

**Midland Academy Charter School
District/Campus Improvement Plan
2023-2024**



September 18, 2023

Date of School Board Approval

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

Planning and Distribution Procedures

CNA and D/CIP Process:

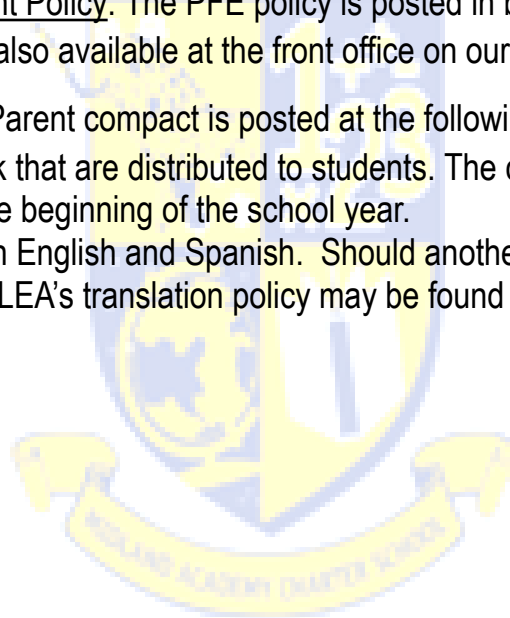
Midland Academy engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Date: The CNA was conducted on August 15, 2023, for the 2023-2024 school year. Follow-up date January 14th, 2024.
- Stakeholders: Midland Academy's stakeholders are selected first by fulfilling both TEA and ESSA statues of key stakeholders. Our invitations are sent out via email and public. Key stakeholders are sent data to be reviewed prior to meeting to aide in meaningful conversations and decision making. notice of meeting posted on website Sign-in sheet(s) for CNA and D/CIP development may be found in Appendix A.
- Data Gathering: The data sources and areas examined are included in the CNA Summary located in Appendix C.
- Meetings: August 15, 2023, December 14, 2023, April 4, 2024, June 25, 2024 (Quarterly and/or as needed)
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan (See Appendix B). After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

Planning and Distribution Procedures, cont.

Distribution:

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



Legal References

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

Mission Statement

Shaping Community...Building Excellence

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

DISTRICT ESSA REQUIREMENTS

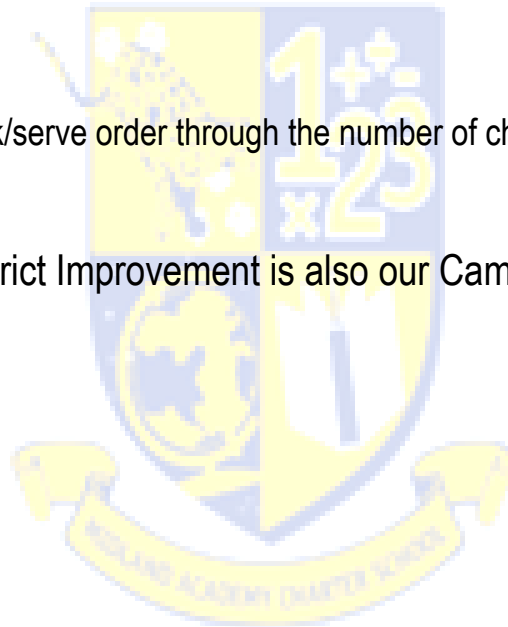
Equity Plan [ESSA Sec. 1112(b)(2)]: Midland Academy is fully staffed with highly qualified teachers. All students regardless of classification are taught and instructed by highly qualified staff.

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

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

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

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



SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

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

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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

