

Midland Independent School District
Midland High School
2025-2026 Campus Improvement Plan



Mission Statement

Mission: At Midland Senior High School, all students have equitable access to quality education so ALL are empowered to reach academic goals.

Vision

Vision: All (all means all) students will be ready to succeed following graduation; college, career or military.

Value Statement

Commitments (values):

I will be a positive, contributing member of my collaborative team and our full staff.

I will teach the essential learnings of our agreed-upon curriculum.

I will monitor each student's learning on an ongoing basis through classroom and team developed formative assessments and give practical feedback.

I will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.

I will seek out the most promising practices to support student learning.

I will keep parents informed of the progress of their children.

I will utilize the discipline matrix and maintain a safe environment in my classroom

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics summary:

Current enrollment: 2577

student demographics in detail:

7% African American

71% Hispanic

10% white

1% American Indian or Asian

2% 2 or more races

45% economically disadvantaged

16% ELL

64% at risk

20% mobility rate

4% GT

7% special education

Teacher demographics in detail:

9% African American

28% Hispanic

61% white

43% have 11+ years of experience

About 20% are not certified

Demographics Strengths

Midland High is proud to serve a diverse student group, which enriches our school community with a wide range of perspectives and cultural backgrounds. This diversity not only enhances the learning environment but also prepares our students to thrive in a global society by fostering inclusivity and understanding among peers.

Our commitment to supporting at-risk students is evident in the success they achieve at MHS. Through targeted interventions, personalized learning plans, and a supportive school culture, we ensure that these students have the resources and encouragement they need to overcome challenges and reach their full potential.

As a growing institution, Midland High is continually expanding its facilities and programs to accommodate increasing student enrollment. This growth reflects the trust and confidence that the community places in our ability to provide a high-quality education and a nurturing environment for all students.

The diverse mix of teachers at Midland High brings a wealth of knowledge, experiences, and teaching styles to our classrooms. This diversity among our faculty not only enriches the educational experience for our students but also fosters a collaborative and innovative teaching environment that benefits the entire school community.

Our administrative team boasts experience levels that exceed the state average, providing strong leadership and strategic vision for Midland High. This experienced team is adept at navigating the complexities of educational administration, ensuring that our school remains at the forefront of educational excellence and continues to meet the needs of our students and community effectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The school culture lacks pride and unity with students; between students and students and between students and faculty

Root Cause: If we build school culture by teaching and improving communication skills and social cues, then the culture of collaboration and respect will improve and then we will effectively reach more students, leading to student academic and social growth with students and improved relationships between students and teachers

Student Learning

Student Learning Summary

(NOTE: early data without the retesters and those not on snapshot removed:

Linked [here](#)

Student Learning Strengths

I am pleased to report that our English 1 scores have shown a commendable improvement from last year, with an overall increase of 1.24%. This positive trend is even more pronounced when considering the scores without retests, which have surged by an impressive 8%. This indicates that our initial instruction is becoming increasingly effective, and our students are demonstrating a stronger grasp of the material on their first attempt. Such progress reflects the dedication of our English department and the hard work of our students.

In addition, our Biology scores have also seen a significant rise, with a 5.42% increase. This improvement highlights the effectiveness of our science curriculum and the innovative teaching strategies employed by our faculty. It is a testament to the commitment of our teachers to engage students in the subject matter and foster a deeper understanding of biological concepts. This growth not only enhances our academic standing but also prepares our students for future scientific endeavors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Attendance is at an all time low

Root Cause: If students are needing to come to school more, then classes will have to be engaging and challenging and then teachers will have to make parent contact when students happen, then attendance will increase, resulting in academic growth

Problem Statement 2: student class failure rates are high in math and English

Root Cause: students are not being made to turn in missing work, classroom or campus-wide

Problem Statement 3: English 2 scores are low

Root Cause: Solid tier 1 instruction is missing and classes were being taught by non-certified teachers; also Tier 2 intervention is lacking

Problem Statement 4: writing scores through ER and CR are low

Root Cause: students are not writing daily and in each class

Problem Statement 5: Algebra I scores decreased by over 12%

Root Cause: Solid tier 1 instruction is missing and Tier 2 intervention is lacking

Problem Statement 6: I predict AP scores will be low

Root Cause: lack of rigor in AP and EAS classes

Problem Statement 7: US History EOC scores dropped this year by .3%

Root Cause: The PLCs were inconsistent and there was dissension within the group of teachers

School Processes & Programs

School Processes & Programs Summary

Our school has implemented a robust credit recovery program designed to support students who need additional opportunities to earn credits towards graduation. This initiative ensures that students who may have fallen behind have a clear pathway to catch up and succeed academically, thereby reducing dropout rates and promoting higher graduation rates.

