Texas Leadership Public Schools

Midland

2025-2026 Campus Improvement Plan

Mission Statement

To Create an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life.

Value Statement

TLCA Values:

Character: "Doing the right thing even when on one is watching."

Growth: "Continually develolping and improving."

Servant Leadership: "Helping people perform as highly as possible."

Empowerment: "Giving people the authority and freedom to fulfill their responsibilities."

Committment: "Being dedicated to accomplish our mission."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school community is comprised of 771 students across both the elementary and middle school and high school levels. Within this diverse student body, 43% of our students are identified as economically disadvantaged. This demographic highlights the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically and personally. We are committed to addressing the unique challenges faced by our economically disadvantaged students and are actively working to implement programs and initiatives that support their educational journey.

Demographics Strengths

Our school is fortunate to have a strong community of returning families who deeply understand and appreciate the leadership culture we cultivate. This culture is not only a reflection of our mission and vision but is also actively supported by our implementation of the Leader In Me curriculum. This program empowers students to develop essential leadership skills, fostering a sense of responsibility and initiative that aligns with our educational goals. The continuity provided by returning families enhances our community's stability and allows us to build on shared values and expectations, creating a nurturing environment where students can thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High Transient student population experiences learning gaps because they are coming from foreign countries and districts.
Root Cause: The oilfield industry keeps our students coming and going all year as well as students enrolling from foreign countries that are experiencing learning loss and adaptation to a new learning environment.

Student Achievement

Student Achievement Summary

Our school has experienced significant growth, particularly through the implementation of IXL, an educational platform that has proven effective in enhancing student learning. The progress is being meticulously tracked through diagnostic assessments, which provide valuable insights into student performance and areas for improvement. This data-driven approach allows us to tailor our instructional strategies to better meet the needs of our students, ensuring that each child receives the support necessary to succeed.

In addition to academic growth, we have also seen a remarkable increase in enrollment on our elementary and middle school campus. The number of students has doubled, and we anticipate this trend will continue. This growth is inclusive of our Special Education (SPED), English as a Second Language (ESL), and 504 populations, reflecting our commitment to providing a diverse and inclusive learning environment. The increase in enrollment is a testament to the quality of education we offer and the trust that families place in our school to nurture and educate their children.

Student Achievement Strengths

Our school has experienced significant growth, as evidenced by the increased enrollment on both our elementary and middle school campuses. This rise in student numbers is a testament to the quality of education and the supportive environment we provide, which continues to attract families to our institution.

Moreover, the implementation of IXL has been instrumental in enhancing our students' learning experiences. The platform's diagnostic tools allow us to measure student progress accurately, providing valuable insights into their academic development. This data-driven approach enables our educators to tailor instruction to meet the individual needs of each student, fostering an environment where every learner can thrive. The positive trends in testing data further affirm the effectiveness of IXL in supporting our educational goals and driving student success.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): MD ELEM - Achievement data shows learning gaps in both reading and Math for 3rd, 4th and 5th Grade. MD MS/HS - Gaps remain in math and reading in grades 6-10.
Root Cause: MD ELEM - Multiple teachers throughout year and teachers who lacked educational background and consistent professional development. MD MS/HS - The cause is from teacher turnover, resource needs, and a lack of certified educators.

School Culture and Climate

School Culture and Climate Summary

At our school, we take pride in ensuring that all demographics are represented in our extracurricular activities, including theater, band, cheer and athletics. This inclusivity allows students from diverse backgrounds to engage in activities that interest them, fostering a sense of community and belonging. By providing a wide range of options, we encourage students to explore their passions and develop new skills, which contributes to their overall growth and development.

Our teachers have expressed that they feel safe on campus, which is a testament to the secure environment we strive to maintain. However, there is room for improvement in our effectiveness procedures. By following through on these procedures, we can enhance the overall safety and efficiency of our campus operations. This commitment to continuous improvement ensures that our teachers can focus on delivering high-quality education in a supportive and secure setting.

School Culture and Climate Strengths

At our school, we prioritize creating a secure and supportive environment for our teachers, ensuring they feel safe and valued in their professional roles. This sense of safety allows them to focus on delivering high-quality education and fostering a positive learning atmosphere for our students. By maintaining open lines of communication and providing necessary resources, we empower our educators to thrive and contribute effectively to our school community.