State Compensatory Education

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

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

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

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

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

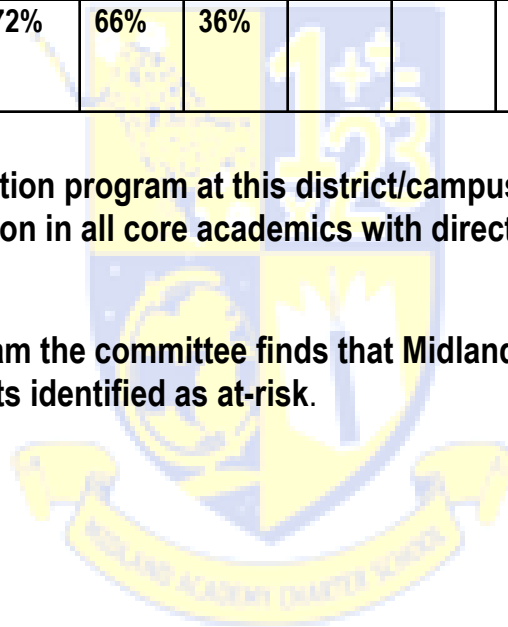
At Midland Academy Charter School, State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2021	2022	2023	2021	2021	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Students At-Risk	26%	43%	41%	26%	55%	34%	14%			23%	42%	42%	14%	0%(1)	%
Students Not At-Risk	52%	63%	59%	57%	72%	66%	36%			49%	70%	33%	35%	50%	%

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

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



Federal, State and Local Funding Sources

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

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

Federal	
Program/Funding Source	Amount of Funding
Title 1, Part A	64,906
Title II, Part A	11,121
Title IV	10,000
IDEA-B	77,744
ESSER III 20-23	551,206 (remaining amount 23-24 is 183,854)
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	224,000
Gifted/Talented	600
Special Education	2,000
Bilingual/ESL Program	6,000

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

Objective 1: By May of 2024, 63% of students in 3rd – 8th grade will achieve meets or masters on the MATH STAAR; 74% of students in 3rd – 8th grade will achieve meets or masters on the READING STAAR.

Evaluation: 69% of all students pass all portions of the STAAR Test.

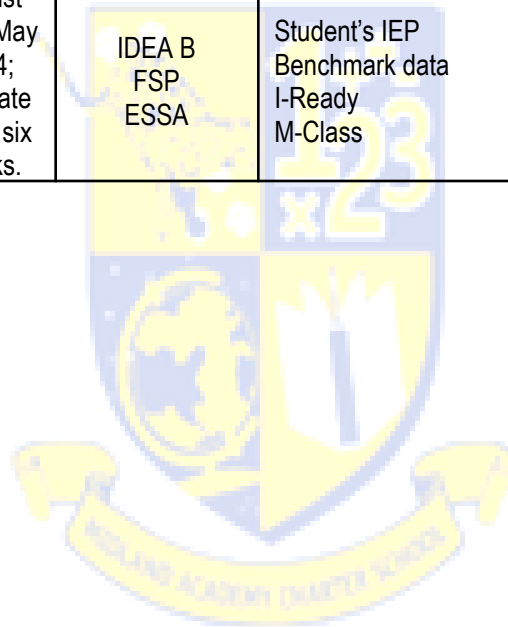
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implementation of supplemental programs/materials in all core areas.	<ul style="list-style-type: none"> Core subject teachers Dean 	Monthly	FSP Comp. Ed. \$26,985	Student assessment results, teacher lesson plans, observation notes	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Use of TEKS Resource Systems for ELA, Math, Science and Social Studies	<ul style="list-style-type: none"> Core subject teachers Dean 	Weekly	FSP Comp. Ed. \$6,700	Lesson plans, observations/walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Administer digital BOY, MOY, EOY benchmark assessments.	<ul style="list-style-type: none"> Core subject teachers Dean 	September 2023-May 2024	FSP \$27,000	Assessment Data M-Class I Ready Released STAAR Data Results	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Provide intervention materials for reading and math for identified students.	<ul style="list-style-type: none"> Core subject teachers Interventionists Dean 	Sept. 2023-May 2024	FSP \$2,600	Lesson plans, MTSS documentation and student progress measures	Student performance in academic areas of need.
Conduct summer school instruction in reading in math for identified students.	<ul style="list-style-type: none"> Dean Summer School Teachers 	June 2024	Esser III	Lesson Plans, Student Progress Reports, State Assessment Reports	Academic skills increased in skill areas specifically identified.
Employee Interventionists to provide MTSS support for students and modeling instruction and planning for staff.	<ul style="list-style-type: none"> Superintendent Dean Interventionists 	Yearly	Title I \$65,000 ESSER III \$59,000	Student progress MTSS Documentation	Students in MTSS will show improved performance on identified areas of need.