To address the diverse needs of our students, we have introduced flexible scheduling options and the Bulldog Academy. These initiatives are tailored to accommodate individual learning styles and socio-emotional needs, providing a supportive environment that fosters both academic and personal growth. By offering these resources, we aim to create a more inclusive and responsive educational experience for all students.

Professional Learning Communities (PLCs) have been established with dedicated times for English, Biology, US History, and Math teachers to collaborate. These common PLC times allow educators to share best practices, analyze student data, and develop strategies to enhance instructional effectiveness. This collaborative approach is essential for driving continuous improvement in teaching and learning across the school.

Our administration team is committed to prioritizing instructional coaching as a key component of our professional development efforts. By focusing on this area, we aim to provide teachers with the support and resources they need to refine their instructional practices, ultimately leading to improved student outcomes.

The College, Career, and Military Readiness (CCMR) campus plan remains a cornerstone of our strategic efforts, with weekly meetings between the principal and the CCMR coordinator. These meetings ensure that we are consistently aligning our initiatives with the goal of preparing students for success beyond high school, whether they choose to pursue higher education, enter the workforce, or serve in the military.

Finally, we have streamlined our hiring process by posting teacher job vacancies as soon as they occur. This proactive approach allows us to attract and secure qualified candidates quickly, minimizing disruptions to student learning and maintaining a high standard of education within our school.

School Processes & Programs Strengths

Our commitment to the completion of the Texas College and Career Readiness Benchmarks (TXCB) remains steadfast. We are dedicated to ensuring that our students are well-prepared for their future academic and career endeavors. By focusing on these benchmarks, we aim to provide a comprehensive educational experience that equips our students with the necessary skills and knowledge to succeed in a rapidly changing world.

Our counselors play a crucial role in monitoring students who are completing Career and Technical Education (CTE) courses. By closely tracking their progress, we ensure that students are on the right path to achieving their career goals. This proactive approach allows us to provide timely support and guidance, helping students to make informed decisions about their educational and career trajectories.

Professional Learning Communities (PLCs) are a cornerstone of our educational strategy, and we have made them a high priority within our administrative team. By fostering a collaborative environment, we encourage our educators to share best practices, engage in continuous professional development, and work together to enhance student learning outcomes. This focus on collaboration and professional growth is essential for maintaining a high standard of education across our school.

To support our teachers effectively, we have created a staff resources hub. This centralized platform provides easy access to a wealth of teaching materials, professional development opportunities, and other essential resources. By streamlining access to these tools, we empower our educators to deliver high-quality instruction and foster an engaging learning environment for our students.

At MHS, we are committed to maintaining a strong and positive school culture. To this end, we conduct weekly walk-throughs to observe classroom dynamics and provide

constructive feedback to our teachers. Additionally, we distribute the MHS culture card, which serves as a reminder of our core values and expectations. These initiatives help to reinforce our commitment to excellence and ensure that our school remains a supportive and thriving community for both students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although work has begun in the PLC process, PLCs are not maintaining fidelity of the PLC process. It has not yet become strong in the area of examining data and using it to inform instruction

Root Cause: Teachers have not been taught properly how to do this process

Problem Statement 2: Students are not performing in English 2, Algebra I and US History scores dropped

Root Cause: While we are working on strengthening PLC processes, we have work to do in the ig 4 questions, numbers 2-4

Problem Statement 3: AP scores I predict will be low

Root Cause: Lack of rigor in AP and EAS classes

Problem Statement 4: Students, parents and staff report the school is not clean and well maintained

Root Cause: Students, parents and staff report the school is not clean and well maintained and this goes back to the perceptions data in the area of respect and culture

Perceptions

Perceptions Summary

At our school, we are committed to offering a wide array of opportunities for student involvement. From extracurricular activities to leadership roles and community service projects, we strive to engage students in meaningful ways that enhance their educational experience and personal growth.

Despite our efforts to provide these opportunities, we recognize that many students do not feel a strong connection to the school. This is an area we are actively working to improve, as we understand the importance of fostering a sense of belonging and community among our students.

Our school is proud of its deep-rooted traditions and the strong family ties that many of our students and alumni share with MHS. These connections are a testament to the lasting impact our school has had on generations of families, and we aim to honor and build upon this legacy.

