Midland Independent School District

Pre-K Academy at Midland College

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of the PreK Academy at Midland College is to provide quality, developmentally-appropriate, early childhood education to children ages three through five, preparing them for success in kindergarten. This program examines the needs of the children, families, school district, and the community we serve.

Vision

PreK Academy at Midland College exists for two purposes: service and teacher training. The service function is met by providing a high quality Prekindergarten three and four year old program. This service function is also met by providing a model early childhood education program for the children, families, and early childhood professionals of the Midland community. PreK Academy at Midland College will provide instructional lab support for education, child development, psychology, and health science to meet college and high school students' educational goals. PreK Academy at Midland College will serve as a model charter school for other communities across the state.

Goal

The goal of the Pre-K Academy at Midland College is to prepare children to enter Kindergarten with the academic and social/emotional skills to be successful.

We believe this is best accomplished within an early childhood education program that does the following:
Provides a safe, healthy, and stimulating physical environment that encourages each child to develop responsibility and independence;
Considers the developmental needs and interests of each child;
Offers opportunities to grow in creativity, discovery and academic areas including STEAM; and
Encourages parent/guardian involvement and supports the family in their role as their child's first teacher.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Permian Basin oil boom has created enormous needs for not only childcare but also teachers and teacher preparation programs in the community. This has prompted numerous conversations about how to address the needs and these area organizations have expressed the willingness to help and contribute to meeting the identified community needs. Senate Bill 1882 (SB 1882) authorizes school districts in Texas to partner with local nonprofits currently offering exemplary early childhood programs. Midland ISD (MISD) received a planning grant from the Texas Education Agency to work with Midland College (MC) to determine the feasibility of establishing a district PreK charter school governed by Midland College.

This partnership will take advantage of the opportunity created by SB 1882 to respond aggressively to the community need for improved and expanded PreK education. In order to help meet the challenge of early childhood education in Midland, Midland College has developed a multi-faceted plan to improve quality and increase available space for PreK children in the community. The PreK Academy at Midland College will: increase the number of 4 and 5-year-olds receiving quality PreK education at MC from 40 to 160; provide an exemplary PreK education model for other community providers; provide high quality opportunities for student teaching and other teacher internship experiences; and provide professional development for area PreK providers.

At the beginning of the 2019-2020 school year, there are currently 17 students per class. 25 students are on the waiting list for 3-year-old PreK and 5 students are on the waiting list for 4-year-old PreK. The office receives calls on a daily basis from parents asking about enrollment. Currently enrolled students include 19 Head Start students, 49 students meeting eligibility criteria for state PreK funding, and 19 students paying tuition. At present, 9 students have been identified as English Learners and are served via an ESL program. Two classroom teachers are ESL certified. Approximately one-third of staff are bilingual, including the campus secretary, who is usually the first point of contact when parents or family members call. Students meeting eligibility requirements as students with disabilities will be served as needed by MISD staff at the PreK Academy. Each student's ARD committee will determine services, programming, and location based upon individual student needs. Special education services will be contracted with MISD.

Teachers were hired following the standards set by TEA for highly qualified personnel. Job opportunities were posted on Midland College’s human resource web page and communicated through public service announcements and advertisements. Per established procedures, Midland College established a hiring committee to interview each candidate using the same questions and point system. The committee identified and made recommendations for employment. The PreK Academy needs one full-time assistant and one part-time assistant to be fully staffed.

Teachers and assistants must complete ‘new hire’ training before starting in the classroom on topics such as child abuse prevention, civil rights, food handler’s training, SIDS/Shaken Baby, 24 hours of Pre-Service training (mainly child development and classroom management), and CPR/First Aid. Teachers will receive training and support in classroom management, assessments, progress monitoring and Response to Intervention (RtI,) and any other areas identified by administration and/or staff. All teachers will be required to participate in Texas School Ready Comprehensive (TSR). The Texas School Ready coaching and mentoring along with a supportive leadership staff will provide individualized support and instruction for teachers. Other training opportunities will be considered on an individualized basis and as needed, such as: Texas School Ready Summer Institute, Academy for Teachers of Young Children, TXAEYC, and Symposium for Early Education. With required training, TSR training and additional training based upon needs identified by the director, staff will receive more than the required 30 hours of training each year for both child care licensing and SBEC certification renewal requirements.

Two teachers will be attending a two-day Conscious Discipline training in October that provides participants an in-depth two-day introduction to Dr. Becky Bailey's evidenced-based, trauma-informed approach to supporting students social-emotional learning. The teachers will then come back and train all staff in order to effectively implement Conscious Discipline as the classroom management program in all classrooms. Teachers and staff will receive ongoing training as well as in-classroom coaching as needed.

The Texas School Ready Comprehensive Observation Tool (COT) and the Texas Teacher Evaluation and Support System (T-TESS) will be used to encourage teacher growth and improvement. Each teacher will be evaluated using the Texas-Teacher Evaluation and Support System (T-TESS). Teachers will be scored on their progress and student progress throughout the school year. Annual evaluations and improvement plans will be used to support struggling teachers and leaders.

The PreK Academy is fortunate to have assistance from the community, parents, and Midland College. Two Foster Grandparents (Granny Eva and Granny Mabel) from Senior Life Midland and a parent volunteer are currently providing regular assistance in classrooms. A Midland College work-study student helps 5 days a week. She provides assistance in the office, washes dishes, and does laundry on Fridays. This semester, MC psychology students will also be working with PreK Academy students as part of an assignment to understand a young child's cognitive and psycho-social development. They will first come up with ways to test cognitive and psycho-social abilities; then go to the classroom to actually conduct these activities that they have designed. Finally, they will develop an activity that they believe could foster any cognitive skills (e.g., working memory, attention, etc) or social/emotional skills (e.g., empathy, self awareness, etc.) and administer this in the classroom.

Midland College donated a classroom in the MC Library for use by the PreK Academy and start-up funds were utilized to buy books for the library. Students visit the library each week and are treated to read-alouds by "Guest Readers." All Guest Reader spots for the semester have already been filled by volunteers from the community who have signed up to read to the students.

Demographics Strengths

Midland College (MC) has long collaborated with Midland ISD. Building on the foundation of the successful partnership and a successful Child Development and AAT programs, MC will develop a selective admission/cohort programs akin to others already in existence at the college. MC faculty in Education and Child Development Early Childhood have worked extensively with early childhood, Head Start, Preschool Program for Children with Disabilities, and gifted and talented in both teaching and administrative roles. The MC Child Development Early Childhood program requires field experiences and the program is built around practical application assignments that include lesson plan preparation and implementation of developmentally appropriate activities. MC faculty are innovative and reflective; they are continually assessing programs and implementing improvements. MC faculty have experience in communicating with MISD goal/initiatives through new teacher and beginning of the year in-service training. The collaboration with Midland ISD allows for additional opportunities to share resources and training.

A collaborative and positive culture with a focus on our mission and vision aligned with common values and beliefs regarding early childhood education will support retention of high-performing staff.

The PreK Academy is fortunate to have assistance from the community, parents, and Midland College. Two Foster Grandparents (Granny Eva and Granny Mabel) from Senior Life Midland and a parent volunteer are currently providing regular assistance in classrooms. A Midland College work-study student helps 5 days a week. She provides assistance in the office, washes dishes, and does laundry on Fridays. This semester, MC psychology students will also be working with PreK Academy students as part of an assignment to understand a young child's cognitive and psycho-social development. They will first come up with ways to test cognitive and psycho-social abilities; then go to the classroom to actually conduct these activities that they have designed. Finally, they will develop an activity that they believe could foster any cognitive skills (e.g., working memory, attention, etc) or social/emotional skills (e.g., empathy, self awareness, etc.) and administer this in the classroom.

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Problem Statements Identifying Demographics Needs

Problem Statement 1: The PreK Academy is currently not fully staffed; efforts are ongoing to recruit, select, and retain a full staff of highly qualified educators. **Root Cause:**

Higher-paying job opportunities abound in the Permian Basin which can make staff retention a challenge.

Student Learning

Student Learning Summary

The PreK Academy at MC will implement the Texas School Ready (TSR) model to monitor student progress. The Texas School Ready Project (TSR) is a data-driven, comprehensive professional development and child progress monitoring program aimed at increasing school readiness skills in at-risk students. Texas School Ready is a comprehensive, research-based professional development program for early education teachers that ensures at-risk children receive targeted instruction in critical school readiness skills.

In 2014, the Children's Learning Institute (CLI) partnered with state agencies to build a platform that could deliver these tools to a greater number of programs. This platform, CLI Engage, now houses free resources for educators and families of children ages 0-6. CLI Engage provides a comprehensive, integrated resource suite that connects professional development (online courses) to classroom implementation (activity collections) and highly targeted data collection and planning (child progress monitoring and teacher observation and goal-setting).

Research conducted by the Children's Learning Institute (CLI), as well as innumerable studies in the field, strongly suggests that a successful approach to improving early learning environments combines the following key components:

- Activities & Materials: Curriculum and classroom materials that are developmentally appropriate and support skills known to predict school readiness.
- Online Learning & Professional Development: Ongoing professional development for teachers that incorporates effective adult learning strategies, provides authentic context, and supports teachers in moving toward more sophisticated instruction.
- Screening, Progress Monitoring, and Observation: Data-driven decision making tools, including: (1) child progress monitoring that is research-validated and briefly administered and whose primary purpose is to inform instruction, and (2) observation tools that measure teacher practice and provide concrete bases for setting goals for improvement.

CLI strongly recommends the use of assessment data to help early childhood teachers understand student skill levels and individualize instruction to support areas in which students are at-risk for falling significantly behind. Formative assessment is also beneficial for teacher professional development by tracking the use of quality teaching behaviors and setting goals for improvement based on results.

Teachers and staff at the PreK Academy at MC will utilize the screening, progress monitoring, and observation tools available via CLI Engage. Teachers will receive training and ongoing support for administration of the CIRCLE Progress Monitoring System, a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skills.

The CIRCLE Progress Monitoring System:

- is on the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments
- is available at **no cost** to programs eligible for the TSR Online program
- provides significant flexibility in administration, including choice of measures and timing of assessments
- provides links to CIRCLE activities that target specific skills based on assessment results
- includes a wide range of reporting features instantly accessible
- demonstrated high reliability and validity in multiple research studies

The CIRCLE Progress Monitoring System's reporting features provide snapshots of student skill levels at the individual, group, class, school, and even district levels. The reports use clear visual indicators to flag students below established benchmarks. Student grouping features and links to recommended activities automatically provide the teacher with the first steps in beginning small group instruction that targets specific skill areas.

Research-based differentiation for small group and individual instruction will be provided to students who are not meeting progress monitoring benchmarks. Ongoing monitoring will be used to evaluate progress and success.

Student Learning Strengths

For nearly 15 years, the Children's Learning Institute has managed the implementation and ongoing enhancement of the Texas School Ready Project (TSR) —a data-driven, comprehensive professional development and child progress monitoring program aimed at increasing school readiness skills in at-risk students. Thousands of Pre-K centers in Texas have implemented the TSR model since 2003. As TSR has grown, researchers at the Children's Learning Institute at the University of Texas Health Science Center have been collecting incredible amounts of data to track changes in teachers' instructional practices and advancements in their students' school readiness skills. The Children's Learning Institute (CLI) is a leader in the development of research-based tools to improve early education quality.

TSR cultivates both academic and socio-emotional skills. TSR identifies and integrates the key components proven to produce rich learning centers for at-risk children. Teacher training alone does not result in significant benefits to student learning. TSR combines research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher coaching, and sustainable programming to build effective preschool classrooms. TSR is cost effective.

The single most important predictor of educational success is kindergarten readiness. Students of TSR teachers start kindergarten with better language comprehension, more advanced phonological awareness, larger breadth of expressive vocabulary, and more print and letter knowledge than other children. TSR studies demonstrate that younger students in the program generally show greater gains than older students—especially in the areas of vocabulary, complex language, and phonological awareness.

In 2014, TSR's tools were integrated into an innovative online platform that became known as CLI Engage. CLI Engage is an online delivery system that includes professional development courses, child assessment and reporting tools, supplementary lessons, and more. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. The data used to support the reliability and validity of the CIRCLE Progress Monitoring System came from numerous research studies done by the Children' Learning Institute over a five-year span.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The PreK Academy at Midland College will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order. **Root Cause:** The campus is currently housed in portable buildings and conditions are less than ideal.

School Processes & Programs

School Processes & Programs Summary

The PreK Academy at MC has authority over matters involving academic curriculum and the instructional program, except for Special Education. Midland ISD will have authority to operate, maintain, oversee, and intervene in the Special Education program; special education services will be contracted with MISD. The ARD committee for each individual student will determine services, programming, and location based upon individual student needs.

The PreK Academy at Midland College will utilize the Texas School Ready (TSR) framework, including the CIRCLE progress monitoring tool, and state approved curriculum, Opening the World of Learning: Texas Comprehensive Pre-K, aligned with the Texas Prekindergarten Guidelines.

Texas School Ready (TSR) is a comprehensive preschool teacher training program combining a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. The goal of this program is to help children be better prepared for school. Using the CIRCLE progress monitoring tool, teachers will utilize grouping and individual progress to develop small groups and individual instruction and target specific skill areas. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time.

Research-based differentiation for small group and individual instruction will be provided to students who are not meeting progress monitoring benchmarks. Ongoing monitoring will be used to evaluate progress and success. The TSR model and state approved curriculum (OWL) will provide structure for research-based, developmentally appropriate strategies supporting early learners, English Learners, and other special populations.

Teachers will receive required planning time daily and team meetings will be held to go over lesson planning and individual professional development needs. The PreK Academy has partnered with Head Start through an initiative to provide ongoing mentoring and support to teachers.

Midland College developed a multi-faceted plan to improve quality and increase available space for PreK children in the community, including the construction of a new 19,000 square foot teaching and learning facility on the campus, adjacent to the existing H. L. Greathouse Children's Center. The facility will house PreK instructional space and associated areas as well as instructional space for teacher preparation classes and professional development activities. The proposed building will house: 8 PreK classrooms, a faculty break room, cafeteria and auditorium, library, food prep area, laundry room, gymnasium, playground, 4 college classrooms, a conference/seminar room, a multipurpose training/workshop room, and administrative offices.

The PreK Academy at Midland College is is currently operating in portable buildings; it is not known when construction will begin on the permanent facility. MC and MISD are working on a solution for food services. Currently, Great Western delivers prepared food in bulk to the school office. The principal and secretary divide the food into smaller serving dishes for each classroom. Once delivered to the classrooms, meals are served "family style" as teachers plate the food for each student. Students are eating on paper plates. Staff are hopeful that MISD will begin providing meals except for the days when MISD is not in session. Other facilities needs at this time include a washer and dryer for weekly laundry, a sink and dishwasher, and ideally, a utility room to house these appliances and serve as meal prep.

Ongoing communication between the PreK Academy at Midland College and Midland ISD is maintained through regularly scheduled conference calls.

School Processes & Programs Strengths

The PreK Academy at Midland College will help respond aggressively to the community need for improved and expanded PreK education in Midland. Midland College is uniquely positioned to respond to the challenge of increasing the availability of quality Pre-K programming in Midland. Midland College operates the highly respected H. L. Greathouse Children's Center (HLGCC) and the Manor Park Child Care Center, both recognized for quality early childhood education. MC has worked with childcare providers across the community through the Texas School Ready Project (Midland College has been the host institution of Texas School Ready Project (TSR) since 2015.) MC provides

associate degree programs in both child care and development and early childhood teacher preparation. MC has highly qualified faculty leadership in the field of early childhood education.

The PreK Academy at Midland College will: increase the number of 3 and 4 year-olds receiving quality PreK education at MC from 38 to 114; provide an exemplary PreK education model for other community providers; and provide high quality opportunities for student teaching and other teacher internship experiences.

Shared Goals of the Midland ISD & Midland College Partnership:

- Meet needs of community for expanded quality PreK offerings
- Support MISD goals around innovation, autonomy, and early childhood education
- Support MC strategic vision around attracting talent to the region and training and certifying teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The PreK Academy at Midland College will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order. **Root Cause:** Midland ISD and Midland College are working to find a solution for food services and meal prep.

Perceptions

Perceptions Summary

Midland ISD's vision is to ensure that all students graduate prepared and ready for college or career. To realize this vision, Midland ISD (MISD) is committed to establishing and nurturing new in-district partnerships to cultivate, augment, and recruit the best leadership and talent to serve Midland's kids. Partnership campuses such as the PreK Academy at Midland College will help support the dramatic increase in the number of high-quality seats in the district, empowering all students to grow and develop academically. In parallel, MISD is committed to improving seats across all campuses and will simultaneously continue its annual planning process to evaluate unique student needs across all campuses and differentiated supports to meet this need. Midland ISD's effort to partner with high quality organizations to bring innovative learning opportunities to Midland's children is part of its overall System of Great Schools transformation to ensure that every Midland child has access to a high-quality education, based on his or her individual needs.