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

Objective 2: By May of 2024, 25% of students identified as Special Education students will obtain approaches or higher performance levels on STAAR Reading and Math.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide specialized services and curriculum to students who are eligible for special education services.	<ul style="list-style-type: none">• SPED Teacher• Core Teachers	August 2023-May 2024; Evaluate every six weeks.	IDEA B FSP ESSA	Student's IEP Benchmark data I-Ready M-Class	Improved performance on concept-specific aligned assessments.



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

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

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

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



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

Objective 1: By May 2024 the number of referrals involving discipline or violence will be reduced by 5% as measured by our number of discipline referrals turned in for evaluation by the administration.

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

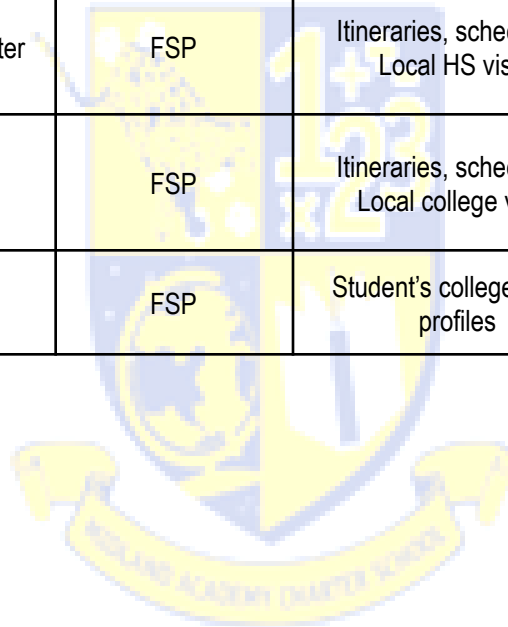
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinated school health will be addressed and implemented based on the recommendations of the SHAC Committee	Superintendent, Dean, SHAC Committee	Quarterly	FSP	Agendas, minutes from SHAC meetings	Attendance Rate
The district will be implementing the Guardian Program in the year 2023-2024.	Superintendent, Dean and Certified Guardian Team	Yearly	FSP	Guardian and CHL Certificates	An increase in student, parent safety surveys.
The district will conduct SB 11 Safety audits according to the mandated guidelines.	Superintendent	Yearly	FSP	Audit report	Safety changes that are needed to be corrected are made and/or the audit report is acceptable.
The district uses GermBlast to ensure a hygienic sanitized learning environment.	Superintendent and Cleaning Crew	Monthly	ESSER III \$6,700	Documentation of scheduled visits.	Reduced number of absences in teachers and students.
The district will implement and train staff on a cultivating culture with intention program.	Superintendent Dean	Aug 2023-May 24	FSP	Decrease in office referrals, ISS and positive culture in classrooms	Decrease in office referrals, ISS and positive culture in classrooms

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

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

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

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



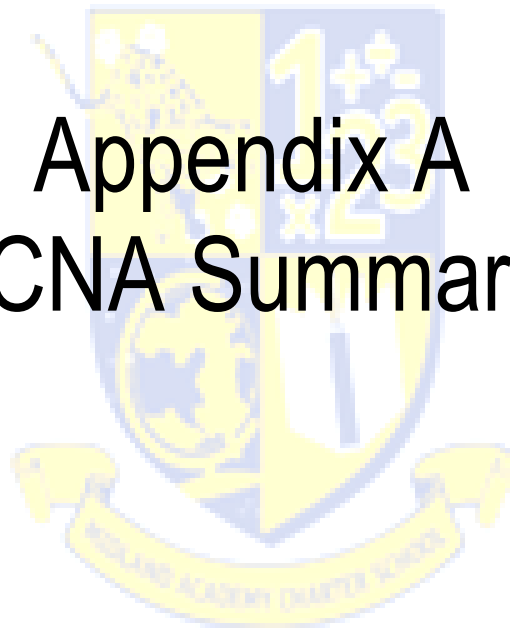
Goal 5: Parents and Community will be partners in the education of students at Midland Academy.

