

# Midland Independent School District



## Alamo Jr. High

## 2025-2026 Campus Improvement Plan

# Mission Statement

All students will be academically prepared and ready for high school and beyond.

# Vision

**Alamo JH will strategically plan and implement targeted instruction to ensure the engagement and academic growth of all students.**

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# Comprehensive Needs Assessment

# Demographics

## Summary

Projected enrollment SY 25-26 = 838 (38-student increase from 24-25). Approx. 70% Hispanic, 20% Caucasian, 10% all Others. 62% At Risk, 63% Economically Disadvantaged, 23% Emergent Bilingual, 8% Special Education, .3% Career & Technical Ed, 4% EAS (GT) 17% Mobility.

54 FTE: 30 Core, 6 Sped/Life Skills, 18 Elective/Fine Arts/etc. Average class size = 32

Teacher Experience: Average years = 10, less than 10% Turnover 2025

Instructional Initiatives in Place: Opportunity Culture (Year 3), PLC Reset and Next Steps, Instructional Consultant, Holdsworth CLP

Cultural Initiatives in Place: iLead (Year 3), Family Liaison and Title 1 Team

DISCIPLINE: 4 returning students with Multiple placements (down 75%)

## Strengths

<b>Stable Student Growth</b>	<b>+38 projected increase demonstrates community confidence.</b>
<b>Ethnic &amp; Economic Alignment</b>	Reflective of the region; strong support systems in place.
<b>Experienced Staff</b>	Avg. 10 yrs experience with low turnover supports continuity.
<b>Targeted Supports</b>	Broad-reaching ELL, SpEd, GT, and Title I programs.
<b>Positive Behavior Trends</b>	Significant drop in serious discipline placements.
<b>Active Initiatives</b>	Instructional and cultural models in sustainable development phase.





# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



# 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 with BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

## Performance Objective 1

The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 44% to 75% by 2026.

### Strategy 1

Double-blocking 7th grade ELAR.

**Strategy's Expected Result/Impact:** Extend the instructional minutes provided for 7th grade ELAR students giving more opportunity for strong tier 1 instruction and necessary intervention.


**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning,


**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

 Accomplished

 Accomplished

**November**

**February**

**April**

**June**

### Strategy 2

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

## Strategy 3

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

June

## Performance Objective 2

The percentage of 7th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 37% to 65% by 2026.

## Strategy 1

Implement clear structures around- and implementation of- high quality instructional materials (HQIM) with fidelity.

**Strategy's Expected Result/Impact:** Create consistency in tier 1 math instruction supported by HQIM, appropriate rigor, and relevant assessments.; building teacher capacity for long-term effectiveness.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, MCL (where applicable), Teaching and Learning

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Level 1: Strong School Leadership and Planning, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

### Formative Reviews

Considerable Progress

Considerable Progress

November

February

April

June

## Strategy 2

Double-blocking 7th grade math.

**Strategy's Expected Result/Impact:** Extend the instructional minutes provided for 7th grade math students giving more opportunity for strong tier 1 instruction and necessary intervention.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Level 2: Strategic Staffing, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

### Formative Reviews



Accomplished



Accomplished

November

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## Strategy 3

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

## Formative Reviews

Considerable Progress

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## Strategy 4

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

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Moderate Progress

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## Performance Objective 3

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 32% to 70% by 2026.

## Strategy 1

Double-blocking 8th grade ELAR.

**Strategy's Expected Result/Impact:** Extend the instructional minutes provided for 7th grade ELAR students giving more opportunity for strong tier 1 instruction and necessary intervention.

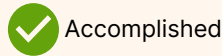
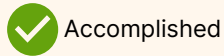
**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews



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## Strategy 2

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

Considerable Progress

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## Strategy 3

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

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Considerable Progress

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## Performance Objective 4

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 28% to 60% by 2026.

### Strategy 1

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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### Strategy 2

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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### Strategy 3

Implement clear structures around- and implementation of- high quality instructional materials (HQIM) with fidelity.

**Strategy's Expected Result/Impact:** Create consistency in tier 1 math instruction supported by HQIM, appropriate rigor, and relevant assessments.; building teacher capacity for long-term effectiveness.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, MCL (where applicable), Teaching and Learning

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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### Performance Objective 5

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 21% to 70% by 2026.

### Strategy 1

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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## Strategy 2

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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## Performance Objective 6

The percentage of 8th -grade students who score Meets Grade Level Performance or above on the Social Studies STAAR assessment will increase from 9% to 60% by 2026.

## Strategy 1

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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## Strategy 2

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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## Performance Objective 7

The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 59% to 100% by 2026.

## Strategy 1

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

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Considerable Progress

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## Strategy 2

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

Considerable Progress

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## Strategy 3

Implement clear structures around- and implementation of- high quality instructional materials (HQIM) with fidelity.