The goal of the PreK Academy at Midland College is to prepare children to enter Kindergarten with the academic and social/emotional skill to be successful. We believe this is best accomplished within an early childhood education program that does the following: provides a safe, healthy, and stimulating physical environment; considers the developmental needs and interests of each child, as well as the needs and interests of the group; offers a curriculum that focuses on the "process" of learning rather than the "finished" product; provides an environment that encourages each child to develop responsibility and independence; encourages the acquisition and use of problem solving skills; offers opportunities to grow in creativity, discovery and academic areas including STEM; helps a child learn to express him/herself in a variety of socially acceptable ways; provides opportunities to enhance the child's self-esteem; and encourages parent/guardian involvement and supports the family in their role as their child's first teacher.

The PreK Academy at Midland College has developed a High-Quality Prekindergarten Family Engagement Framework to promote partnerships with parents and family members via the facilitation of family-to-family support, increased participation in decision-making, and equipping families with tools to enhance and extend learning at home. School-home communication includes phone calls, email, a monthly newsletter for parents, and the use of social media.

Ongoing communication and collaboration is valued by the administration and staff. The principal utilizes a "Monday Memo" to compile and send weekly reminders and updates to staff. Teachers and staff have lunch in the school office with the principal and secretary, so information is shared and student progress is discussed daily. The principal makes frequent visits to classrooms, conducting formal and informal observations, and provides ongoing feedback.

Perceptions Strengths

In planning an early childhood program, our overall goal is to help children develop the competence to function in a changing world.

Specifically:

- the capacity to trust, respect, and invest emotionally in people
- the ability to act and think independently and to develop self-control
- a feeling of self-worth and self-confidence
- skill in communicating ideas and feelings
- effective interpersonal and social interaction skills
- understanding and organization of information about the physical and social environment
- acquisition and use of problem-solving skills
- curiosity about the world and pleasure in learning and exploring

Midland ISD is committed to ongoing communication with charter applicants as well as the community at large. MISD currently maintains and will continue to build out the 'Midland on the Move' website for future communication and engagement. MISD has educated the public about potential innovative models and processes through community

meetings. MISD leadership engages with the community through Listen and Learn sessions, held at different community locations, thereby ensuring that community members from different city neighborhoods can learn about the opportunities in the district. Throughout the charter application process, MISD ensures that community members are informed and included so that the partnership process is inclusive of all community voices and perspectives.

Ongoing communication between Midland ISD and Midland College is maintained through scheduled weekly conference calls with agendas and notes.

Ongoing communication and collaboration is valued by the campus administration and staff. The principal utilizes a "Monday Memo" to compile and send weekly reminders and updates to staff. Teachers and staff have lunch in the school office with the principal and secretary, so information is shared and student progress is discussed daily. The principal makes frequent visits to classrooms, conducting formal and informal observations, and provides ongoing feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The PreK Academy will strive to maintain efficient and effective management of resources and operations to maximize learning for all students and staff.
Root Cause: Unforeseen challenges related to opening a campus in a temporary location have resulted in unplanned expenditures.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Social/Emotional Learning

Performance Objective 1: 70% of 4 year olds will score 44 on the Approaches to Learning Tasks by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas School Ready (TSR) program which combines research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher coaching, and sustainable programming to build effective preschool classrooms. **Strategy's Expected Result/Impact:** Teachers and staff will engage in high quality teaching practices such as responsive interaction and small-group instruction, which will promote more significant gains for children with the greatest need--for example, students from low income families and English language learners. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 2: Utilize a variety of centers in classrooms to promote development of social skills, increase self-awareness, foster language development and extend student learning. **Strategy's Expected Result/Impact:** Student experiences in centers will foster creativity, develop curiosity and initiative, and give students opportunities to practice flexibility on a regular basis. **Staff Responsible for Monitoring:** Principal & Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 3: Implement Conscious Discipline as the classroom management model to integrate social-emotional learning, discipline, and self-regulation. Two teachers will attend Conscious Discipline 2-day TOT, then come back and train all staff. **Strategy's Expected Result/Impact:** Students will learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and will begin to develop and maintain productive relationships with other children. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4: Campus staff will conduct at least two home visits per year and will facilitate regularly scheduled parent and family engagement activities throughout the year to promote positive family attitudes toward education (Schedule Make and Take, Family Math Night, Bingo for Books, etc.)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Various opportunities for parent engagement activities will be available on different days and times in an effort to partner with as many parents and family members as possible and improve student outcomes. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Social/Emotional Learning

Performance Objective 2: 70% of 3 year olds will achieve a score of 30 on the Approaches to Learning Tasks by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Texas School Ready (TSR) program which combines research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher coaching, and sustainable programming to build effective preschool classrooms. **Strategy's Expected Result/Impact:** Teachers and staff will engage in high quality teaching practices such as responsive interaction and small-group instruction, which will promote more significant gains for children with the greatest need--for example, students from low income families and English language learners. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 2: Utilize a variety of centers in classrooms to promote development of social skills, increase self-awareness, foster language development and extend student learning. **Strategy's Expected Result/Impact:** Student experiences in centers will foster creativity, develop curiosity and initiative, and give students opportunities to practice flexibility on a regular basis. **Staff Responsible for Monitoring:** Principal & Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
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Strategy 4: Campus staff will conduct at least two home visits per year and will facilitate regularly scheduled parent and family engagement activities throughout the year to promote positive family attitudes toward education (Schedule Make and Take, Family Math Night, Bingo for Books, etc.) **Strategy's Expected Result/Impact:** Various opportunities for parent engagement activities will be available on different days and times in an effort to partner with as many parents and family members as possible and improve student outcomes. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Instructional Achievement - Literacy

Performance Objective 1: 70% of 4 year olds will be able to produce sounds for 40 letters by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Classroom Environment Checklist (CEC) will be utilized to capture the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools). **Strategy's Expected Result/Impact:** The CEC is designed to track improvement over the time, and will ensure developmentally appropriate classrooms support optimal instruction. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 2: The Classroom Observation Tool (COT) will be utilized to document the presence of key teaching behaviors in thirteen areas through classroom observation. A built-in goal setting system allows teachers to work toward specific short-term goals and track their progress. The system is well aligned with the Texas Prekindergarten Guidelines and will be used by the principal to promote effective teaching. **Strategy's Expected Result/Impact:** Teachers will continuously improve in their use of intentional teaching strategies in their classroom to support continuous improvement of instructional practices and enhance student outcomes. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 3: Teachers will utilize Opening the World of Learning (OWL,) a comprehensive PreK curriculum, aligned to the Early Childhood Outcomes and Prekindergarten Guidelines. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. **Strategy's Expected Result/Impact:** Effective utilization of an aligned curriculum will develop students' oral language and early literacy skills. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Instructional Achievement - Literacy

Performance Objective 2: 70% of 3 year olds will be able to produce the sound for the first letter of their own name by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Classroom Environment Checklist (CEC) will be utilized to capture the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools). **Strategy's Expected Result/Impact:** The CEC is designed to track improvement over the time, and will ensure developmentally appropriate classrooms support optimal instruction. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
	Reviews			
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	Nov	Jan	Mar	June
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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Instructional Achievement - Mathematics

Performance Objective 1: 70% of 4 year olds will be able to count by rote to 30 by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Classroom Environment Checklist (CEC) will be utilized to capture the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools). **Strategy's Expected Result/Impact:** The CEC is designed to track improvement over the time, and will ensure developmentally appropriate classrooms support optimal instruction. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Instructional Achievement - Mathematics

Performance Objective 2: 70% of 3 year olds will be able to count by rote to 10 by the end of the year (May, 2021.)

Evaluation Data Sources: CIRCLE Progress Monitoring System EOY assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Classroom Environment Checklist (CEC) will be utilized to capture the presence and quality level of instructional planning tools (e.g., lesson plans, progress monitoring tools), meaningful literacy and print centers and materials (e.g., letter wall, availability of books), and the overall design and management of the classroom and individual centers (e.g., labeling centers, providing writing tools). **Strategy's Expected Result/Impact:** The CEC is designed to track improvement over the time, and will ensure developmentally appropriate classrooms support optimal instruction. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Classroom Observation Tool (COT) will be utilized to document the presence of key teaching behaviors in thirteen areas through classroom observation. A built-in goal setting system allows teachers to work toward specific short-term goals and track their progress. The system is well aligned with the Texas Prekindergarten Guidelines and will be used by the principal to promote effective teaching. **Strategy's Expected Result/Impact:** Teachers will continuously improve in their use of intentional teaching strategies in their classroom to support continuous improvement of instructional practices and enhance student outcomes. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize Opening the World of Learning (OWL,) a comprehensive PreK curriculum, aligned to the Early Childhood Outcomes and Prekindergarten Guidelines. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. **Strategy's Expected Result/Impact:** Effective utilization of an aligned curriculum will develop students' mathematical skills including counting, geometry and spatial sense, and measurement. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Parent and Community Engagement

Performance Objective 1: Achieve and maintain high levels of family involvement and positive family attitudes toward education

Evaluation Data Sources: Attendance data, survey data, parent and family conference notes

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate family-to-family support by inviting families and community volunteers to share education experiences; ensure continuous participation in events designed for families by families. **Strategy's Expected Result/Impact:** Provide a safe and respectful environment where families can learn from each other as individuals and in groups; Increase parent and family attendance and participation in parent involvement activities. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.2 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 2: Establish a network of community resources to build strategic partnerships and identify partnerships to provide translators and culturally relevant resources reflective of home language **Strategy's Expected Result/Impact:** Partnerships with available translators in the community will ensure that parents are informed of their child's progress in a language they can understand; Partnerships with community-based organizations will create family-friendly transition plans for students arriving from other early childhood settings. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 3: Increase family participation in decision-making; provide each family with an opportunity to review and provide input on program practices, policies, communications, and events in order to ensure the program is responsive to the needs of families **Strategy's Expected Result/Impact:** Families will be involved in planning program activities; Maintain the expectation that information must flow in both directions to reflect two-way communication. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 4: Equip families with tools to enhance and extend learning by providing complementary home learning activities for families to engage in at home with children through information presented in newsletters, online technology, social media, parent/family-teacher conferences, and parent involvement activities (Parent Orientation, Schedule Make and Take, Family Math Night, etc.) **Strategy's Expected Result/Impact:** Families will be provided with training and educational resources to reinforce learning at home and support their children's development. **Staff Responsible for Monitoring:** Principal & Teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math				

	Reviews			
	Formative			Summative
Strategy 5: Provide professional development to staff in understanding communication and engagement with families, developing family engagement as a core strategy to improve teaching and learning; and develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks **Strategy's Expected Result/Impact:** Staff will utilize culturally diverse, culturally relevant, and culturally responsive family engagement strategies; Teachers and staff will have a role in the family engagement process. **Staff Responsible for Monitoring:** Principal & Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

	Reviews			
	Formative			Summative
Strategy 6: Evaluate family engagement efforts and use evaluations for continuous improvement; collect and use data to ensure alignment between programs/activities and family engagement goals. **Strategy's Expected Result/Impact:** Utilize an evaluation plan to guide action; implement processes to ensure evaluation results are used for continuous improvement and adjustment of efforts. **Staff Responsible for Monitoring:** Principal & Committee **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

	Reviews			
	Formative			Summative
Strategy 7: Teachers and staff shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. **Strategy's Expected Result/Impact:** Correspondence and communication from the school will lead to increased parent attendance and participation in parent involvement activities and parent conferences **Staff Responsible for Monitoring:** Principal & Teachers **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Parent and Community Engagement

Performance Objective 2: Parent and Community Outreach

Evaluation Data Sources: documentation from presentations to parents and community partners

Summative Evaluation: None

Strategy 1: Annual presentation of the impact of a multi-year high quality PreK program to Community Partners in early care and education in the community in an effort to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Create a foundation for the collaboration of mutual partners that increase student success; **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

Strategy 2: Pursue opportunities in the community to increase awareness of how partnership campuses are an integral part of MISD's overall transformation strategy.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Community support of MISD's commitment to increase in the number of high-quality seats in the district, empowering all students to grow and develop academically. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Campus Climate Surveys Next Steps

Guiding Question:

How can our campus use these survey results to improve the campus for our students, staff, and parents?

Precautionary Guidance:

Careful Consideration for the Open-Ended Comments:

Think carefully before revealing anonymous open-ended statements

1. Honor anonymity
2. Do not use for appraisals/evaluations in any manner
3. Consider the impact of revealing specific content
4. Can a summary be created from the open-ended responses?
5. Are themes present which can be shared and addressed?

I have received and reviewed the preliminary results, now what?

1. Share your preliminary results with your Campus Admin (assistant principals and counselors) as it fits the needs and personnel of your campus.
2. Thoroughly review your campus results from the perspective of all stakeholders. Compare your results from the 2019-2020 results. This will give you some talking points. Consider using your Campus Admin to assist in this process. Consider circling, underlining or highlighting the most favorable and least favorable items on the reports, based on the percentage of Strongly Agree or Agree responses.
3. Consider potential questions, excuses, and scenarios that may arise from open dialogue on the results in order to prepare yourself for these discussions. Write a brief note about how to improve or maintain perceptions about each item.
4. As you review the results consider the following criteria:

   Action Steps:

   1. What actions can be taken to embed some changes into our Campus Improvement Plan (CIP) for the 2020-2021 school year?
   2. What actions can be taken that do not necessarily need to be in the CIP, but can positively change the climate of our campus?
   3. What professional discussions need to occur from these results and how best do we approach these discussions?

   Follow-Up:

   1. Identify 3 positive themes/highlights to celebrate.
   2. Identify 3 areas of concern based on themes/highlights.
   3. Identify 3 areas to include in the 2020-2021 CIP.

      Consider: Administrative actions
      Counselor actions
      Teacher actions
      Student actions
      Parent actions

After consideration and action on the above, now what do I do with the results?

1. Prepare for public presentations and campus website posting of the formal powerpoint.
2. Decide when and how you will share the information with your campus staff and students before school is out?
   a. Share the data with the Campus Leadership Team and/or CEIC
   b. Share the data with the entire staff.
   c. Share the data with students*
   d. Share the data with parents*
3. Remember these populate into your School Performance Framework results.

School Quality and Climate Survey: Pre-K Academy at Midland College

Results

School Year: 2019-2020

Midland Independent School District

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Project Overview

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for the school.

The Midland Independent School District (ISD) School Quality and Climate Surveys asked parents, staff, and students in grades 3-12 for feedback on school climate. Results will be used to inform decisions at the campus and district levels. This was the third administration of the survey.

K12 *Insight* partnered with district team members to develop the surveys, which addressed the following topics:

- Academic support
- Student support
- School leadership
- Family involvement
- Safety and behavior

Additional questions were asked about the following topics:

- Educational experience with Midland ISD
- Likelihood to recommend their school/child's school
- Likelihood to recommend Midland ISD

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Details of the Study and Understanding the Results

The surveys were open from Jan. 21 to Feb. 14.

Email invitations with unique survey links were sent to parents and staff. Staff members working at more than one campus could take the survey for each campus. Reminders were sent Jan. 23 and 29 and Feb. 4, 7, 10, 12, and 14. Parents also could participate via a public link on the district's website. The survey was translated into Spanish and Hakha Chin.

Students in grades 3-12 used their student IDs to access the survey in school. Students in grades 3-5 took a simplified version of the survey.

Pre-survey communications included emails, a news release, website news item, FAQ, and social media posts.

This report summarizes survey results and and breaks them down by parents, staff, and students in grades 6-12. Only students in grades 6-12 are included in comparisons by participant group and by school level since they completed the same survey as parents and staff. Students in grades 3-5 completed a simplified version of the School Quality Survey and their results are compared with results from 2018-2019. No comparisons can be made with 2017-2018 since no third graders took the survey in that school year.