We are pleased to hear that stakeholders, including parents and community members, feel welcome at MHS. Creating an inclusive and inviting environment is a priority for us, and we value the support and involvement of our stakeholders in the educational process.

Our teachers are dedicated professionals who genuinely care about the well-being and success of their students. They work tirelessly to provide a supportive and nurturing learning environment, and their commitment is a cornerstone of our school's mission.

However, we are aware that the student-to-student dynamic is currently lacking in respect. This is a concern that we are addressing through various initiatives aimed at promoting positive interactions and mutual respect among students.

Similarly, we acknowledge that there is a need to improve the level of respect students show towards teachers. We are implementing programs and strategies to foster a culture of respect and appreciation for the hard work and dedication of our teaching staff.

Lastly, it is deeply concerning that some students do not feel safe at school. Ensuring the safety and security of our students is our top priority, and we are taking immediate steps to address this issue. We are committed to creating a safe and supportive environment where all students can thrive.

Perceptions Strengths

Our school takes pride in maintaining open and effective communication with families regarding school-sponsored activities. We ensure that parents and guardians are well-informed about opportunities such as tutoring, after-school programs, and student performances. This transparency not only keeps families engaged but also allows them to support their children's educational journey actively.

We are committed to providing a supportive environment where students feel comfortable seeking help. Whether it is a school-related issue or a personal concern, our dedicated teachers, counselors, and staff members are always available to offer guidance and assistance. This accessibility fosters a sense of security and trust, encouraging students to reach out whenever they need support.

Our curriculum is enriched with a diverse range of courses and co-curricular/extracurricular activities. This variety allows students to explore their interests and develop new skills, contributing to a well-rounded educational experience. By offering these opportunities, we aim to nurture each student's unique talents and passions.

Creating a welcoming atmosphere for families is a cornerstone of our school's philosophy. We strive to build strong partnerships with parents and guardians, recognizing their vital role in the educational process. Our open-door policy and inclusive practices ensure that all families feel valued and respected within our school community.

The genuine care and concern our teachers and school staff have for students is evident in their daily interactions. This nurturing environment is crucial for student development, as it promotes a positive and encouraging atmosphere where students can thrive academically and personally.

Lastly, fostering friendships and a sense of belonging among students is a priority for us. We understand the importance of social connections in a student's life, and we are pleased to know that our students feel they have friends and a supportive network within our school. This sense of community is essential for their overall well-being and success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students feel as if they do not have relationships with teachers and teachers report there is no respect from students

Root Cause: If we teach staff brain research as related to executive functioning along with trauma-informed instruction, then we will improve relationships with students, and then we will have improved relationships and respect levels, leading to improved student academic and social growth

Problem Statement 2: Students do not treat each other with respect, according to parents, staff and students

Root Cause: Students are not taught how to communicate respectfully

Problem Statement 3: Students, parents and staff report the school is not clean and well maintained

Root Cause: Restrooms are often dirty but this is caused by students. Students do not value nor respect the building