**Strategy's Expected Result/Impact:** Create consistency in tier 1 math instruction supported by HQIM, appropriate rigor, and relevant assessments.; building teacher capacity for long-term effectiveness.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, MCL (where applicable), Teaching and Learning

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

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## Performance Objective 8

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

Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.

**Staff Responsible for Monitoring:** dyslexia teacher, teacher, and principal

#### Formative Reviews

Considerable Progress

November

Considerable Progress

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### 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 Reviews

Considerable Progress

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### Strategy 3

Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.

#### Formative Reviews

 Accomplished

November

 Accomplished

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# 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 34% to 45% by June 2026.

### Strategy 1

Double-blocking 7th grade math, 7th grade ELAR, and 8th grade ELAR.

**Strategy's Expected Result/Impact:** Extend the instructional minutes provided for 7th and 8th grade students in high-priority areas; giving more opportunity for strong tier 1 instruction and necessary intervention.


**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning,


**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

 Accomplished

 Accomplished

**November**

**February**

**April**

**June**

### Strategy 2

Implement a system for tracking and monitoring Domain 3.

**Strategy's Expected Result/Impact:** Increase utilization of data from assessments and other sources to inform their work, identify areas for improvement, and track progress, help educators identify students who are struggling and develop targeted interventions (or accelerations) to support their learning with little turnaround time.

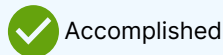
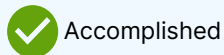
**Staff Responsible for Monitoring:** Administrative team, Department Chair, Counselors, MCL (where applicable), Accountability Office

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews



November

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### Strategy 3

Reestablish and sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

Considerable Progress

Considerable Progress

November

February

April

June

### Strategy 4

Implement clear structures around- and implementation of- high quality instructional materials (HQIM) with fidelity.

**Strategy's Expected Result/Impact:** Create consistency in tier 1 math instruction supported by HQIM, appropriate rigor, and relevant assessments.; building teacher capacity for long-term effectiveness.

**Staff Responsible for Monitoring:** Administrative team, Department Chair, MCL (where applicable), Teaching and Learning

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

Considerable Progress

Considerable Progress



# 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

The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 91.8% to 100% by 2030

### Strategy 1

Continue participation in CTE-focused events and trainings for teachers, students and parents.

**Strategy's Expected Result/Impact:** Support College, Career, and Military Readiness (CCMR) attainment, focus on early awareness, foundational skills development, and intentional exposure.

**Staff Responsible for Monitoring:** Administrators, Teaching and Learning, CTE Department

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

### Strategy 2

Partner with Midland College C3 Program.

**Strategy's Expected Result/Impact:** Support College, Career, and Military Readiness (CCMR) attainment, focus on early awareness, foundational skills development, and intentional exposure. Provide students with another resource in our C3 mentor.


**Staff Responsible for Monitoring:** Administrators, Teaching and Learning, CTE Department, Midland College

**Title I:** 2.5.1, 2.5.2, 2.5.3


**TEA Priorities:** Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

 Accomplished

**November**

 Accomplished

**February**

**April**

**June**

# 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 80% to 100% by the end of 2026.

### Strategy 1

Establish a more comprehensive plan for professional development tailored to Tier 1 instruction.

**Strategy's Expected Result/Impact:** Strengthen the efficacy in district and campus initiatives, Increase teacher capacity and effectiveness in the classroom, Decrease teacher turnover.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

June

### Strategy 2

Increase the frequency of professional development from monthly to bi-weekly.

**Strategy's Expected Result/Impact:** Drive and ensure efficacy of district and campus initiatives, Increase teacher capacity, Increase accountability, Ensure a faster pace for equipping and empowering teachers allowing them to stay ahead.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

June

### Strategy 3

Provide personalized learning opportunities for teachers and staff via mini-sessions, Lunch & Learns, and off-site sessions.

**Strategy's Expected Result/Impact:** Allow teachers to explore their own learning needs and preferences in addition to prescribed professional learning, Increase motivation to grow in the craft, Empower teachers and staff to pursue growth.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

June

### Strategy 4

Sustain high-functioning Professional Learning Communities (PLCs) to promote data-driven, collaborative instructional practices that lead to measurable student growth.

**Strategy's Expected Result/Impact:** By deepening our PLC processes campus-wide, we will set the expectations for classroom structure by using the "I do, You do, We do" classroom model, Teach Like a Champion methods and strategies combined with AVID, capitalizing on high leverage tasks, and academic observations tracking for 80% mastery every day.

**Staff Responsible for Monitoring:** Teachers, Administrative team, Department Chair, Counselors, MCL (where applicable), Teaching and Learning, Talent Development

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

**November**

Considerable Progress

**February**

**April**

**June**



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

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

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