Results do not reflect random sampling; therefore, they should not be generalized to all Midland ISD parents, staff, and students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants. School-level reports will be provided.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

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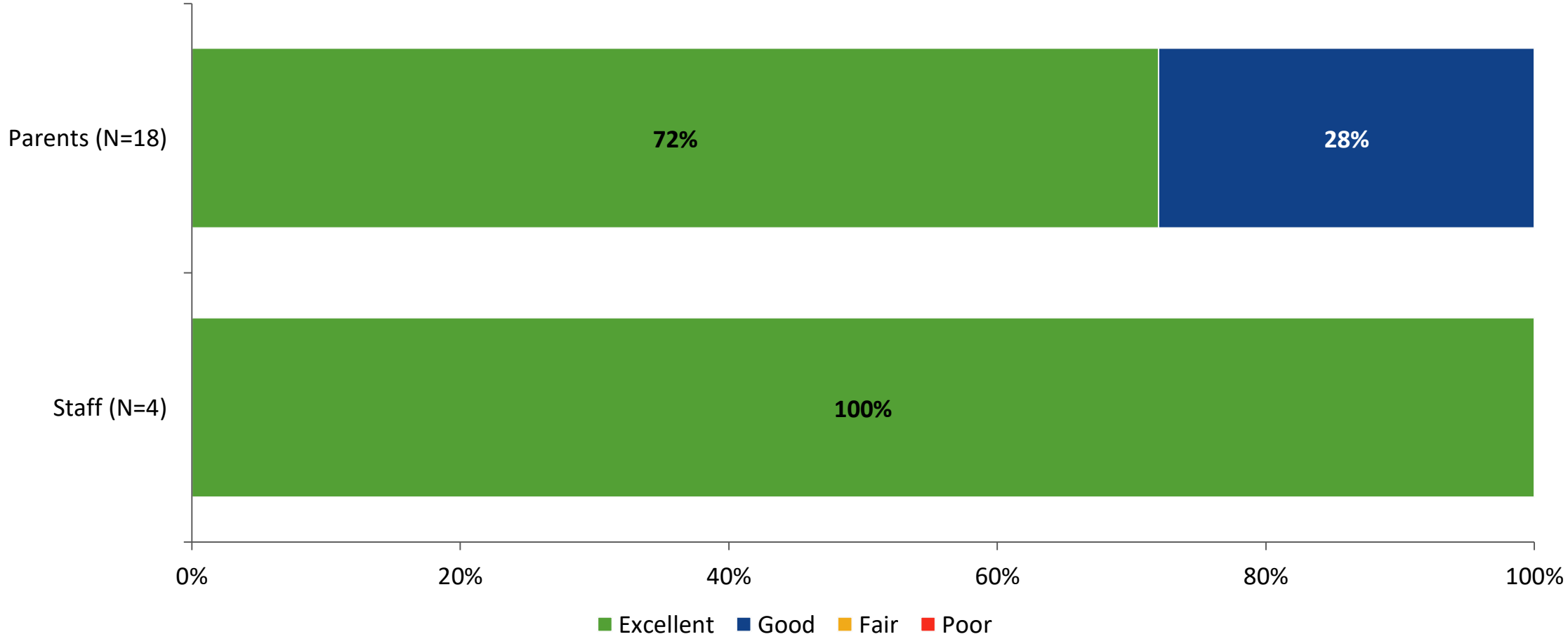
Overall Quality of School by Participant Group

How would you rate the overall quality of your school?



No data to display for Students (Gr. 6-12) & Students (Gr.3-5)

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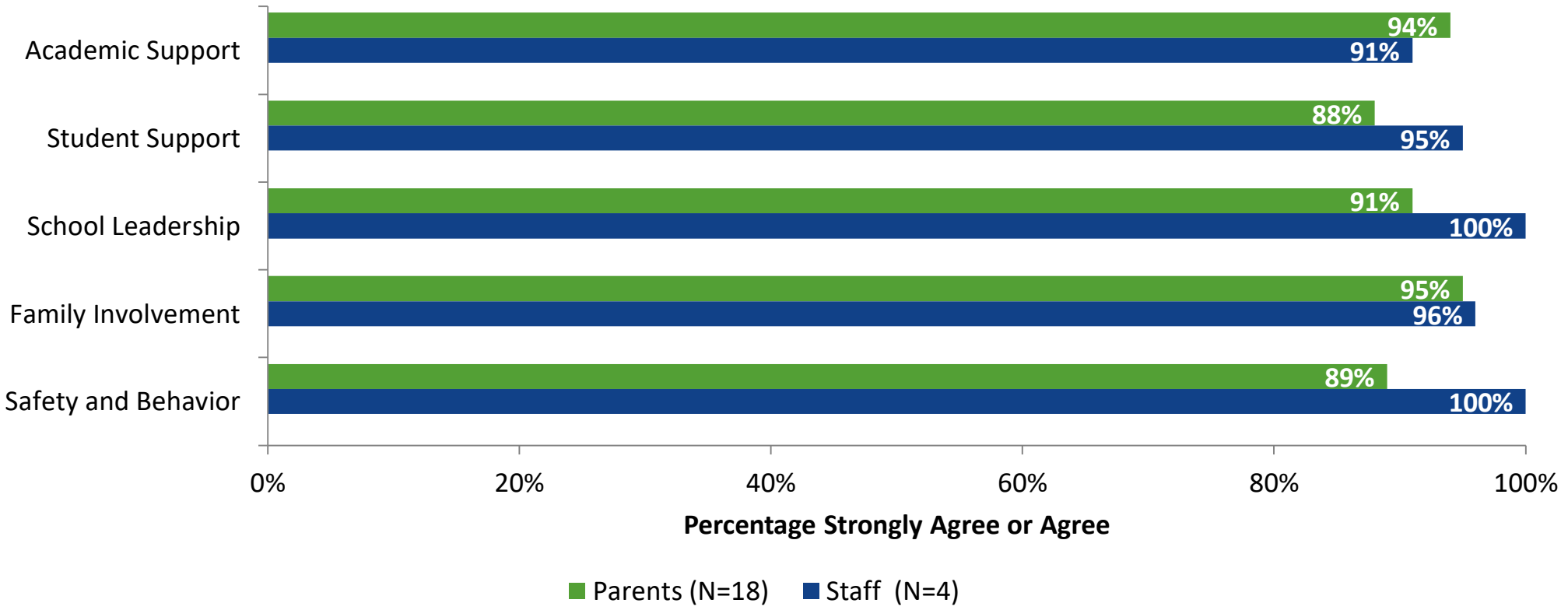
Dimension Scores: Comparison by Participant Group



Note:
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
This graph shows Strongly Agree or Agree responses for all items within each dimension.
No data to display for Students (Gr. 6-12).

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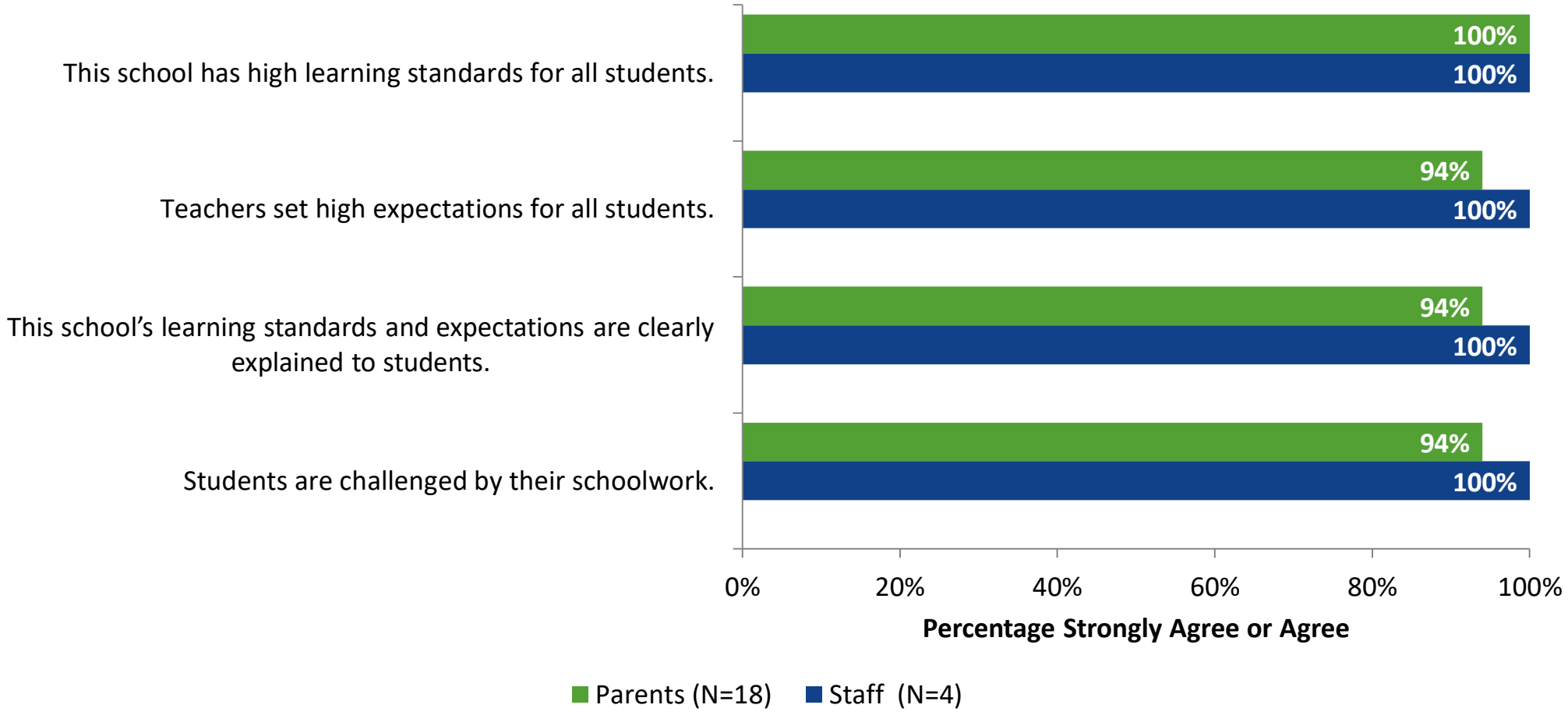
Academic Support: Comparison by Participant Group

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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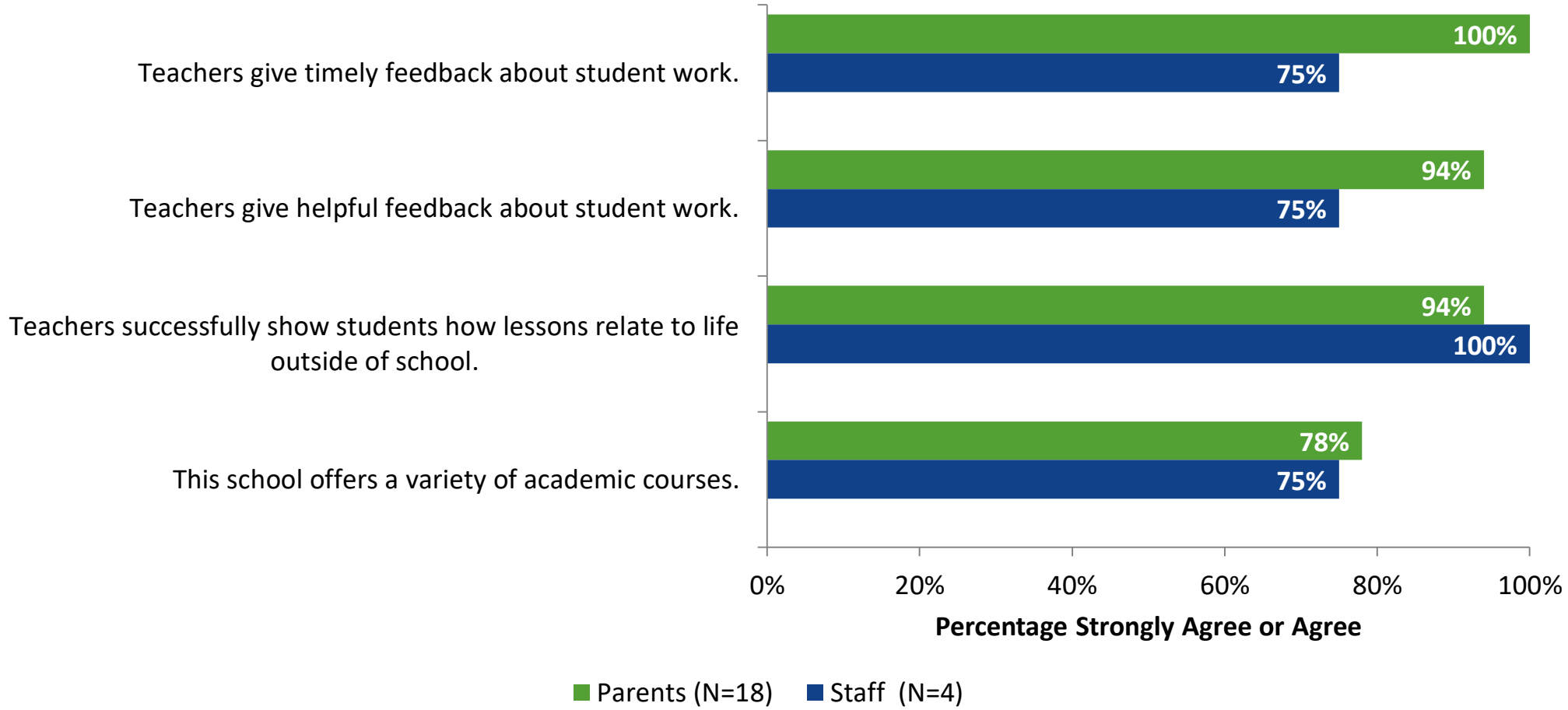
Academic Support: Comparison by Participant Group (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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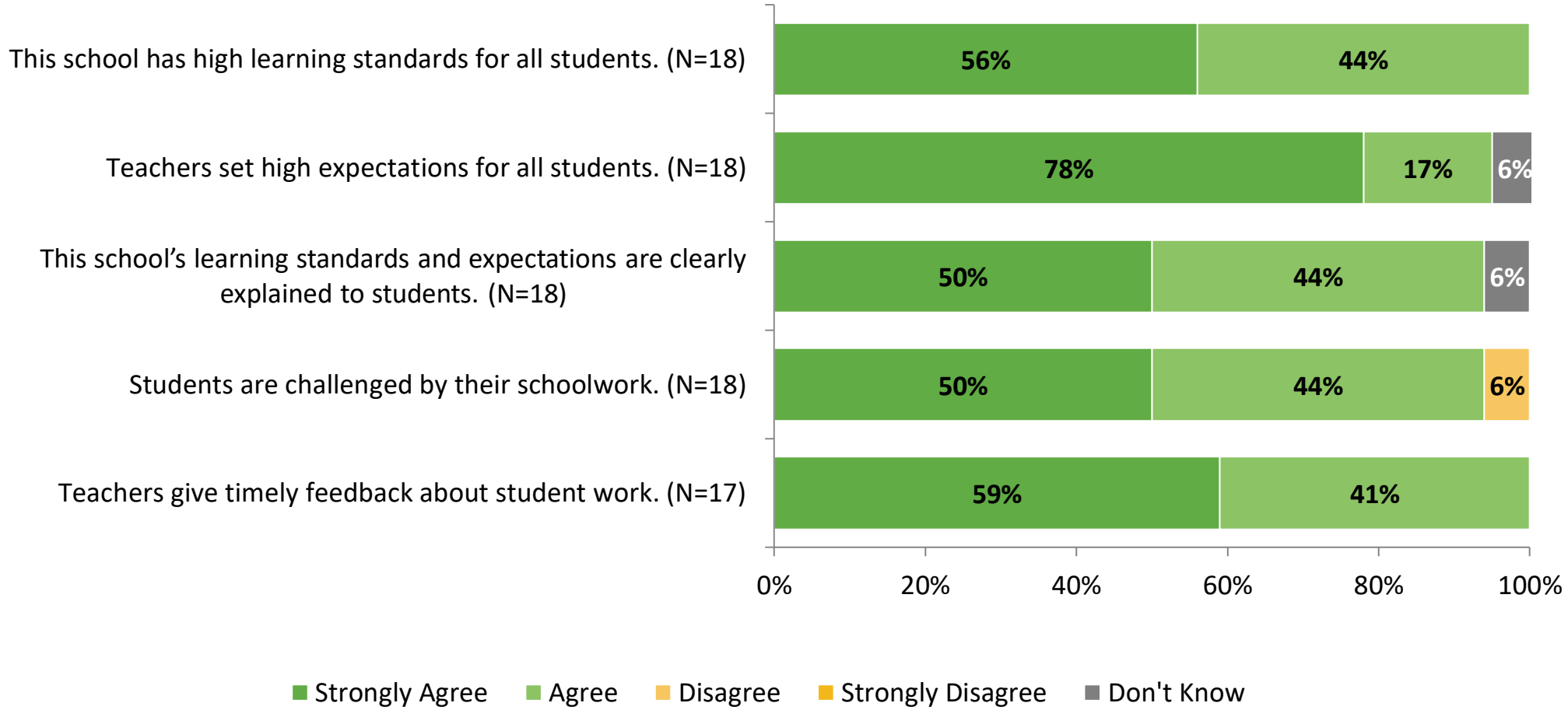
Academic Support

How strongly do you disagree or agree with the following statements?