Additionally, we are proud to offer a diverse range of extracurricular activities that cater to the varied interests and talents of our students. These programs provide students with opportunities to explore their passions, develop new skills, and grow as individuals. By participating in these activities, students not only enhance their personal development but also build a sense of belonging and community within the school. This holistic approach to education ensures that every student can find their niche and flourish both academically and personally.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): MD ELEM - School Values are not instilled efficiently to students causing some animosity among students. MD MS/HS - Processes and procedures are not followed with fidelity by some teachers causing stress for other faculty.
Root Cause: MD ELEM - Guidance lessons by counselor were inconsistent and lack of Leader in Me teacher on campus. MD MS/HS - The turnover of teachers and the hiring of new inexperienced teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As the principal, I recognize the importance of equipping our teachers with the most effective tools and strategies to enhance their instructional practices. Our elementary and middle school campuses have expressed a strong desire for more in-person training sessions provided by the district, focusing specifically on curriculum teaching strategies. These sessions would offer our educators the opportunity to engage directly with experts, collaborate with peers, and gain hands-on experience that can be immediately applied in their classrooms. By prioritizing this professional development, we aim to foster a more dynamic and effective learning environment for our students.

Staff Quality, Recruitment, and Retention Strengths

At Midland Elementary & Middle School ,we are committed to fostering a collaborative and growth-oriented environment for our staff. Through the implementation of Professional Learning Communities (PLCs) and data-driven practices, our educators are receiving targeted learning opportunities that are instrumental in building their professional capacity. These initiatives not only enhance the skills of our teachers but also ensure that they are well-equipped to meet the diverse needs of our students. However, we recognize the ongoing need for certified teachers in critical areas such as math and reading, and we are actively working to address this gap.

Our partnership with Region 18 and Spirit International has been pivotal in increasing teacher recruitment at Midland Elementary. These collaborations have enabled us to attract a diverse pool of talented educators who are passionate about making a difference in our students' lives. While we have made significant strides in recruitment, we remain focused on filling the remaining vacancies with qualified and dedicated professionals.

At Midland Middle/High School, the synergy between special programs teachers and general education teachers is a testament to our commitment to inclusive education. This strong relationship facilitates effective communication and collaboration, ensuring that all students receive the support they need to succeed. The increased recruitment efforts through Region 18 and Spirit International have also brought more experienced teachers to our school, enriching our educational community with their expertise and dedication. We are proud of the progress we have made and remain dedicated to further strengthening our teaching staff to provide the highest quality education for our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Certified teachers are still needed. Especially in high stakes areas such as math and reading as evidenced through ,STAAR, and IXL data.
Root Cause: Cost of living increases and increase in competitive pay surrounding districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Midland Elementary, our staff have undergone comprehensive training on High-Quality Instructional Materials (HQIM) such as Eureka Math, also known as Bluebonnet Math, and My View Perspectives. This training ensures that our educators are well-equipped to deliver effective instruction by following a district pacing calendar and internalizing the pre-made lesson plans provided by the curriculum. This structured approach allows our teachers to focus on delivering engaging and impactful lessons that align with our educational standards.

At Midland Middle and High School, we have equipped our teachers with a robust curriculum that includes pre-created lesson plans, which serve as a valuable resource in delivering consistent and high-quality education. Additionally, the curriculum offers online assessments that enable teachers to effectively track and monitor student progress, ensuring that each student's learning needs are met. However, we recognize that several of our teachers are new to the curriculum, and we are committed to providing them with the necessary support and resources to facilitate their learning and integration into our educational framework.

Curriculum, Instruction, and Assessment Strengths

At Midland Elementary, our staff is thoroughly trained in High-Quality Instructional Materials (HQIM) such as Eureka Math (Blue Bonnet Math) and My View Perspectives. This training ensures that our educators are well-equipped to deliver consistent and effective instruction. By adhering to a district pacing calendar and internalizing pre-made lesson plans provided by the curriculum, our teachers can focus on delivering engaging and impactful lessons that meet the diverse needs of our students.