Objective 1: By May 2024, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

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

Appendix A CNA Summary



Comprehensive Needs Assessment Summary – 2023-2024

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

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	74% of 3rd - 8th graders meets or mastered the STAAR Reading	Increase our first and second graders reading at grade level from 47% to 75% by EOY	The priorities for MAC is to increase our core academics that we can evaluate through various assessments.
	100% of 8th Graders passed the MATH STAAR	Science Performance for 5th and 8th on STAAR	
	80% of Kindergarteners are reading at or above grade level	8th Grade Social Studies Performance on STAAR	
		Special Education students performance on STAAR	
Staff Quality	Highly Qualified staff	Continued professional development in curriculum.	To retain our highly qualified staff and continue to help our staff receive appropriate professional development.
	Low teacher/staff turnover	Professional development on researched based effective instruction.	

School Climate/ Safe & Healthy Schools	Active parent/guardian involvement in school functions and input.	Decrease the number of discipline referrals and ISS Attendance	Decrease the number of office referrals and ISS attendance while providing a safe effective school climate for all who attend MACS.
	Small class sizes		
	Full time counselor on site		
College & Career Readiness/ Graduation/ Dropout Reducation	Counselor works with our students in preparing for college and workforce readiness	Raising awareness of post graduation opportunities in the workforce.	To fully fund our on site counselor that provides our students with college and workforce readiness activities.
Family and Community Involvement	High attendance rates at parent/families events	More community partners	To continue to involve parents/families with the education of their children and work as partners in this process.
	High volume of parent volunteers to support Midland Academy		
	Various outreach activities to involve parents/families with Midland Academy and the education of their students		
District/Campus Commitments	Full time on-site Technology coordinator	Effective plan for replacing and updating technology	To fund our full time technology coordinator and develop effective plans for replacing and inventory of our technology while supporting our staff on effective use of technology in the workplace.
		Professional development and campus support for all staff on the effective use of the technology in their work environment.	

Appendix B

Data for Decision Making



	Mathematics									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level				
						Did Not Meet	Approaches	Meets	Masters	
Midland Academy	214	0	1722	0%	05/03/23	14.49%	25.23%	37.85%	22.43%	
Economic Disadvantage	13	0	1842	0%	05/04/23	0%	15.38%	53.85%	30.77%	
Asian	6	0	1941	0%	05/04/23	0%	0%	33.33%	66.67%	
Black/African American	12	0	1689	0%	05/03/23	33.33%	33.33%	25%	8.33%	
Hispanic	127	0	1644	0%	05/03/23	15.75%	29.13%	37.01%	18.11%	
White	69	0	1853	0%	05/03/23	10.14%	18.84%	42.03%	28.99%	
Currently Emergent Bilingual	10	0	1726	0%	05/03/23	10%	20%	40%	30%	
Special Ed Indicator	14	0	1538	0%	05/03/23	78.57%	0%	14.29%	7.14%	
School wide Performance	60.28%									



	Reading/ELA							
	Total Students	Raw Score	Scale Score	STAAR Overall Performance Level				
				Did Not Meet	Approaches	Meets	Masters	
Midland Academy	214	0	1639	5.14%	20.56%	39.72%	34.58%	
Economic Disadvantage	13	0	1675	0%	30.77%	30.77%	38.46%	
Asian	6	0	1721	0%	16.67%	16.67%	66.67%	
Black/African American	12	0	1664	0%	33.33%	50%	16.67%	
Hispanic	127	0	1626	6.30%	23.62%	35.43%	34.65%	
White	69	0	1651	4.35%	13.04%	47.83%	34.78%	
Currently Emergent Bilingual	10	0	1651	0%	10%	60%	30%	
Special Ed Indicator	14	0	1489	42.86%	42.86%	14.29%	0%	
Schoolwider Performance	74.30%							

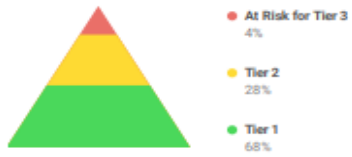
Diagnostic Results



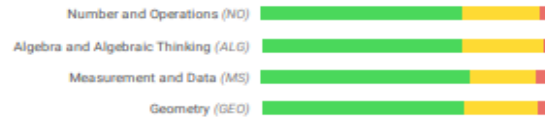
School: MIDLAND ACADEMY CHARTER SCH
 Subject: Math
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None
 Placement Definition: Standard View