Priority Problem Statements

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 2% to 6% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Midland High School will continue to provide targeted support to students in all ELAR courses with a focus on sheltered instruction practices to increase EB students' EI and EII MAP scores</p> <p>Strategy's Expected Result/Impact: Improved English Language Development for EB Students Sheltered instruction practices help English learners (ELs) better access grade-level content while simultaneously developing their English proficiency, leading to growth in language skills.</p> <p>Higher MAP EI (English Language Proficiency) and EII (Reading Growth) Scores Targeted support enables EL students to make measurable gains on MAP assessments, reflecting improved reading comprehension, vocabulary, and language usage.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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 English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 33% to 38% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Midland High School will continue to provide targeted support to students in all ELAR courses with a focus on sheltered instruction practices to increase EB students' EI and EII MAP scores</p> <p>Strategy's Expected Result/Impact: Improved English Language Development for EB Students Sheltered instruction practices help English learners (ELs) better access grade-level content while simultaneously developing their English proficiency, leading to growth in language skills.</p> <p>Higher MAP EI (English Language Proficiency) and EII (Reading Growth) Scores Targeted support enables EL students to make measurable gains on MAP assessments, reflecting improved reading comprehension, vocabulary, and language usage.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</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 3: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 0% to 4% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Midland High School will continue to provide targeted support to students in all Alg 1 courses with a focus on sheltered instruction practices to increase EB students' Alg 1 scores</p> <p>Strategy's Expected Result/Impact: Improved English Language Development for EB Students Sheltered instruction practices help English learners (ELs) better access grade-level content while simultaneously developing their English proficiency, leading to growth in language skills.</p> <p>Higher MAP EI (English Language Proficiency) and EII (Reading Growth) Scores Targeted support enables EL students to make measurable gains on MAP assessments, reflecting improved reading comprehension, vocabulary, and language usage.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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: The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 28% to 33% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Midland High School will continue to provide targeted support to students in all Biology courses with a focus on sheltered instruction practices to increase EB students' Biology scores</p> <p>Strategy's Expected Result/Impact: Improved English Language Development for EB Students Sheltered instruction practices help English learners (ELs) better access grade-level content while simultaneously developing their English proficiency, leading to growth in language skills.</p> <p>Higher MAP EI (English Language Proficiency) and EII (Reading Growth) Scores Targeted support enables EL students to make measurable gains on MAP assessments, reflecting improved reading comprehension, vocabulary, and language usage.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: To strengthen science instruction and enhance student outcomes, the campus will send at least one classroom teacher to CAST Conference annually to participate in professional learning focused on best practices in science teaching and learning. Upon return, the teacher will lead campus-based professional development and strategy implementation to build collective capacity.</p> <p>Strategy's Expected Result/Impact: Campus science data indicates a need to increase rigor, relevance, and student engagement in science instruction.</p> <p>Providing teachers with access to statewide best practices, hands-on instructional strategies, and TEKS-aligned innovations strengthens classroom instruction.</p> <p>Professional learning networks are essential for building teacher confidence and content expertise, especially in tested grade levels.</p> <p>Staff Responsible for Monitoring: Principal; AP over science</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will purchase and integrate updated science lab and STEM equipment to support hands-on investigations, inquiry-based learning, and real-world application of scientific concepts. This will increase student engagement, deepen conceptual understanding, and strengthen alignment to grade-level TEKS.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and participation in inquiry-based learning.</p> <p>Improved student mastery of science TEKS, especially process standards.</p> <p>Higher STAAR science performance and growth indicators.</p> <p>Stronger teacher capacity to deliver rigorous, hands-on science lessons.</p> <p>More equitable access to quality lab experiences across classrooms.</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 5: The percentage of U.S. History students who score Meets Grade Level Performance or above on the U.S. History EOC EXAM will increase from 31% to 35% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Midland High School will continue to provide targeted support to students in all USH courses with a focus on sheltered instruction practices to increase EB students' USH scores</p> <p>Strategy's Expected Result/Impact: Improved English Language Development for EB Students Sheltered instruction practices help English learners (ELs) better access grade-level content while simultaneously developing their English proficiency, leading to growth in language skills.</p> <p>Higher MAP EI (English Language Proficiency) and EII (Reading Growth) Scores Targeted support enables EL students to make measurable gains on MAP assessments, reflecting improved reading comprehension, vocabulary, and language usage.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 6: 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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 73% to 76% by 2026





Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Student success will be measured by weekly formative assessments, unit exams, curriculum-based assessments (from district), and benchmarks (from district). We will continue to utilize our Title funds to pay for STAAR camps, after school, and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Increased Student Accountability and Ownership By requiring students to track their own progress weekly, students become more aware of their learning, strengths, and areas needing improvement, fostering greater responsibility for their achievement.</p> <p>Timely Identification of Learning Gaps Regular monitoring of formative assessments and unit exams allows teachers to quickly identify students who are struggling and adjust instruction or interventions before issues become critical.</p> <p>Improved Instructional Responsiveness Teachers can use weekly data to tailor lessons and differentiate instruction to better meet individual student needs, resulting in more effective teaching and learning.</p> <p>Higher Student Achievement on STAAR and District Benchmarks Ongoing progress tracking combined with targeted STAAR camps and tutoring leads to improved student performance on standardized assessments and district benchmarks.</p> <p>Staff Responsible for Monitoring: leadership team including department chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive regular coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle</p> <p>Strategy's Expected Result/Impact: Enhanced Teacher Self-Awareness and Reflective Practice Regular coaching helps teachers recognize specific instructional strengths and areas for growth, promoting intentional reflection and professional development.</p> <p>Improved Instructional Strategies and Classroom Practices Through targeted feedback and modeling, teachers refine their teaching techniques, leading to more effective and engaging lessons.</p> <p>Increased Consistency in Teaching Quality Across Classrooms Systematic coaching supports alignment in instructional practices school-wide, contributing to a cohesive learning experience for students.</p> <p>Higher Student Engagement and Achievement Improved teaching practices directly impact student learning, resulting in increased participation, comprehension, and academic success.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Planning Precision and Lesson Delivery Teachers will develop detailed, effective lesson plans that optimize instructional time and maintain student engagement throughout each class period.</p> <p>Improved Lesson Internalization Leading to More Confident Instruction With deeper understanding of lesson content and structure, teachers will deliver lessons with clarity and adaptability to meet diverse student needs.</p> <p>Enhanced Student Participation and Engagement By implementing varied means of participation and clear directions, teachers will foster active student involvement and collaborative learning.</p> <p>Higher Quality Student Work Through Use of Exemplars Students will better understand expectations and produce more rigorous work when teachers consistently use exemplars as instructional tools.</p> <p>Overall Improvement in Classroom Management and Instructional Effectiveness Focused professional development on TLAC strategies will result in more efficient, productive classroom environments conducive to academic growth.</p> <p>Staff Responsible for Monitoring: leadership team; department chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The campus leadership team and department chairs will conduct a minimum of 10 culture walks each, systematically collecting data on TLAC strategy implementation. Findings will be compiled and shared weekly via a culture report card distributed to staff. Progress will be monitored regularly, with attention to identifying and addressing any areas of concern.</p> <p>Strategy's Expected Result/Impact: Increased Awareness and Consistency of TLAC Strategy Implementation Regular culture walks promote shared understanding and consistent application of TLAC strategies across classrooms.</p> <p>Data-Driven Instructional Improvements Systematic data collection enables timely identification of strengths and areas needing support, facilitating targeted professional development and coaching.</p> <p>Enhanced Accountability Among Staff Weekly culture report cards provide transparent feedback, fostering a culture of continuous improvement and collective responsibility.</p> <p>Staff Responsible for Monitoring: leadership team; department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <ul style="list-style-type: none"> - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will conduct regular Harvard External and Internal Rounds to systematically identify instructional strengths, areas for growth, and problems of practice, with the goal of driving continuous instructional improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Effectiveness Regular rounds provide focused observations that inform targeted improvements, leading to higher-quality teaching practices.</p> <p>Improved Identification of Strengths and Growth Areas Systematic feedback allows the campus to recognize effective strategies and pinpoint specific areas requiring support.</p> <p>Focused Problem-Solving on Key Instructional Challenges Addressing problems of practice collaboratively fosters innovative solutions and sustained instructional progress.</p> <p>Strengthened Professional Learning Culture Engagement in ongoing rounds encourages reflective practice and shared responsibility among staff for instructional excellence.</p> <p>Staff Responsible for Monitoring: leadership team; harvard rounds team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Improve student attendance from 88% to 91% by May 2026

Strategy 1 Details	Reviews			
Strategy 1: Implement Class Dojo to reward students for attendance; turn in points for MHS swag at our Bulldog PBIS store	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers and AP's will make contact with parents when students are absent and document in Project Truancy	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Student attendance contracts will be implemented when students miss more than 3 days of school and documented in Project Truancy	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 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% to 93% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer comprehensive SAT, ACT, and ASVAB prep courses, both during and after school, including workshops, practice tests, and tutoring to ensure students are fully prepared to meet or exceed readiness benchmarks.</p> <p>Strategy's Expected Result/Impact: Increased student confidence and readiness for SAT, ACT, and ASVAB exams</p> <p>Higher average test scores leading to more students meeting college and career readiness benchmarks</p> <p>Reduced test anxiety and improved test-taking skills among students</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: MHS will offer a series of parent workshops, entitled Bulldog Academy, that offer meetings monthly to teach parents about programs of study, IBCs, reading a transcript, and college/career readiness</p> <p>Strategy's Expected Result/Impact: Improved family awareness and involvement in CCMR preparation efforts</p> <p>Stronger community partnerships supporting student career readiness</p> <p>Enhanced student support systems both at school and home</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The CCMR coach and principal will utilize a CCMR tracker which will track students' completion of SAT, ACT, TSIA2 and TXCB and also meet bi-monthly to review data</p> <p>Strategy's Expected Result/Impact: Focused oversight and targeted interventions contribute to a higher percentage of students graduating college, career, and military ready.</p> <p>Regular data tracking and review ensure students' progress toward CCMR benchmarks is closely monitored, increasing accountability among staff and students.</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinato</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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 2: By June 2026, the percentage of students earning a qualifying score on the SAT Reading or ACT English/Reading section by the end of their junior year will increase from 7% to 10% as measured by official test score reports.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide structured SAT/ACT prep sessions during homeroom focusing on reading comprehension, vocabulary in context, and evidence-based reading strategies. Use official practice tests to track progress and adjust instruction</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed SAT/ACT-aligned reading and analysis skills into English and social studies curricula, ensuring that students regularly engage with complex, nonfiction, and cross-disciplinary texts that mirror test formats.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure every junior has access to free online practice tools (e.g., Khan Academy for SAT, ACT Academy), printed prep materials, and test-taking strategy guides. Provide incentives for completing practice modules</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 3: By June 2026, the percentage of students earning a qualifying score on the SAT Math or ACT Math section by the end of their junior year will increase from 3% to 6%, as measured by official assessment results.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Integrate SAT/ACT-style word problems and multi-step reasoning tasks into Algebra II, Geometry, and Pre-Calculus lessons. Encourage teachers to model test-taking strategies alongside core math instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Offer targeted math prep through homeroom, emphasizing high-frequency test topics such as algebra, problem-solving, and data analysis. Incorporate official practice questions and timed drills to build both skill and speed.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide juniors with accounts for SAT/ACT-aligned online platforms (e.g., Khan Academy, ACT Academy) and set clear completion goals. Monitor progress through platform analytics and recognize students who meet milestones.	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 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 4: By June 2026, the percentage of students earning an industry-based certification by graduation will increase from 17% to 35%, as measured by verified certification records.