At Midland Middle and High School, we are proud to offer a high-quality curriculum across key subjects such as math, reading, and science. This curriculum is designed to provide a robust educational foundation and is complemented by online assessments. These assessments are instrumental in tracking student growth, allowing us to tailor our instructional strategies to support each student's academic journey effectively. By leveraging these tools, we are committed to fostering an environment where every student can thrive and achieve their full potential.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): MD ELEM - Most of our teachers are unfamiliar with the curriculum and resources they use for instruction. MD MS/HS -Most of our teachers are unfamiliar with the curriculum and resources they use for instruction.
Root Cause: MD ELEM - Teachers are new to the campus or new to education field with little to no prior experience. MD MS/HS - Teachers are new to the campus or new to education field with little to no prior experience.

Family and Community Engagement

Family and Community Engagement Summary

At Midland Elementary, we are proud to have established a dynamic Parents in Action team that actively engages families in a variety of activities and events on campus. This initiative not only fosters a sense of community but also provides parents with the opportunity to be directly involved in their children's educational experience. Additionally, our dedicated parent volunteers play a crucial role in supporting our teachers by assisting with the preparation of instructional materials, thereby enhancing the learning environment for our students.

We have also forged valuable partnerships with local businesses such as Horace Insurance Group, Nomad Drilling Co., Frost Bank, and Busy Bees. These partnerships have been instrumental in supporting both staff and student events through generous donations and volunteer efforts. Such collaborations enrich our school community and provide additional resources that benefit our educational programs.

At Midland Middle and High School, we extend a warm invitation to parents and community members to participate in various events. We are fortunate to have several community organizations, including PBRACADA, 1:11 Ministries actively working with our students. These partnerships provide unique learning opportunities and support for our students' development. We recognize the challenges faced by many of our parents who work in the oilfield industry, which often makes it difficult for them to attend after-school events. We are committed to finding ways to accommodate their schedules and ensure they remain an integral part of our school community.

Family and Community Engagement Strengths

MIDLAND ELEMENTARY

We have established a Parents in Action team that provides families an opportunity to engage in multiple activities and events on campus. We have parent volunteers who assist teachers with instructional materials. We have also partnered with Horace Insurance Group, Nomad Drilling Co. ,Frost Bank and Busy Bees who have helped us with staff and students events by donations and volunteers.

MIDLAND MS/HS - Community and family involvement has growth this year through family events such as Fall Festival, more home games, and athletic events. We have also seen an increase of programs on campus like PBRACADA, 1:11 Ministries.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): MD ELEM - Parents and community members are unfamiliar with campus expectations and culture. MD MS/HS - Events are offered for parents, but they often cannot make the time to make them due to their working schedule.
Root Cause: MD ELEM - Lack of parental involvement opportunities offered or parents could not attend due to schedule conflicts. MD MS/HS - TLCA is not greatly known in Midland and there are so many people that work all hours due to oil field that they cannot make many events.

School Organization

School Organization Summary

As a K-12 Texas Leadership public school charter, we are committed to providing a comprehensive educational experience that prepares our students for success in both their academic and personal lives. Our curriculum is designed to meet the diverse needs of our student body, ensuring that each child receives the support and resources necessary to thrive in a dynamic learning environment.

Our school is deeply rooted in faith-based values, which guide our approach to education and community engagement. We believe that instilling strong moral principles in our students is essential for their development as responsible and compassionate individuals. These values are integrated into our daily activities and interactions, fostering a nurturing and respectful atmosphere for all.

We are a value-driven institution, dedicated to upholding the highest standards of integrity, respect, and excellence. Our commitment to these core values is reflected in our policies, teaching methods, and the relationships we build with students, parents, and the wider community. By prioritizing these principles, we aim to create a positive and inclusive school culture.

As a "Leader in Me" organization, we focus on developing leadership skills in our students from an early age. This program empowers students to take charge of their own learning and growth, encouraging them to set goals, collaborate with peers, and make informed decisions. By nurturing these skills, we prepare our students to become confident and capable leaders in their future endeavors.

School Organization Strengths

Our school is deeply committed to educating students as whole individuals, recognizing that academic achievement is just one facet of their development. We strive to nurture their emotional, social, and physical well-being, ensuring that each student is equipped with the skills and resilience needed to thrive in all aspects of life. By fostering a supportive and inclusive environment, we aim to cultivate a sense of self-awareness and empathy in our students, preparing them to navigate the complexities of the world with confidence and compassion.