Students Assessed/Total: 376/376

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	80% Tier 1, 20% Tier 2	54/54
Grade 1	48% Tier 1, 52% Tier 2	54/54
Grade 2	46% Tier 1, 50% Tier 2, 4% At Risk for Tier 3	52/52
Grade 3	90% Tier 1, 10% Tier 2	51/51
Grade 4	69% Tier 1, 24% Tier 2, 6% At Risk for Tier 3	49/49
Grade 5	68% Tier 1, 24% Tier 2, 9% At Risk for Tier 3	34/34
Grade 6	69% Tier 1, 20% Tier 2, 11% At Risk for Tier 3	35/35
Grade 7	73% Tier 1, 20% Tier 2, 7% At Risk for Tier 3	30/30
Grade 8	76% Tier 1, 24% Tier 2	17/17



Diagnostic Results



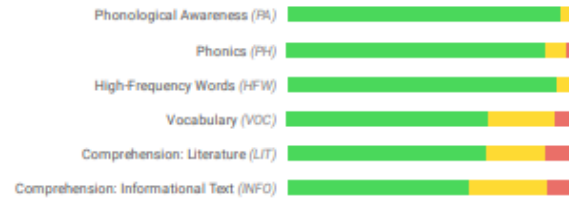
School: MIDLAND ACADEMY CHARTER SCH
 Subject: Reading
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None
 Placement Definition: Standard View

Students Assessed/Total: 376/376

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

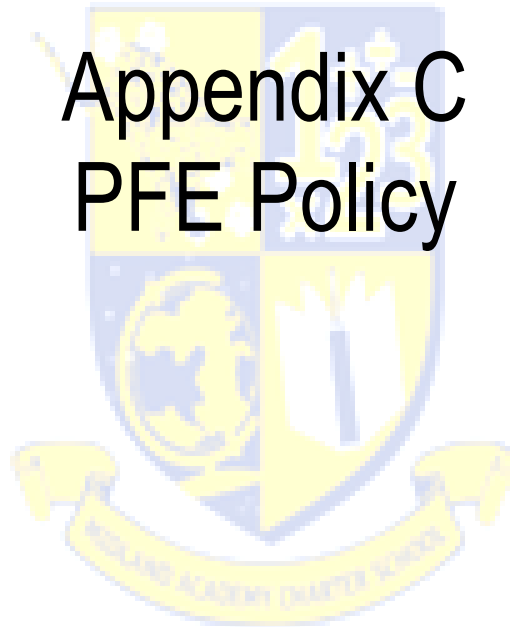
Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	96% 4%	54/54
Grade 1	69% 31%	54/54
Grade 2	67% 25% 8%	52/52
Grade 3	92% 4% 4%	51/51
Grade 4	71% 20% 8%	49/49
Grade 5	68% 18% 15%	34/34
Grade 6	51% 17% 31%	35/35
Grade 7	80% 13% 7%	30/30
Grade 8	82% 12% 6%	17/17



Appendix C

PFE Policy



Midland Academy Parent and Family Engagement Policy



Midland Academy Charter Parent and Family Engagement Policy ESSA Section 1116 2023-2024

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

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

Midland Academy will conduct meetings where stakeholders such as parents, teachers and administration will gather to review Midland Academy's Parental Involvement Policy and the school-parent compact. The Parental Engagement Policy will be distributed as an

appendix to the student handbook. The policy will also be posted to our school website. Parents of new enrolling students will receive the policy upon registration.

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

Monthly Campus Improvement Team Meetings

Regular Title 1 meetings

PTO Meetings

General School Meetings

Parents Meetings

Newsletter

Parental Involvement link on website

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

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

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

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

Monthly Campus Improvement Team Meetings

Monthly Campus Solution Team Meetings

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

PTO Meetings (monthly meeting held in the afternoon)

General School Meetings (held periodically at varying times)

Parent Meetings (held periodically at varying times)

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

Grade level Orientation

Family Literacy Night

Family Math Night

Title I meetings

PTO Meetings

General School Meetings

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

(A) timely information about programs under this part;

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

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

Section 1116 (c)(4)

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

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

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

Section 1116 (c)(5)

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

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

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

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

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

Section 1116 (e)(2)

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

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

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

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

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