High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Night school and Saturday school will be offered for students that need additional time and a chance to earn credit through our credit recovery system in order to stay on track with their CTE pathway</p> <p>Strategy's Expected Result/Impact: Increased Credit Accumulation and On-Time Graduation Providing additional instructional opportunities through night and Saturday school helps students recover credits, keeping them on track to graduate on time.</p> <p>Improved Completion Rates for CTE Pathways Students are more likely to complete their Career and Technical Education (CTE) sequences successfully, enhancing their readiness for postsecondary careers.</p> <p>Reduced Dropout Rates Offering flexible credit recovery options addresses academic barriers that might otherwise lead to dropout.</p> <p>Staff Responsible for Monitoring: CCMR coordinator; counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer IBC exams during the school day and covering students' testing fees</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer dedicated prep sessions, practice exams, and study resources for certification assessments. Partner with industry professionals or local colleges to deliver specialized training aligned with certification requirements</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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 5: By June 2026, the percentage of end-of-year juniors who are "On Track" to graduate with an industry-based certification--by earning two or more credits in a program of study--will increase from 20% to 25%, as measured by student transcript and program completion data.

High Priority





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Embed career pathway planning into 10th-grade counseling, ensuring students select and sequence CTE courses early enough to earn two or more credits by the end of junior year.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create a quarterly report identifying students not on pace to earn two credits in a program of study. Use this data to target schedule adjustments, credit recovery, or summer course options.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Host career fairs, pathway showcases, and classroom visits from industry partners to build interest and motivation for staying in a program of study through certification completion.	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 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 6: Increase the percentage of all students demonstrating progress toward college, career, and military readiness from 30% to 35% by the end of the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer comprehensive SAT, ACT, and ASVAB prep courses, both during and after school, including workshops, practice tests, and tutoring to ensure students are fully prepared to meet or exceed readiness benchmarks.</p> <p>Strategy's Expected Result/Impact: Increased student confidence and readiness for SAT, ACT, and ASVAB exams</p> <p>Higher average test scores leading to more students meeting college and career readiness benchmarks</p> <p>Reduced test anxiety and improved test-taking skills among students</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MHS will offer a series of parent workshops, entitled Bulldog Academy, that offer meetings monthly to teach parents about programs of study, IBCs, reading a transcript, and college/career readiness</p> <p>Strategy's Expected Result/Impact: Improved family awareness and involvement in CCMR preparation efforts</p> <p>Stronger community partnerships supporting student career readiness</p> <p>Enhanced student support systems both at school and home</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The CCMR coach and principal will utilize a CCMR tracker which will track students' completion of SAT, ACT, TSIA2 and TXCB and also meet bi-monthly to review data</p> <p>Strategy's Expected Result/Impact: Focused oversight and targeted interventions contribute to a higher percentage of students graduating college, career, and military ready.</p> <p>Regular data tracking and review ensure students' progress toward CCMR benchmarks is closely monitored, increasing accountability among staff and students.</p> <p>Staff Responsible for Monitoring: associate principal over instruction; CCMR coordinato</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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 70% to 80% by the end of 2026. High-quality teacher at MHS is defined as:

1. Holds full state certification in the subject(s) taught. or demonstrates content expertise
2. Earns an overall "Proficient" or higher on the district's teacher appraisal system (e.g., T-TESS in Texas) in the most recent school year.
3. Shows evidence of student academic growth (e.g., meeting or exceeding district expectations in student progress measures tied to Board outcomes).
4. Participates in regular coaching cycles.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive regular, needs-based coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle</p> <p>Strategy's Expected Result/Impact: Enhanced Teacher Self-Awareness and Reflective Practice Regular coaching helps teachers recognize specific instructional strengths and areas for growth, promoting intentional reflection and professional development.</p> <p>Improved Instructional Strategies and Classroom Practices Through targeted feedback and modeling, teachers refine their teaching techniques, leading to more effective and engaging lessons.</p> <p>Increased Consistency in Teaching Quality Across Classrooms Systematic coaching supports alignment in instructional practices school-wide, contributing to a cohesive learning experience for students.</p> <p>Higher Student Engagement and Achievement Improved teaching practices directly impact student learning, resulting in increased participation, comprehension, and academic success.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Planning Precision and Lesson Delivery Teachers will develop detailed, effective lesson plans that optimize instructional time and maintain student engagement throughout each class period.</p> <p>Improved Lesson Internalization Leading to More Confident Instruction With deeper understanding of lesson content and structure, teachers will deliver lessons with clarity and adaptability to meet diverse student needs.</p> <p>Enhanced Student Participation and Engagement By implementing varied means of participation and clear directions, teachers will foster active student involvement and collaborative learning.</p> <p>Higher Quality Student Work Through Use of Exemplars Students will better understand expectations and produce more rigorous work when teachers consistently use exemplars as instructional tools.</p> <p>Overall Improvement in Classroom Management and Instructional Effectiveness Focused professional development on TLAC strategies will result in more efficient, productive classroom environments conducive to academic growth.</p> <p>Staff Responsible for Monitoring: leadership team; department chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The campus leadership team and department chairs will conduct a minimum of 10 culture walks each, systematically collecting data on TLAC strategy implementation. Findings will be compiled and shared weekly via a culture report card distributed to staff. Progress will be monitored regularly, with attention to identifying and addressing any areas of concern.</p> <p>Strategy's Expected Result/Impact: Increased Awareness and Consistency of TLAC Strategy Implementation Regular culture walks promote shared understanding and consistent application of TLAC strategies across classrooms.</p> <p>Data-Driven Instructional Improvements Systematic data collection enables timely identification of strengths and areas needing support, facilitating targeted professional development and coaching.</p> <p>Enhanced Accountability Among Staff Weekly culture report cards provide transparent feedback, fostering a culture of continuous improvement and collective responsibility.</p> <p>Staff Responsible for Monitoring: leadership team; department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will conduct regular Harvard External and Internal Rounds to systematically identify instructional strengths, areas for growth, and problems of practice, with the goal of driving continuous instructional improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced Instructional Effectiveness Regular rounds provide focused observations that inform targeted improvements, leading to higher-quality teaching practices.</p> <p>Improved Identification of Strengths and Growth Areas Systematic feedback allows the campus to recognize effective strategies and pinpoint specific areas requiring support.</p> <p>Focused Problem-Solving on Key Instructional Challenges Addressing problems of practice collaboratively fosters innovative solutions and sustained instructional progress.</p> <p>Strengthened Professional Learning Culture Engagement in ongoing rounds encourages reflective practice and shared responsibility among staff for instructional excellence.</p> <p>Staff Responsible for Monitoring: leadership team; harvard rounds team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will maintain an ongoing mentoring program designed to provide targeted support and guidance for new and struggling teachers, fostering their professional growth and improving instructional effectiveness.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Retention and Job Satisfaction New and struggling teachers receive personalized support, increasing their confidence and commitment to remain at the campus.</p> <p>Accelerated Professional Growth Ongoing mentoring facilitates the development of effective instructional practices and classroom management skills.</p> <p>Enhanced Instructional Quality Across Classrooms Mentored teachers implement research-based strategies more effectively, leading to improved student engagement and learning outcomes.</p> <p>Staff Responsible for Monitoring: principal; AP over mentor program</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.</p> <p>Strategy's Expected Result/Impact: Improved Teacher Collaboration and Consistency Teachers across departments develop a shared understanding of curriculum goals, pacing, and assessment standards, leading to a more consistent learning experience for students school-wide.</p> <p>Enhanced Teacher Clarity in Instruction By focusing PLC discussions on clarifying learning objectives and success criteria, teachers deliver lessons with greater precision, helping students better understand what is expected of them.</p> <p>Deeper Lesson Internalization and Instructional Quality Through ongoing collaboration, teachers refine their lesson plans and instructional strategies, resulting in more engaging, student-centered lessons that promote higher-order thinking.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will receive regular coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle</p> <p>Strategy's Expected Result/Impact: Enhanced Teacher Self-Awareness and Reflective Practice Regular coaching helps teachers recognize specific instructional strengths and areas for growth, promoting intentional reflection and professional development.</p> <p>Improved Instructional Strategies and Classroom Practices Through targeted feedback and modeling, teachers refine their teaching techniques, leading to more effective and engaging lessons.</p> <p>Increased Consistency in Teaching Quality Across Classrooms Systematic coaching supports alignment in instructional practices school-wide, contributing to a cohesive learning experience for students.</p> <p>Higher Student Engagement and Achievement Improved teaching practices directly impact student learning, resulting in increased participation, comprehension, and academic success.</p> <p>Staff Responsible for Monitoring: leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Planning Precision and Lesson Delivery Teachers will develop detailed, effective lesson plans that optimize instructional time and maintain student engagement throughout each class period.</p> <p>Improved Lesson Internalization Leading to More Confident Instruction With deeper understanding of lesson content and structure, teachers will deliver lessons with clarity and adaptability to meet diverse student needs.</p> <p>Enhanced Student Participation and Engagement By implementing varied means of participation and clear directions, teachers will foster active student involvement and collaborative learning.</p> <p>Higher Quality Student Work Through Use of Exemplars Students will better understand expectations and produce more rigorous work when teachers consistently use exemplars as instructional tools.</p> <p>Overall Improvement in Classroom Management and Instructional Effectiveness Focused professional development on TLAC strategies will result in more efficient, productive classroom environments conducive to academic growth.</p> <p>Staff Responsible for Monitoring: leadership team; department chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
1	1	3	Midland High School will continue to provide targeted support to students in all ELAR courses with a focus on sheltered instruction practices to increase EB students' EI and EII MAP scores
1	2	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
1	2	3	Midland High School will continue to provide targeted support to students in all ELAR courses with a focus on sheltered instruction practices to increase EB students' EI and EII MAP scores
1	3	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
1	3	3	Midland High School will continue to provide targeted support to students in all Alg 1 courses with a focus on sheltered instruction practices to increase EB students' Alg 1 scores
1	4	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
1	4	3	Midland High School will continue to provide targeted support to students in all Biology courses with a focus on sheltered instruction practices to increase EB students' Biology scores
1	5	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
1	5	3	Midland High School will continue to provide targeted support to students in all USH courses with a focus on sheltered instruction practices to increase EB students' USH scores
2	1	1	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
2	1	3	Teachers will receive regular coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle
2	1	4	Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.
2	1	5	The campus leadership team and department chairs will conduct a minimum of 10 culture walks each, systematically collecting data on TLAC strategy implementation. Findings will be compiled and shared weekly via a culture report card distributed to staff. Progress will be monitored regularly, with attention to identifying and addressing any areas of concern.