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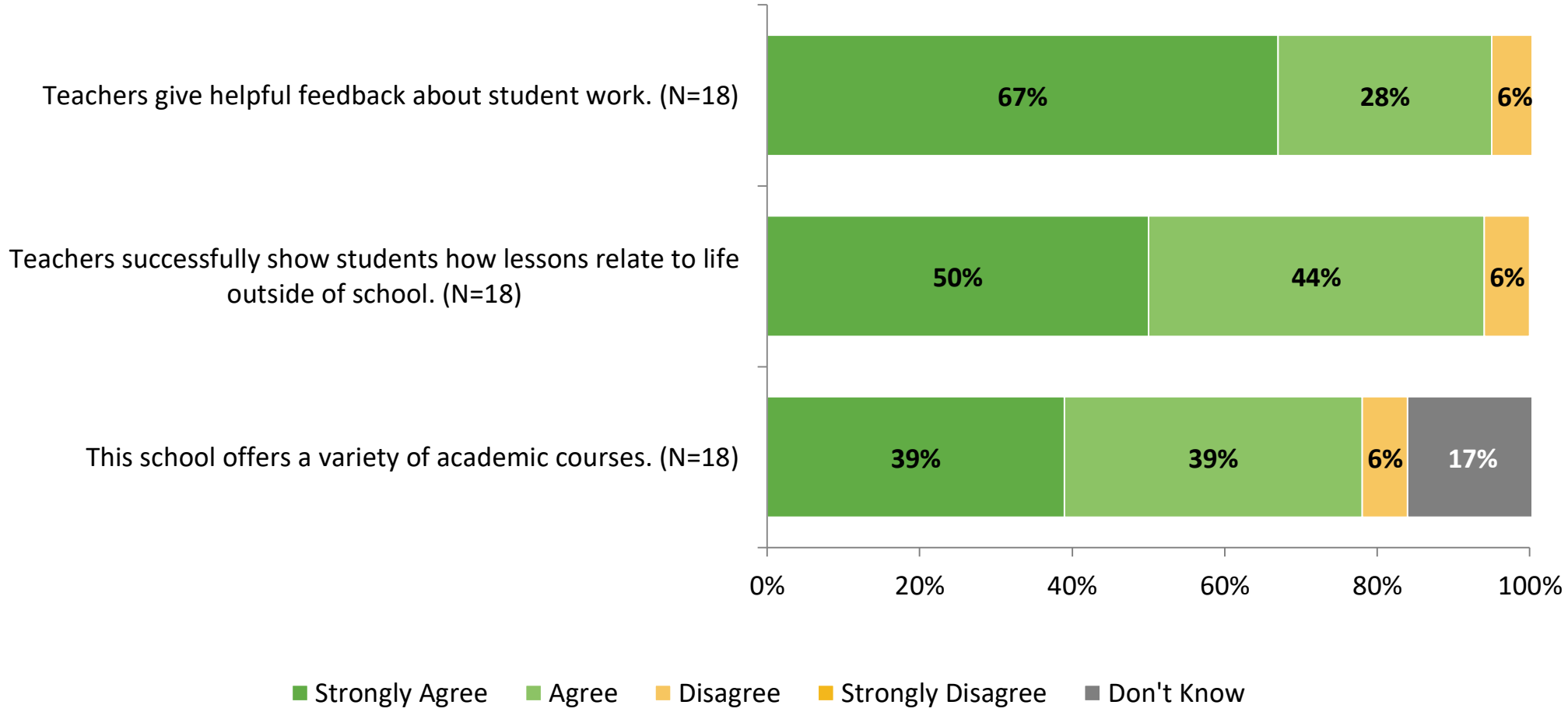
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



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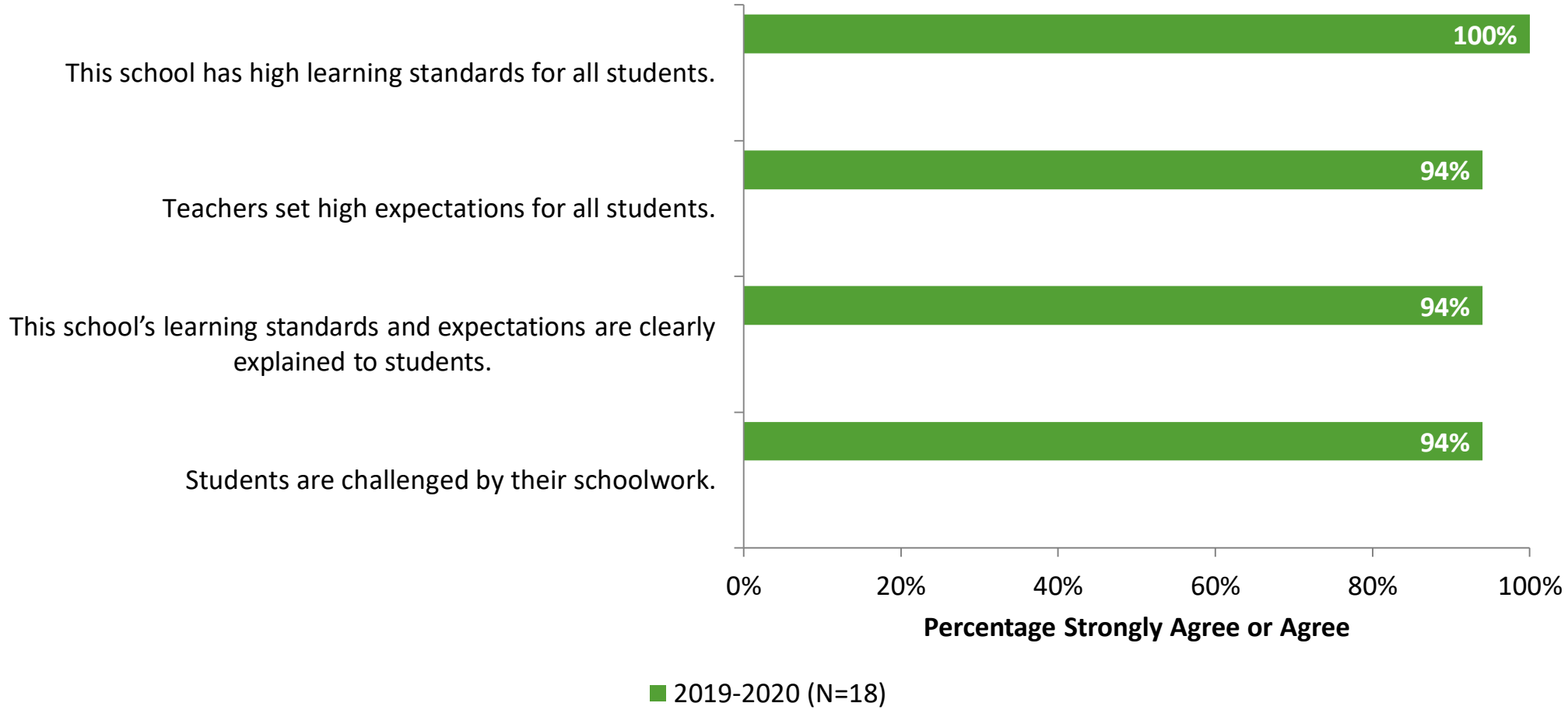
Academic Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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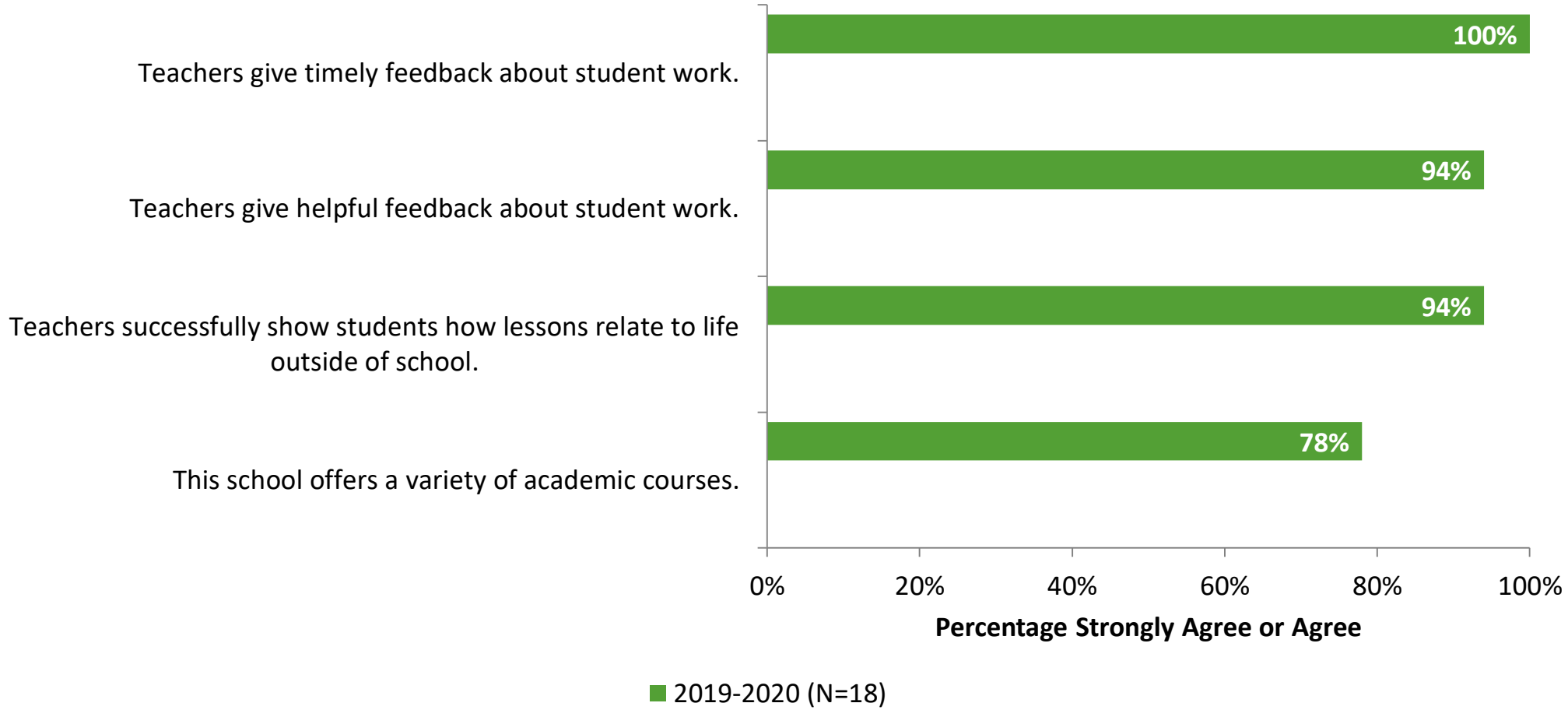
Academic Support: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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Academic Support

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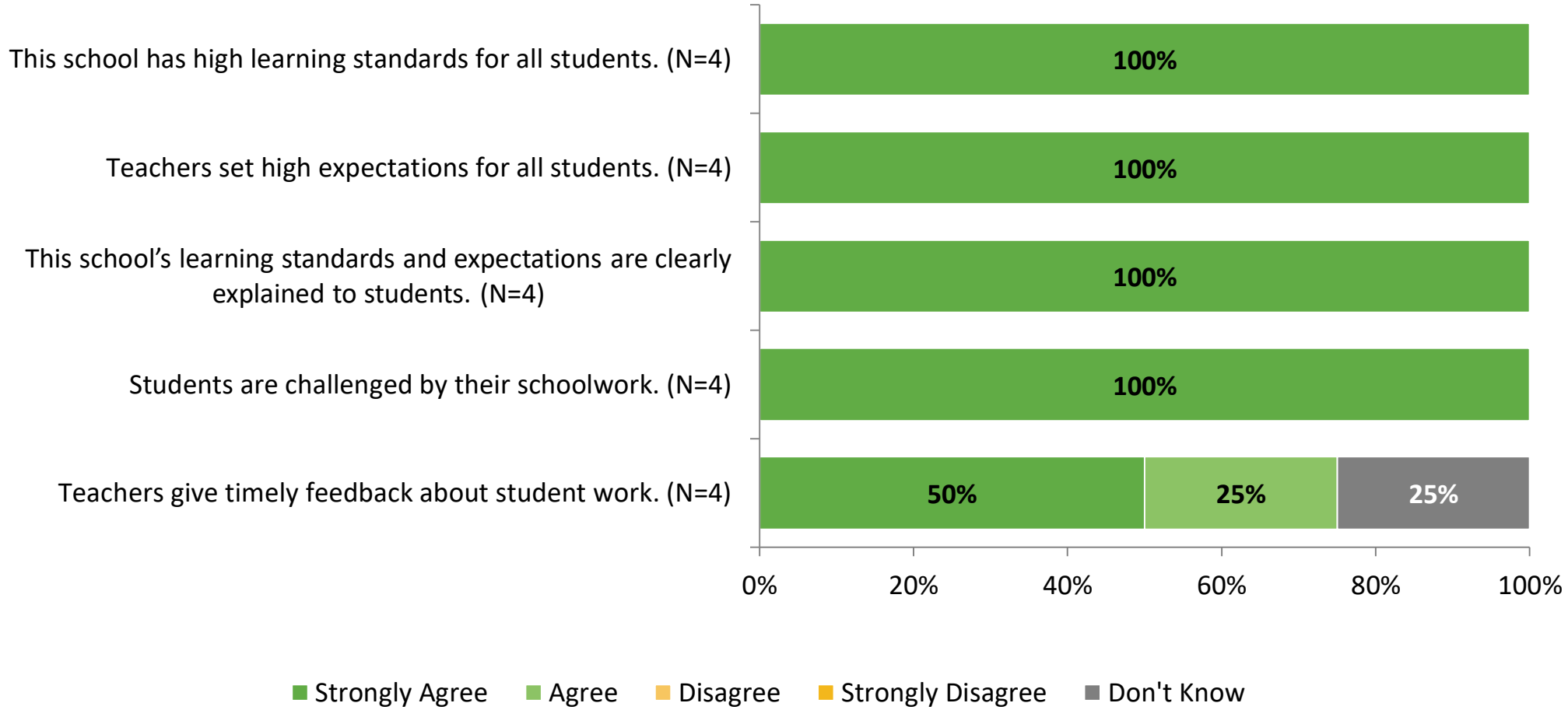

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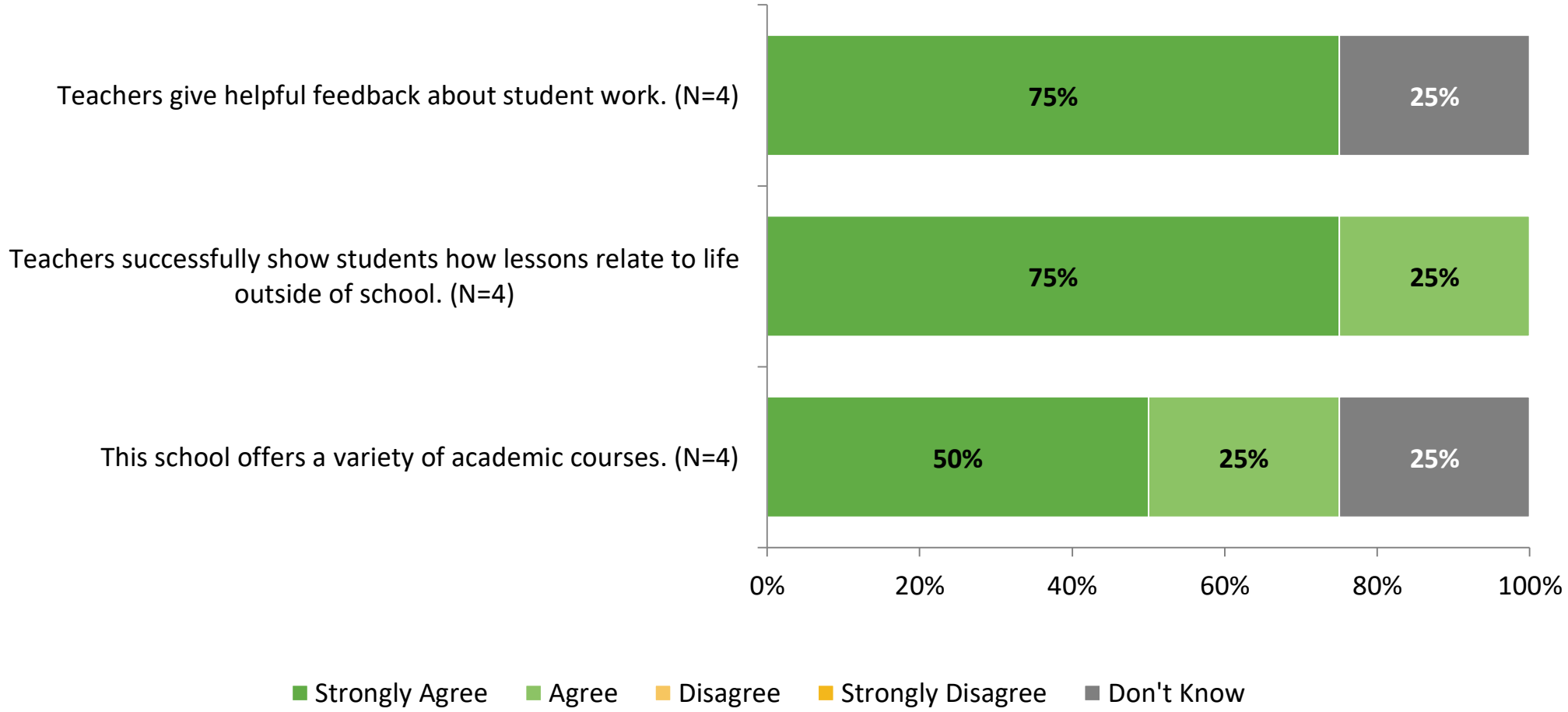
Academic Support (Continued)

How strongly do you disagree or agree with the following statements?



