets" to "Masters"</p> <p>Staff Responsible for Monitoring: Principals, APs, Department Chairs, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	2	4			\$0.00
1	3	4			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$91,299.00
+/- Difference					\$91,299.00
Grand Total Budgeted					\$91,299.00
Grand Total Spent					\$0.00
+/- Difference					\$91,299.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025