Furthermore, we are dedicated to developing our students into leaders both within the school community and beyond. Through a variety of leadership opportunities and programs, we encourage students to take initiative, collaborate with peers, and engage in critical thinking. Our goal is to empower them to become proactive, responsible citizens who can make meaningful contributions to society. By instilling these values, we hope to inspire our students to lead with integrity and purpose throughout their lives.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): MD ELEM/MS/HS - There are some students that are not inclined to report important issues to teachers and school administration.
Root Cause: MD ELEM - There is not a culture of trust between some students and school staff. MD MS/HS - Staff has good intentions but sometimes tries to come of as friend instead of instructional leader.

Technology

Technology Summary

At Midland Elementary, we have made significant strides in integrating technology into our students' learning experiences. This includes an increase in the availability of technological tools such as Chromebooks. However, we are currently facing challenges with our internet speed, which affects the functionality of these devices. Additionally, we have not yet achieved a one-to-one ratio of technology to students, which remains a goal for us to ensure equitable access to digital resources for all our students.

Similarly, at Midland Middle and High School, we have also enhanced our technological offerings to support student learning. Despite these advancements, we are encountering similar issues with slow internet speeds that hinder the effective use of Chromebooks. Addressing these connectivity issues is a priority, as it is essential for maintaining the quality of our educational programs and ensuring that all students can fully benefit from the technology available to them.

Technology Strengths

At Midland Elementary, we have made significant strides in enhancing the technological resources available to our students. The integration of new technology has been a priority, and we have seen a positive change and increase in the tools accessible to our learners. This advancement is crucial in preparing our students for a digital future. However, we are aware of the challenges that accompany this progress, particularly with the internet speed, which can impede the functionality of our Chromebooks. We are actively seeking solutions to improve our internet infrastructure to ensure that our students can fully benefit from the technology provided. Additionally, while we have made progress, we acknowledge that we have not yet achieved a one-to-one technology ratio, and we are committed to working towards this goal to ensure equitable access for all students.

At Midland Middle and High School, the district has successfully transitioned from traditional student computers to Chromebooks, marking a significant step forward in our technological evolution. This shift not only modernizes our educational tools but also aligns with current educational trends that emphasize mobility and accessibility. The move to Chromebooks is part of our broader strategy to integrate technology into the learning environment, thereby enhancing the educational experience and preparing our students for the demands of the modern world. We are dedicated to continuing this momentum and addressing any challenges that arise to ensure that our students have the resources they need to succeed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): MD ELEM - Students are not using the resources that are available consistently enough to see consistent progress. MD MS/HS - Students are in need of more access to Chromebooks and the internet is extremely slow.
Root Cause: MD ELEM - We do not have enough technology devices for all students to access resources frequently as needed to show progress in resources. MD MS/HS - Not enough devices for all students.

Priority Problem Statements

Problem Statement 1: MD ELEM - Students are not using the resources that are available consistently enough to see consistent progress. MD MS/HS - Students are in need of more access to Chromebooks and the internet is extremely slow.

Root Cause 1: MD ELEM - We do not have enough technology devices for all students to access resources frequently as needed to show progress in resources. MD MS/HS - Not enough devices for all students.

Problem Statement 1 Areas: Technology

Problem Statement 2: MD ELEM/MS/HS - There are some students that are not inclined to report important issues to teachers and school administration.

Root Cause 2: MD ELEM - There is not a culture of trust between some students and school staff. MD MS/HS - Staff has good intentions but sometimes tries to come of as friend instead of instructional leader.

Problem Statement 2 Areas: School Organization

Problem Statement 3: MD ELEM - Parents and community members are unfamiliar with campus expectations and culture. MD MS/HS - Events are offered for parents, but they often cannot make the time to make them due to their working schedule.

Root Cause 3: MD ELEM - Lack of parental involvement opportunities offered or parents could not attend due to schedule conflicts. MD MS/HS - TLCA is not greatly known in Midland and there are so many people that work all hours due to oil field that they cannot make many events.

Problem Statement 3 Areas: Family and Community Engagement

Problem Statement 4: MD ELEM - Most of our teachers are unfamiliar with the curriculum and resources they use for instruction. MD MS/HS -Most of our teachers are unfamiliar with the curriculum and resources they use for instruction.