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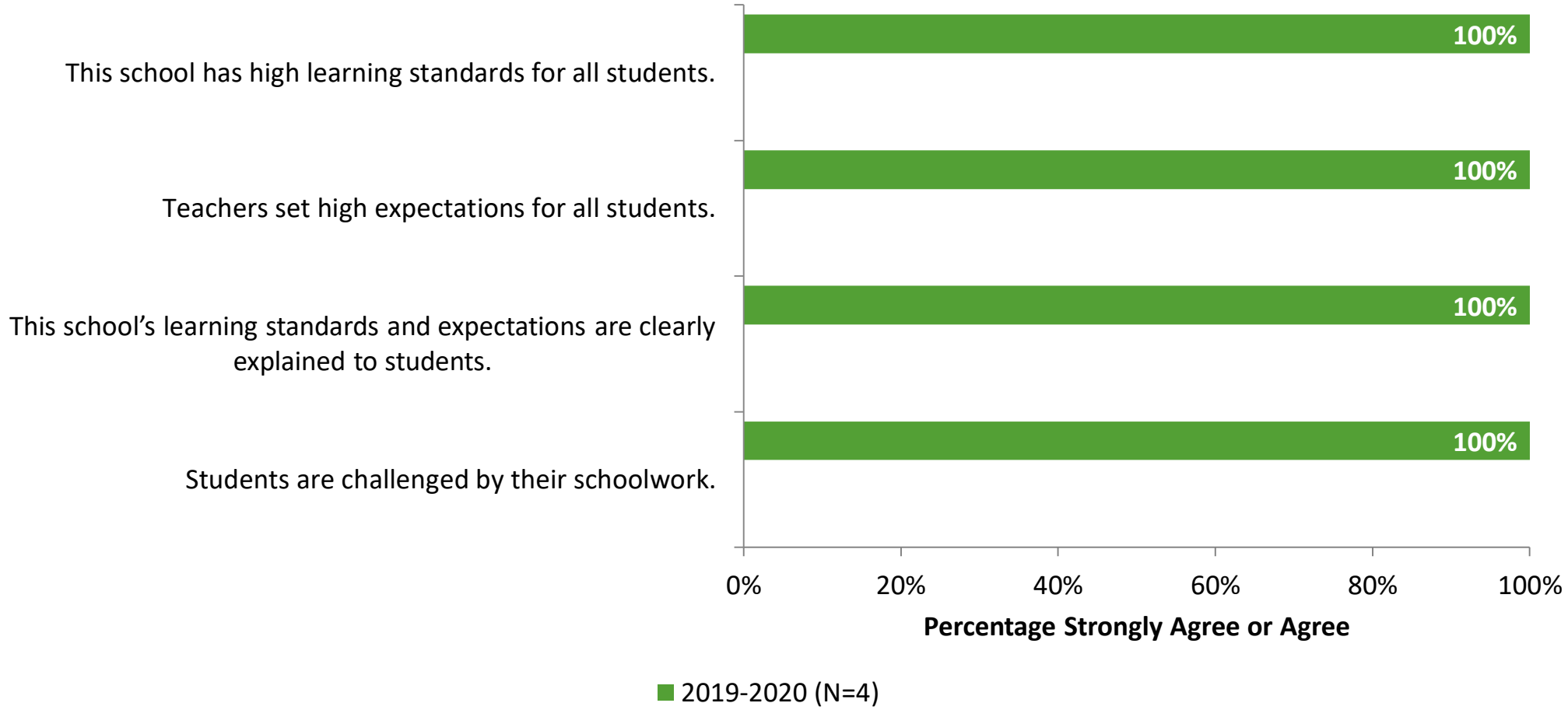
Academic Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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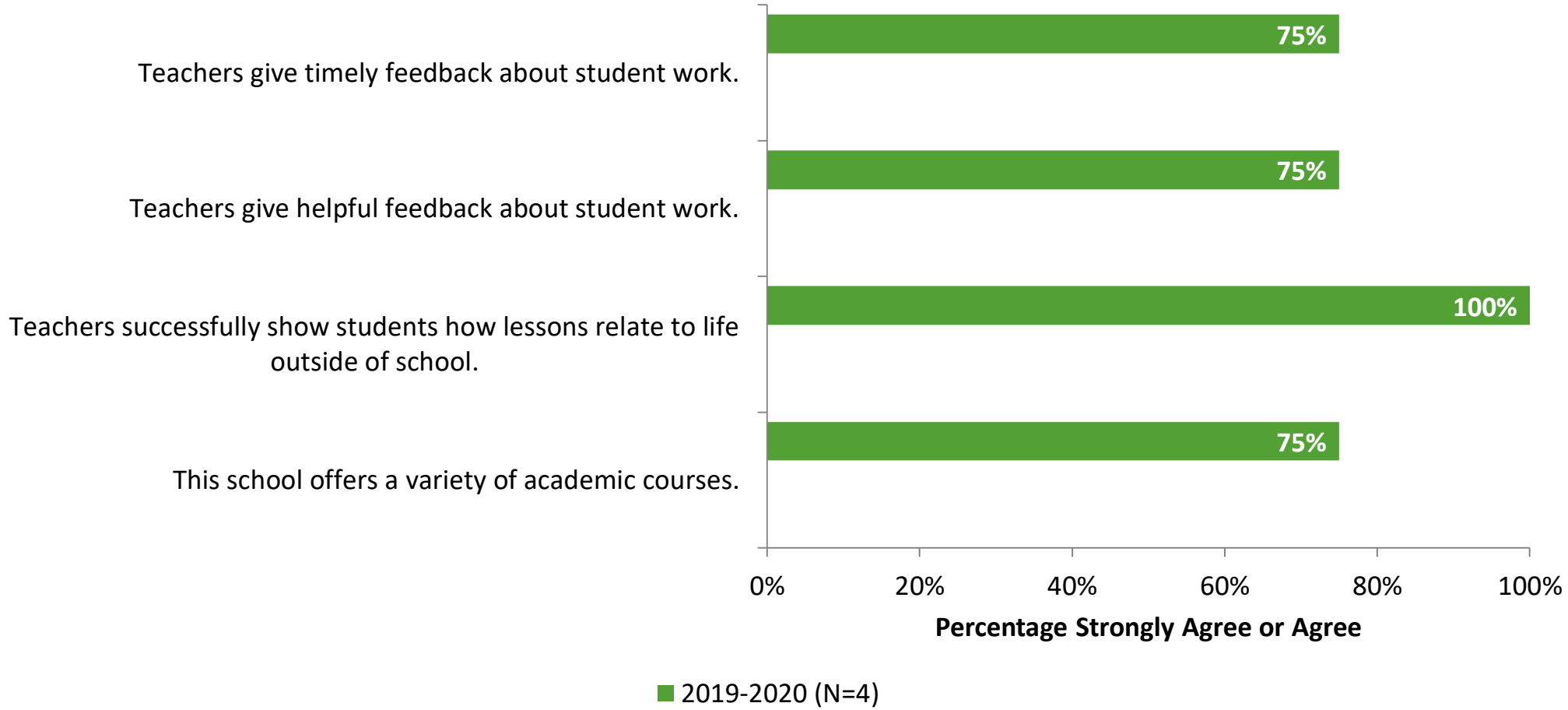
Academic Support: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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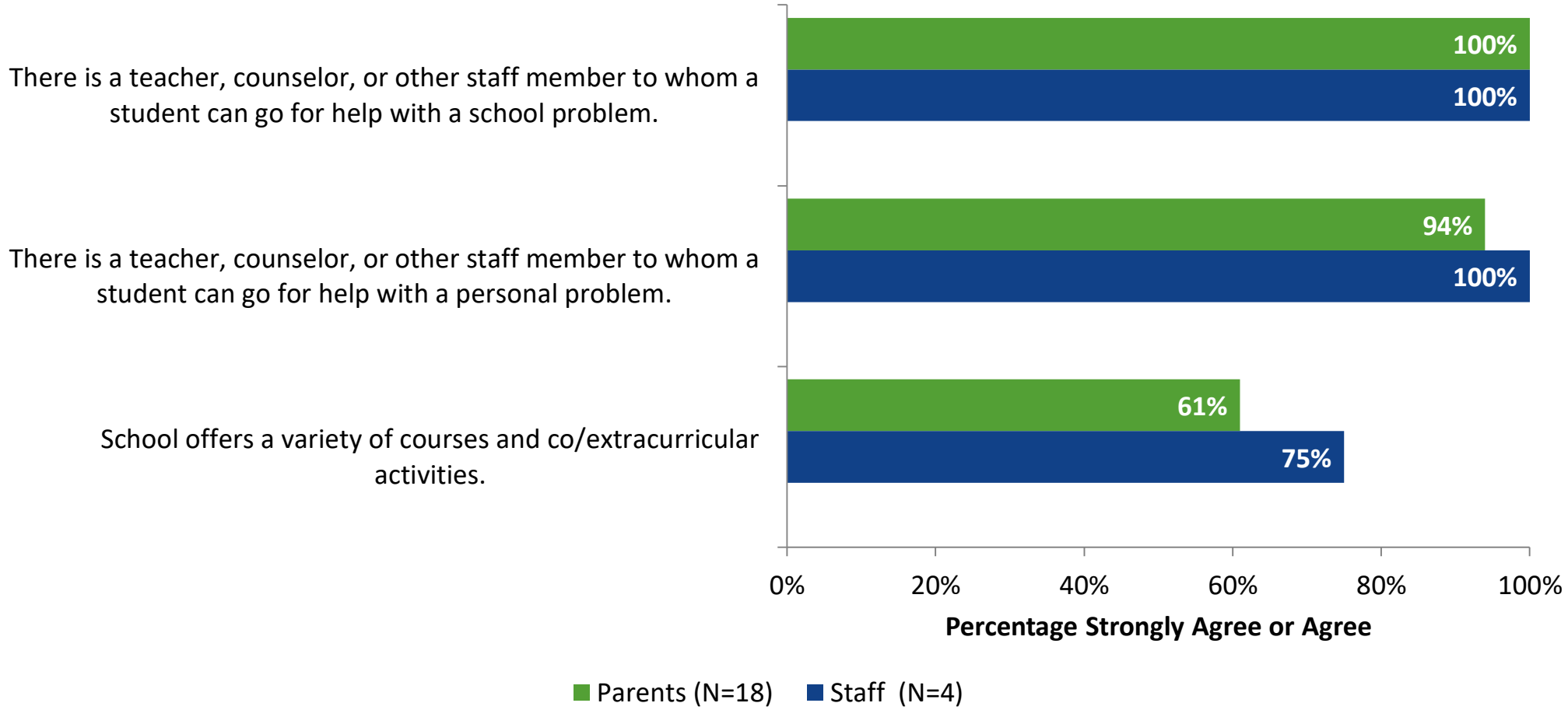
Student Support: Comparison by Participant Group

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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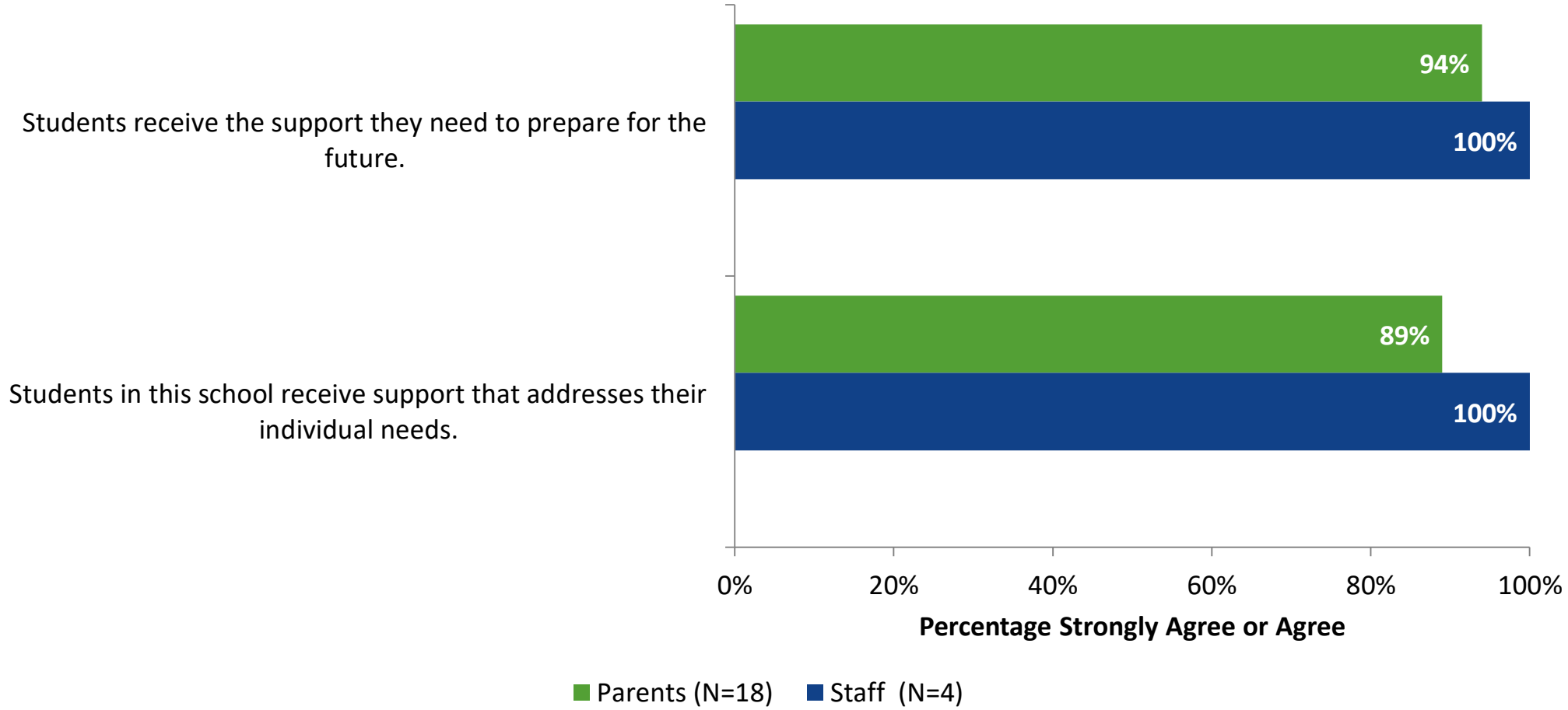
Student Support: Comparison by Participant Group (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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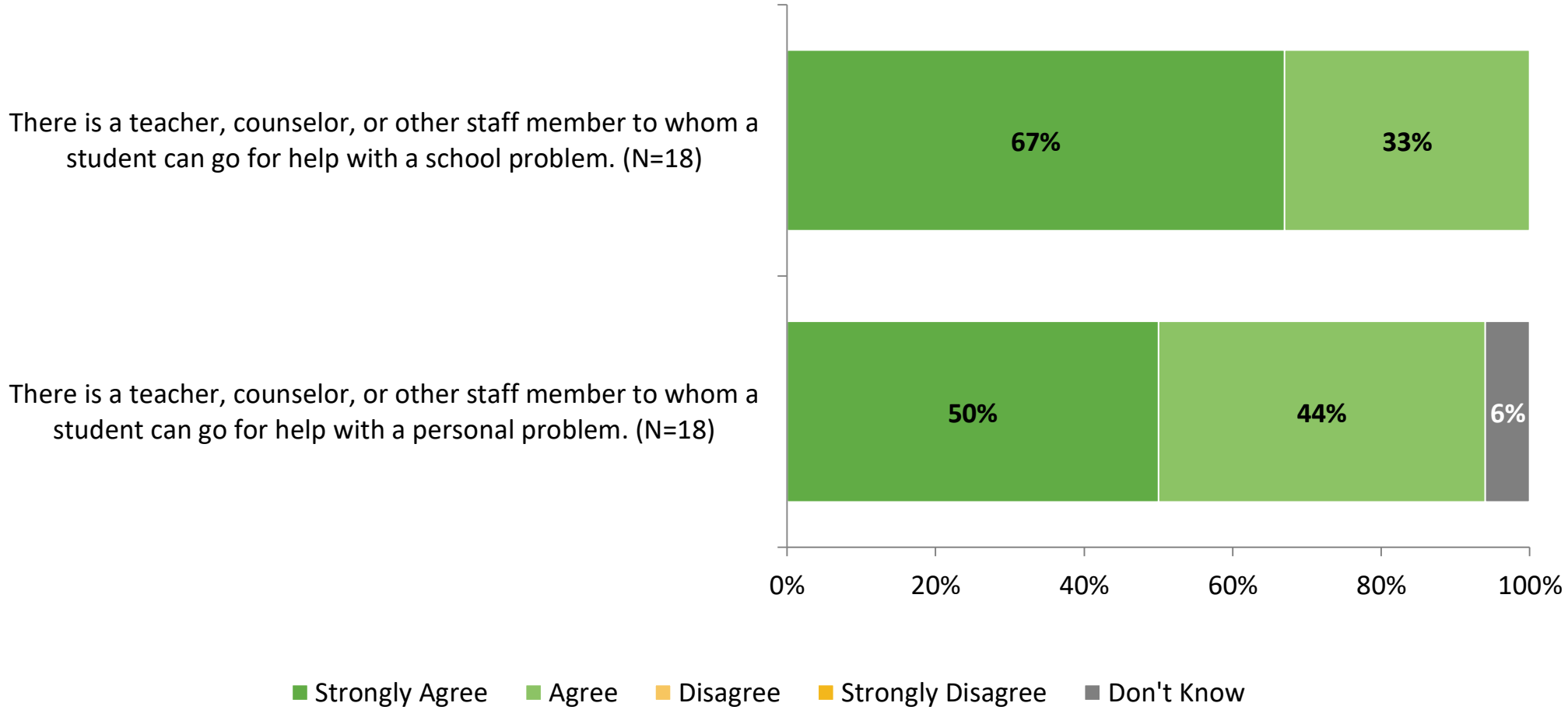
Student Support