Goal	Objective	Strategy	Description
2	1	6	The campus will conduct regular Harvard External and Internal Rounds to systematically identify instructional strengths, areas for growth, and problems of practice, with the goal of driving continuous instructional improvement.
4	1	1	Teachers will receive regular, needs-based coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle
4	1	2	Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.
4	1	3	The campus leadership team and department chairs will conduct a minimum of 10 culture walks each, systematically collecting data on TLAC strategy implementation. Findings will be compiled and shared weekly via a culture report card distributed to staff. Progress will be monitored regularly, with attention to identifying and addressing any areas of concern.
4	1	4	The campus will conduct regular Harvard External and Internal Rounds to systematically identify instructional strengths, areas for growth, and problems of practice, with the goal of driving continuous instructional improvement.
4	1	5	The campus will maintain an ongoing mentoring program designed to provide targeted support and guidance for new and struggling teachers, fostering their professional growth and improving instructional effectiveness.
4	1	6	Professional Learning Communities: The leadership team at Midland High School will collaborate closely with teachers to organize and implement effective PLCs, ensuring a cohesive and streamlined curriculum across all subject areas. This year, PLCs will emphasize enhancing teacher clarity and deepening lesson internalization.
4	1	7	Teachers will receive regular coaching from their appraisers utilizing the See It, Name It, Do It instructional coaching cycle
4	1	8	Teachers will engage in ongoing professional development focused on TLAC strategies, including minute-by-minute planning, lesson internalization, use of exemplars, means of participation, and clear instructional directions.

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