Root Cause 4: MD ELEM - Teachers are new to the campus or new to education field with little to no prior experience. MD MS/HS - Teachers are new to the campus or new to education field with little to no prior experience.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Certified teachers are still needed. Especially in high stakes areas such as math and reading as evidenced through ,STAAR, and IXL data.

Root Cause 5: Cost of living increases and increase in competitive pay surrounding districts.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: MD ELEM - School Values are not instilled efficiently to students causing some animosity among students. MD MS/HS - Processes and procedures are not followed with fidelity by some teachers causing stress for other faculty.

Root Cause 6: MD ELEM - Guidance lessons by counselor were inconsistent and lack of Leader in Me teacher on campus. MD MS/HS - The turnover of teachers and the hiring of new inexperienced teachers.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: MD ELEM - Achievement data shows learning gaps in both reading and Math for 3rd, 4th and 5th Grade. MD MS/HS - Gaps remain in math and reading in grades 6-10.

Root Cause 7: MD ELEM - Multiple teachers throughout year and teachers who lacked educational background and consistent professional development. MD MS/HS - The cause is from teacher turnover, resource needs, and a lack of certified educators.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: High Transient student population experiences learning gaps because they are coming from foreign countries and districts.

Root Cause 8: The oilfield industry keeps our students coming and going all year as well as students enrolling from foreign countries that are experiencing learning loss and adaptation to a new learning environment.

Problem Statement 8 Areas: Demographics

Goals

Goal 1: Texas Leadership of Midland will provide mission-driven leadership that develops the capacity of every leader, teacher, and staff member to deliver rigorous and enriching learning experiences to every student.

Performance Objective 1: By May 2026, district coaches and campus principals will provide necessary exemplars and training to equip all staff with tools to improve their roles.

High Priority

Evaluation Data Sources: Meeting sign-in sheets, agendas, and meeting notes. Training materials as given to staff.

Goal 1: Texas Leadership of Midland will provide mission-driven leadership that develops the capacity of every leader, teacher, and staff member to deliver rigorous and enriching learning experiences to every student.

Performance Objective 2: Campus staff will grow in instructional knowledge and expertise through PLCs

High Priority

Evaluation Data Sources: PLC agendas, Walk-throughs, formal observations, and feedback loops.

Goal 1: Texas Leadership of Midland will provide mission-driven leadership that develops the capacity of every leader, teacher, and staff member to deliver rigorous and enriching learning experiences to every student.

Performance Objective 3: Retain 90 % more staff for the 2026-27 school year for each campus, as compared to campus retention rates for the 2025-26 school year.

High Priority

Evaluation Data Sources: Intent to return in January/February process

Goal 2: Texas Leadership of Midland will provide mission-driven practices that ensure schools are safe and secure to drive student & staff attendance and success.

Performance Objective 1: Ensure schools are safe and secure to drive student & staff attendance and success.

High Priority

Evaluation Data Sources: Safety door sweeps, Leader in Me Behavior Student & Staff culture , Safety team meeting minutes.

Goal 3: Texas Leadership of Midland will strengthen partnerships with our families and communities to invest time and resources to improve student outcomes.

Performance Objective 1: Strengthen partnerships with communities to elevate campus participation and pride.

High Priority

Evaluation Data Sources: Sign-in Sheets, Flyers, FB Posts, and Blackboard messages, School Dojo communication.

Goal 3: Texas Leadership of Midland will strengthen partnerships with our families and communities to invest time and resources to improve student outcomes.

Performance Objective 2: Strengthen opportunities for engagement and involvement by leveraging our current Parent Lighthouse.

High Priority

Evaluation Data Sources: Sign-in sheets, agenda, and meeting notes and materials, Parent Lighthouse team events and volunteer opportunities.

Goal 4: Texas Leadership of Midland by the end of the 25-26 school year, all students will gain an academic growth point according to the 25-26 accountability system by ensuring that all students are provided quality tier 1 instruction, enrichment, and HB 1416 remediation.

Performance Objective 1: Data Driven Practices will be implemented and tracked to improve student academic outcomes.

High Priority

Evaluation Data Sources: Teacher Data Binders, Student led data binders, Grade level Wigs to monitor and adjust instruction.