How strongly do you disagree or agree with the following statements?



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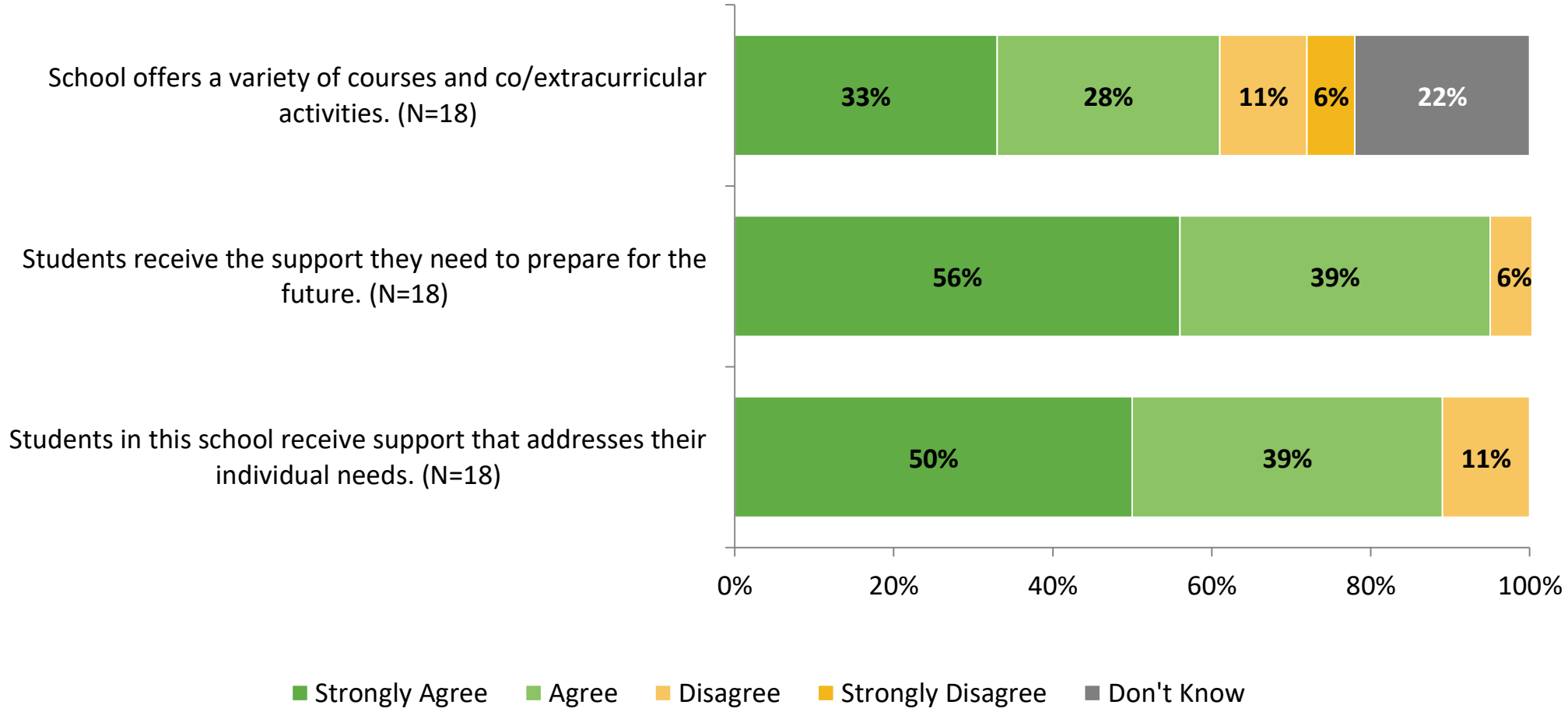
Student Support (Continued)

How strongly do you disagree or agree with the following statements?



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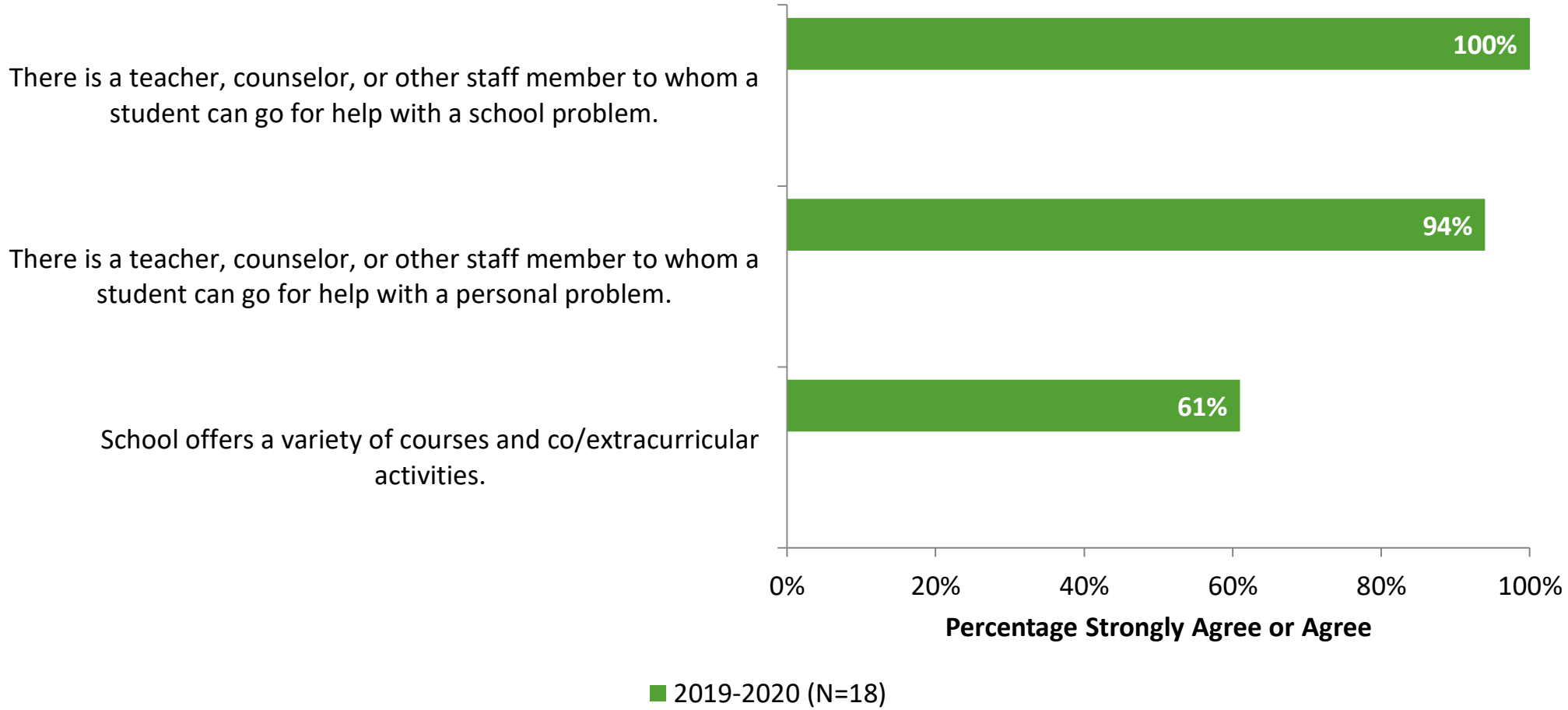
Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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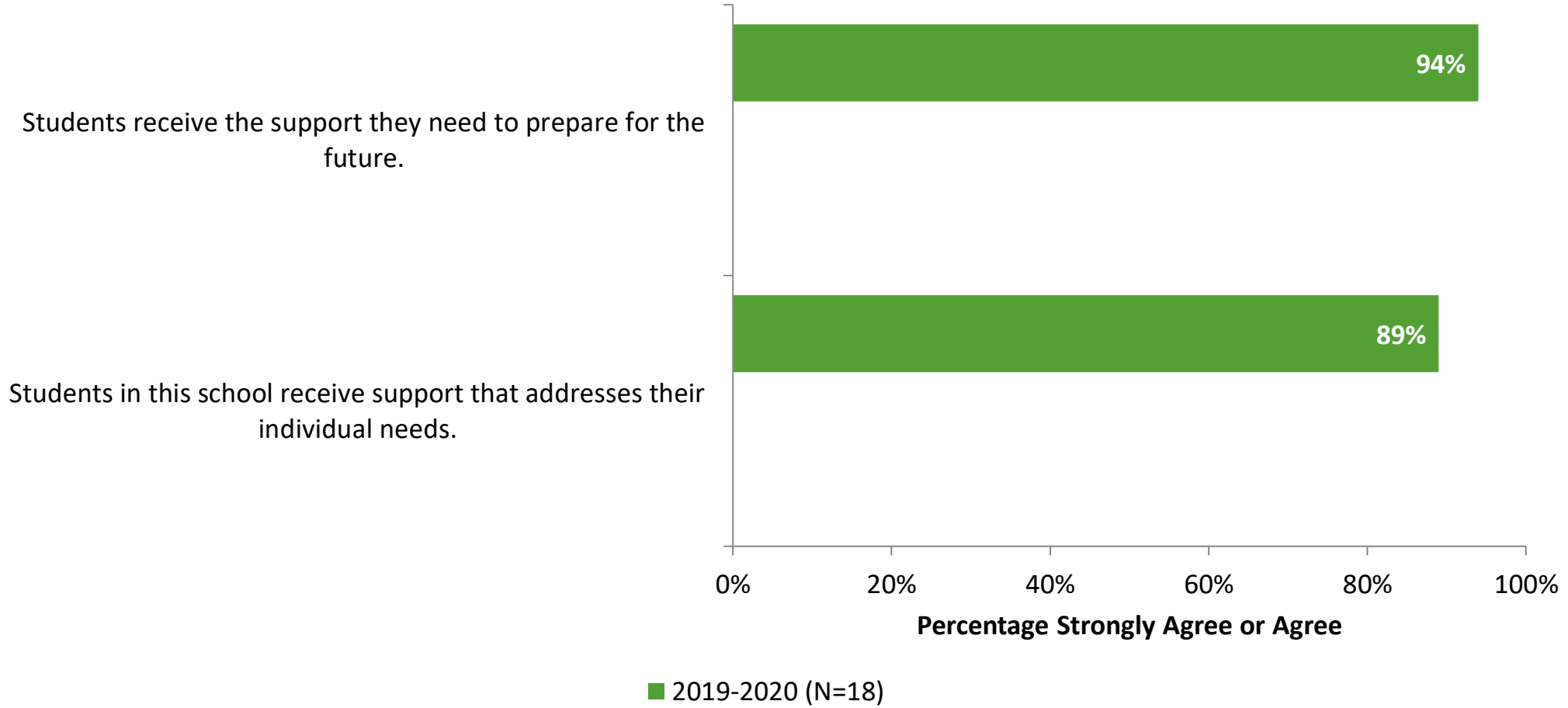
Student Support: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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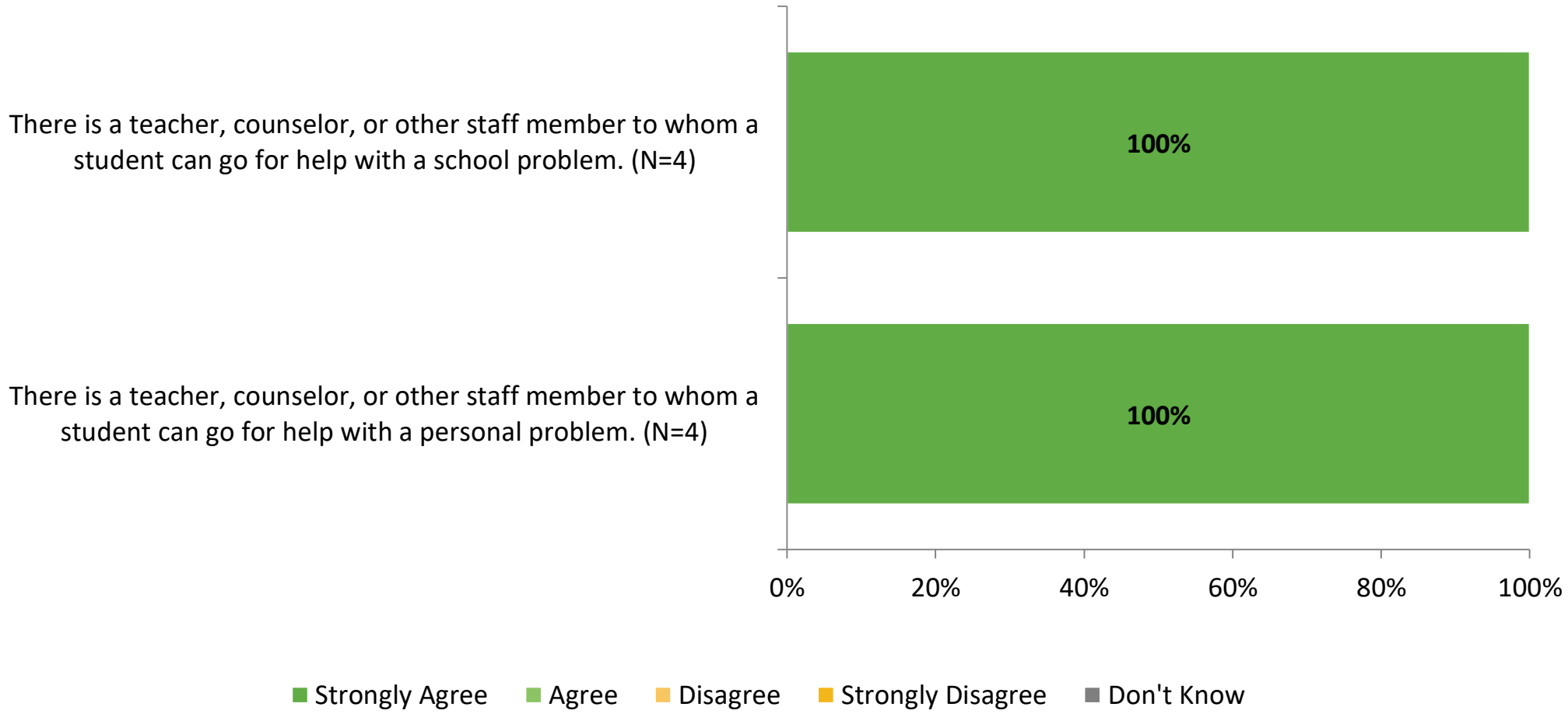
Student Support

How strongly do you disagree or agree with the following statements?



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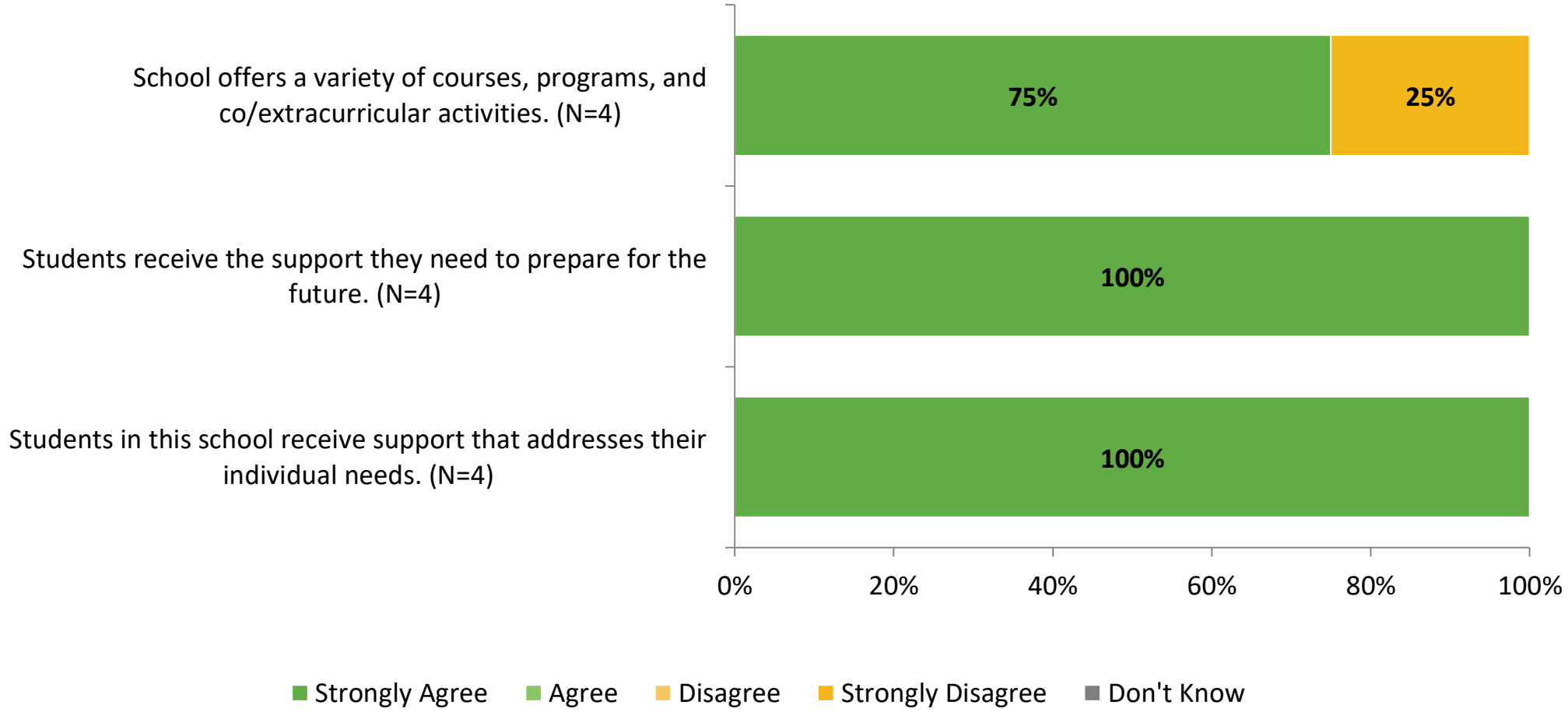
Student Support (Continued)

How strongly do you disagree or agree with the following statements?



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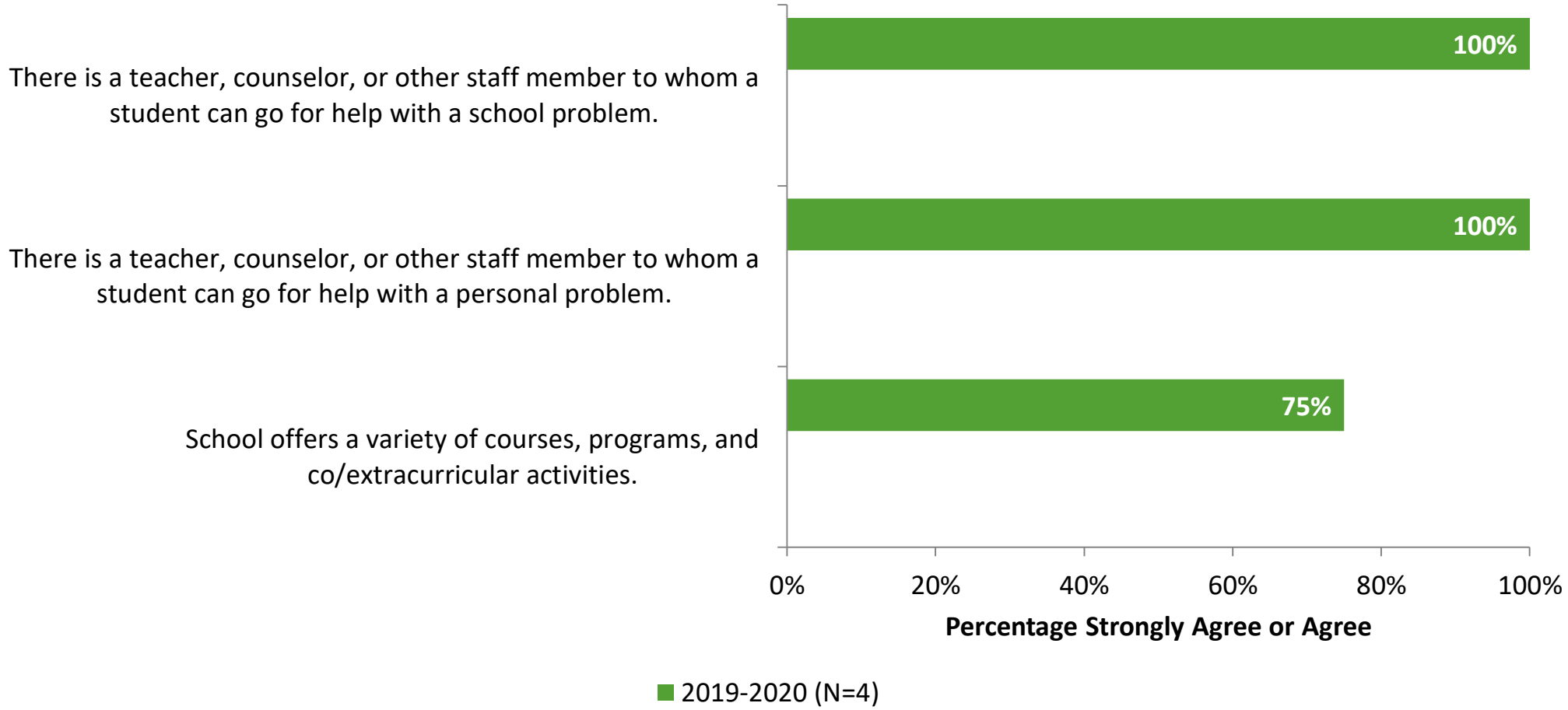
Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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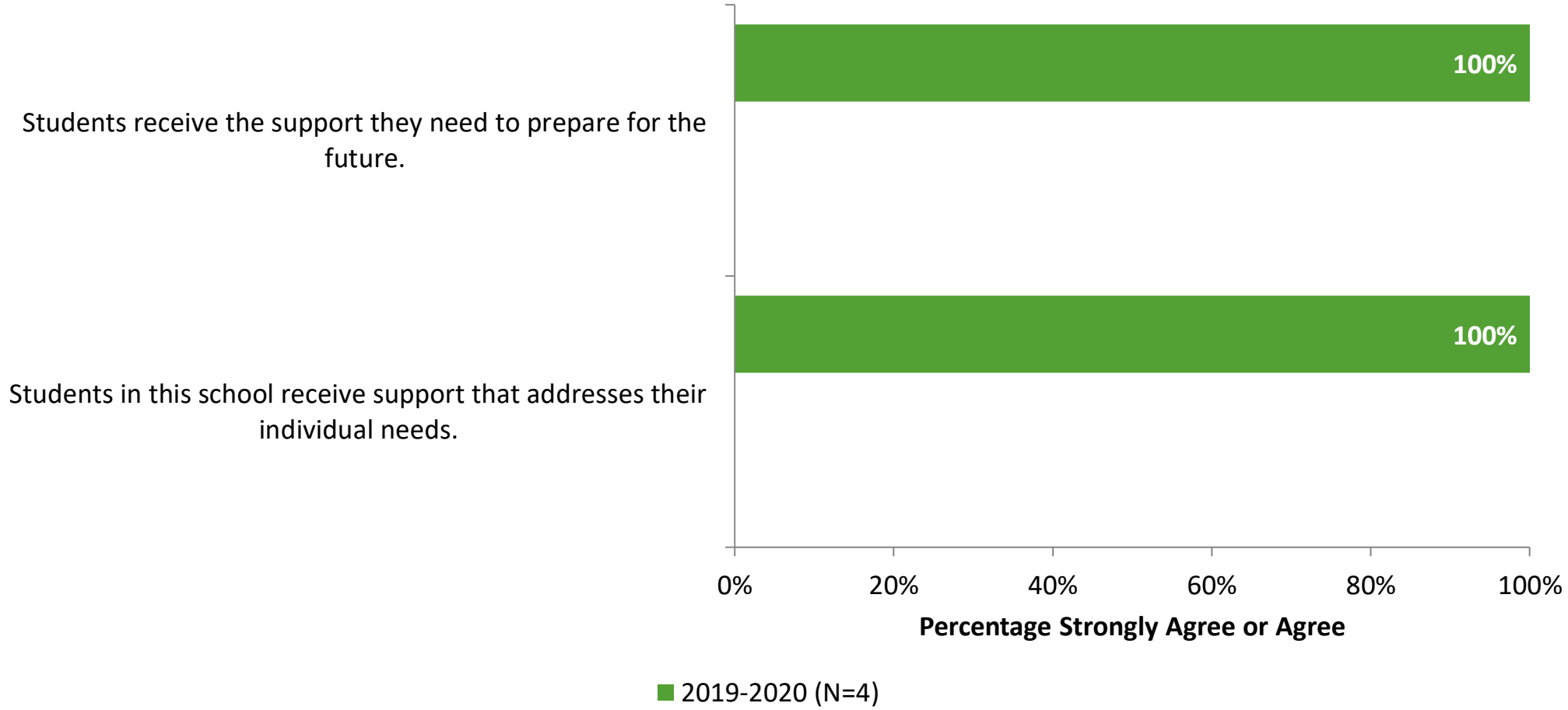
Student Support: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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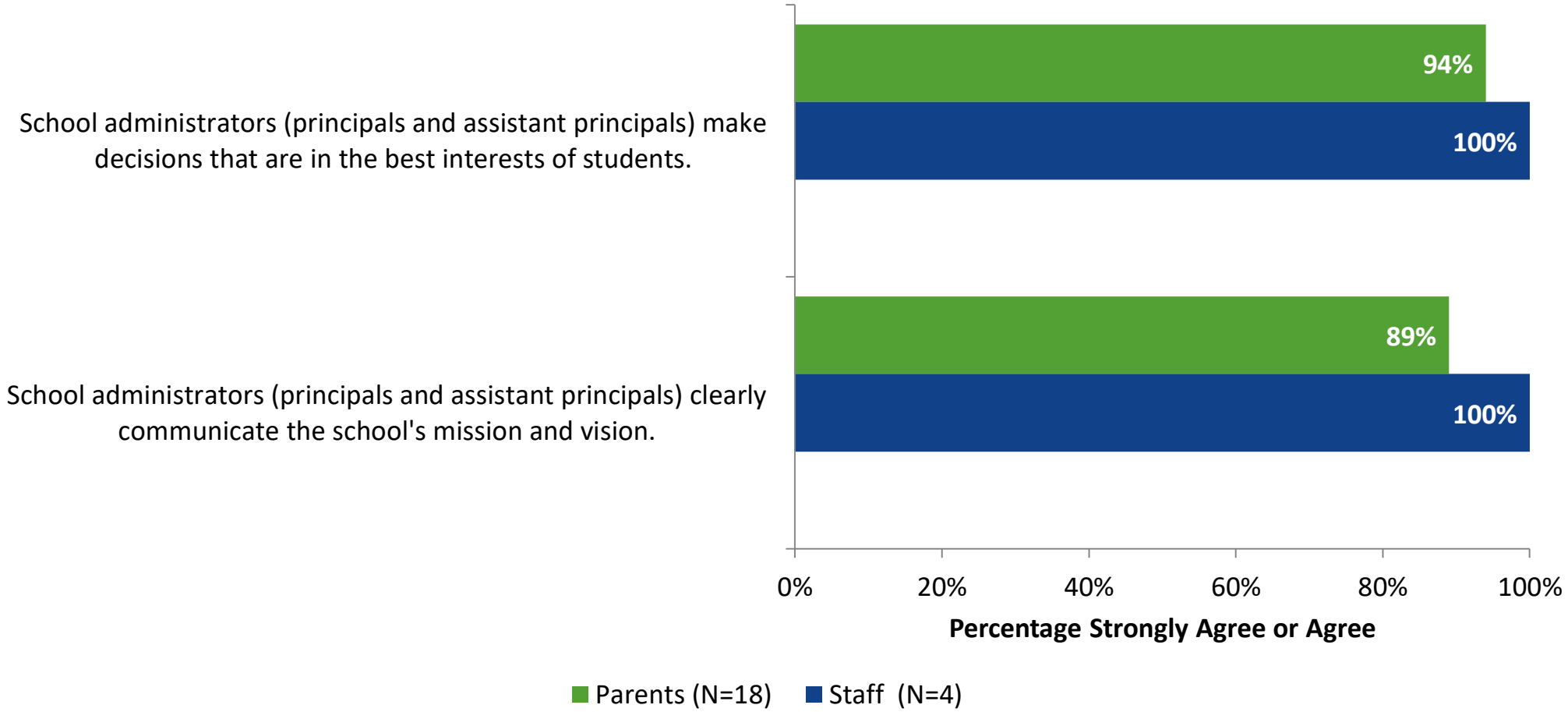
School Leadership: Comparison by Participant Group

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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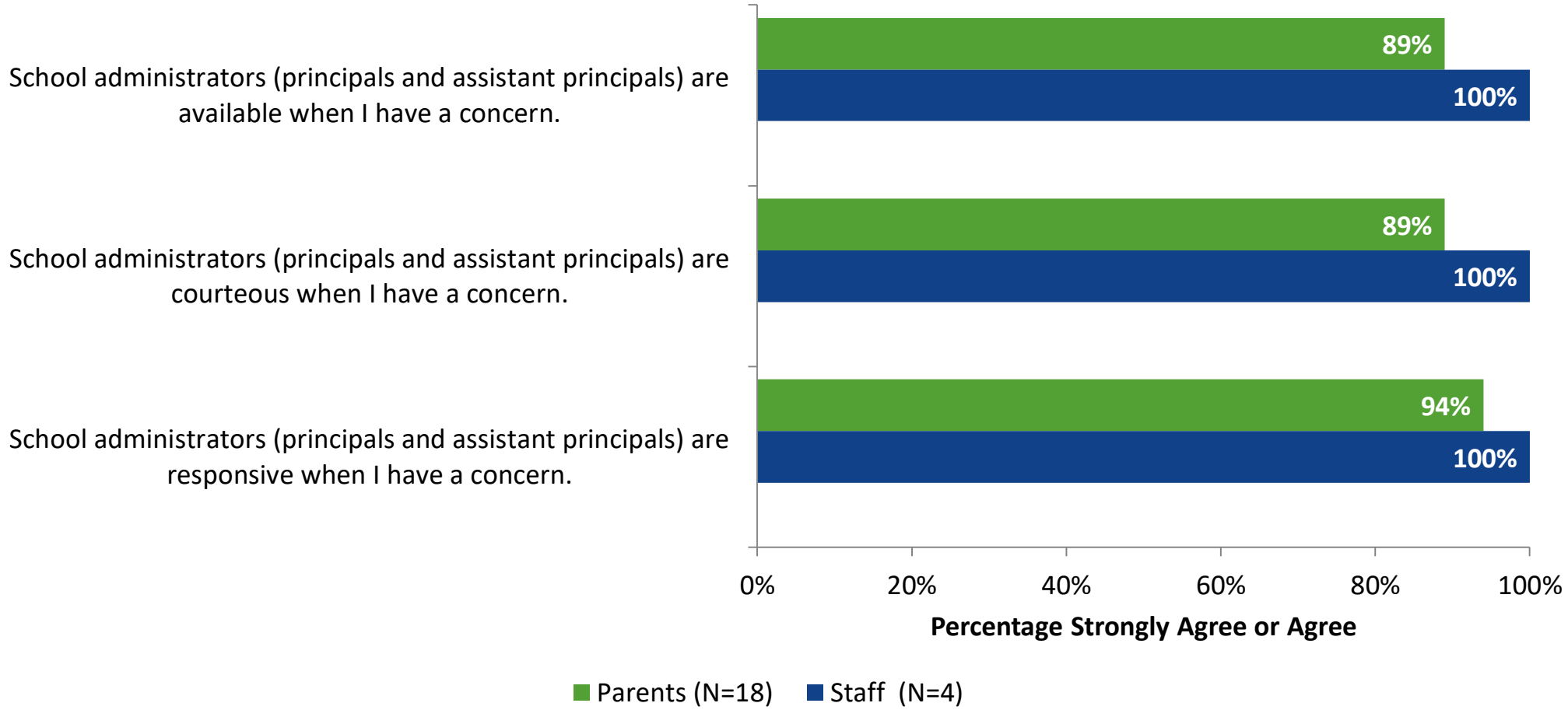
School Leadership: Comparison by Participant Group (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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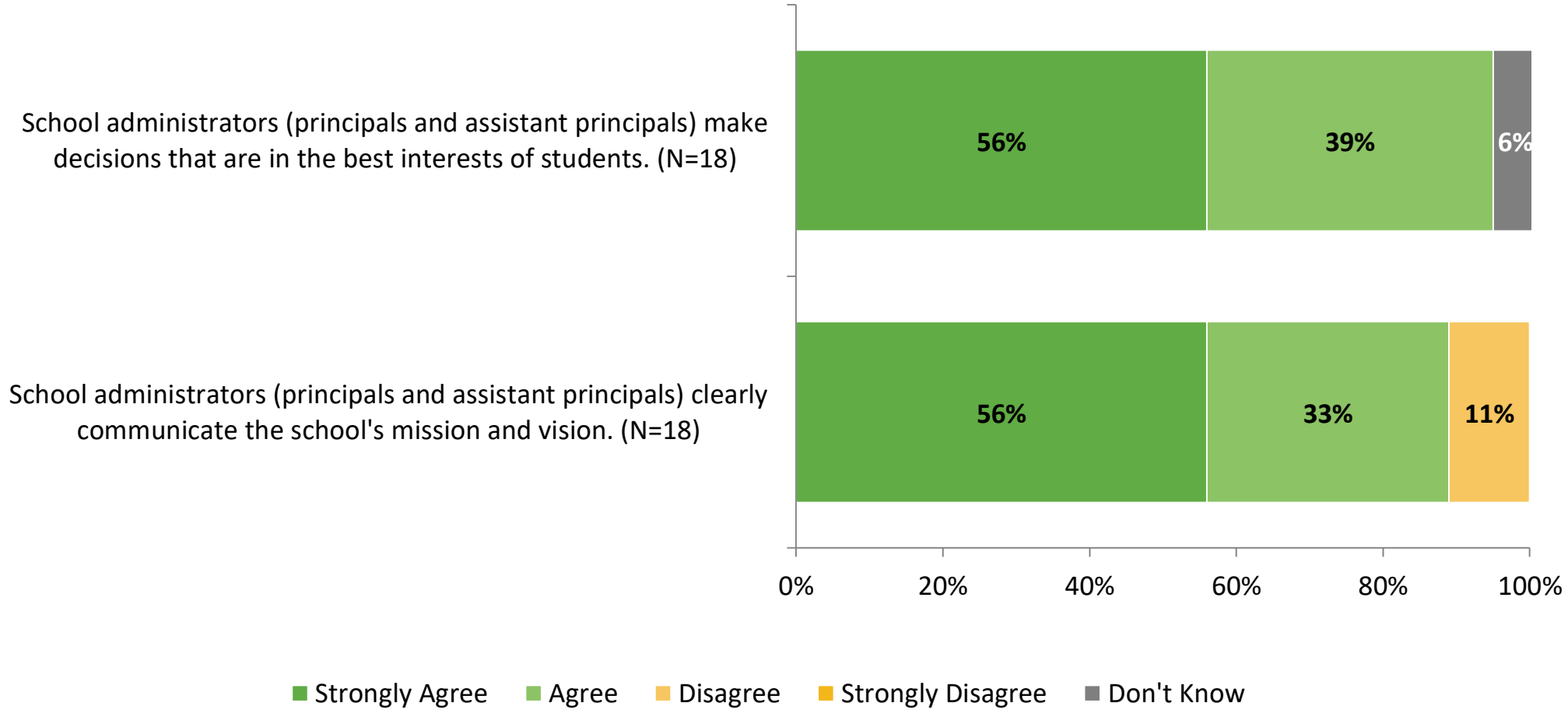
School Leadership

How strongly do you disagree or agree with the following statements?



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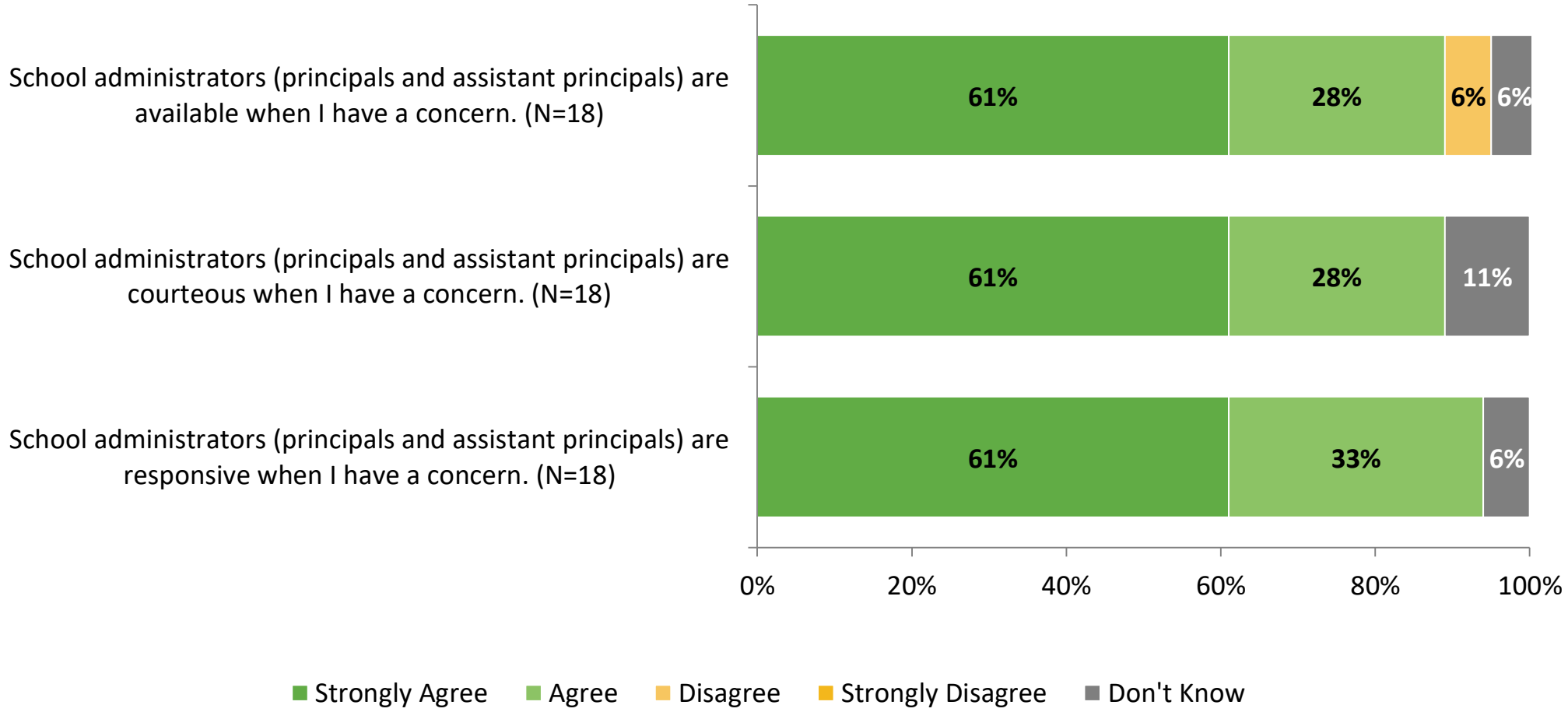
School Leadership (Continued)

How strongly do you disagree or agree with the following statements?



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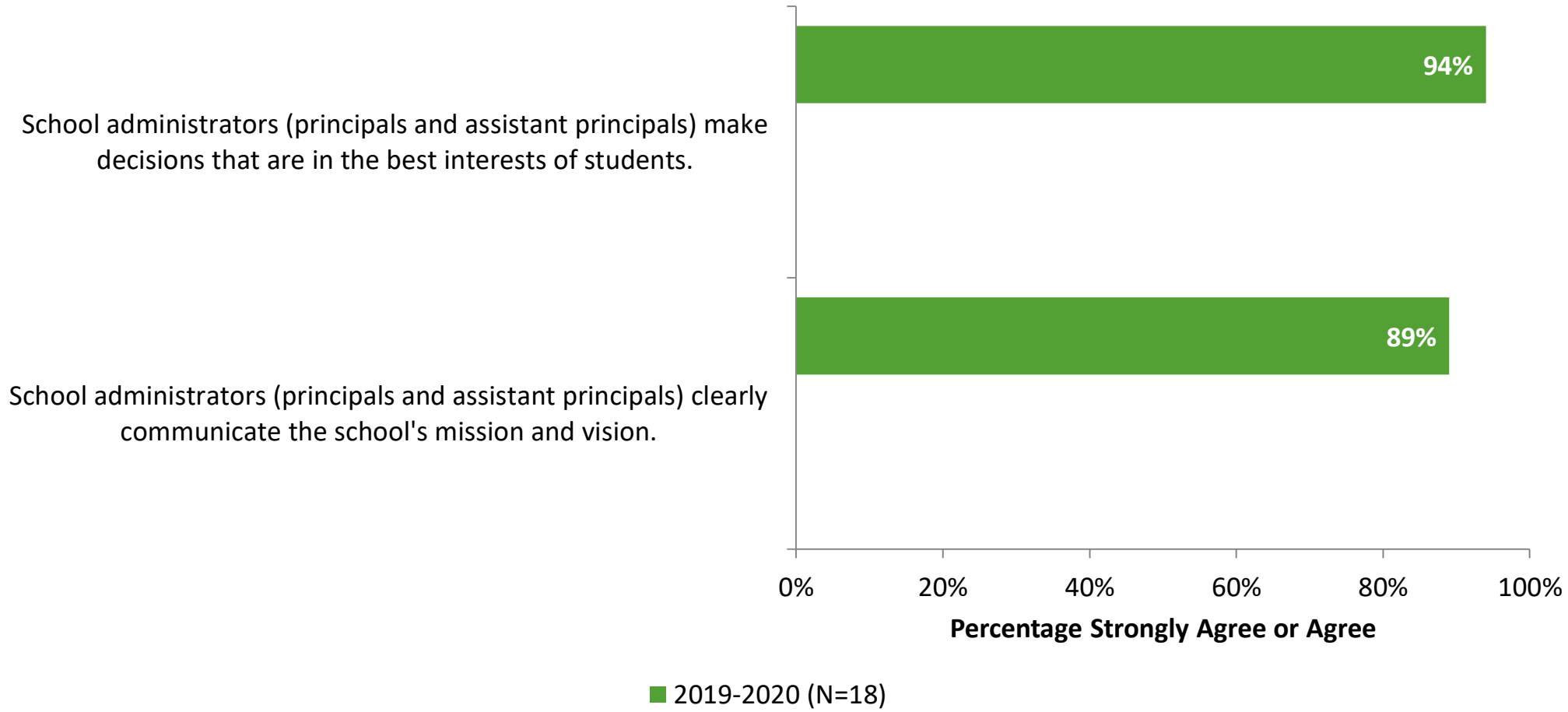
School Leadership: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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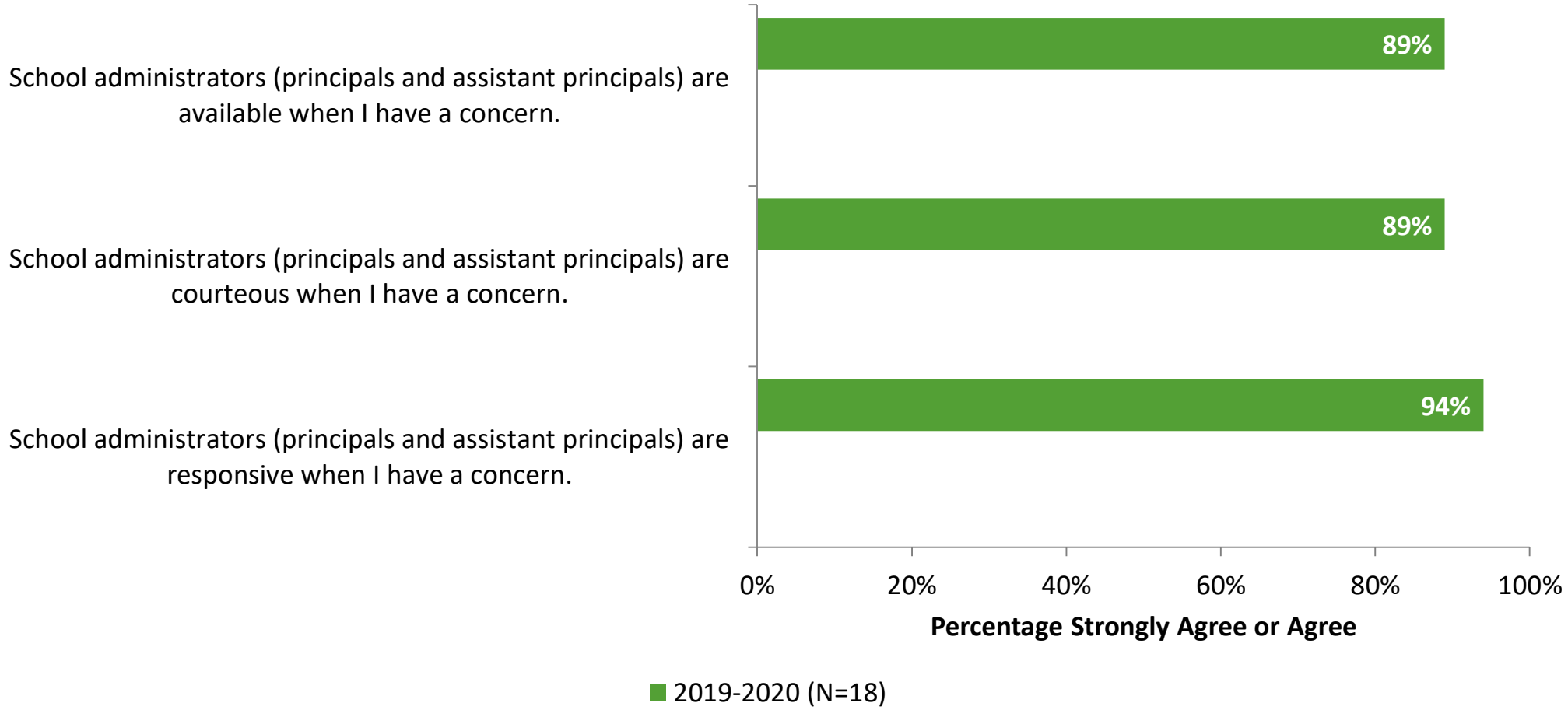
School Leadership: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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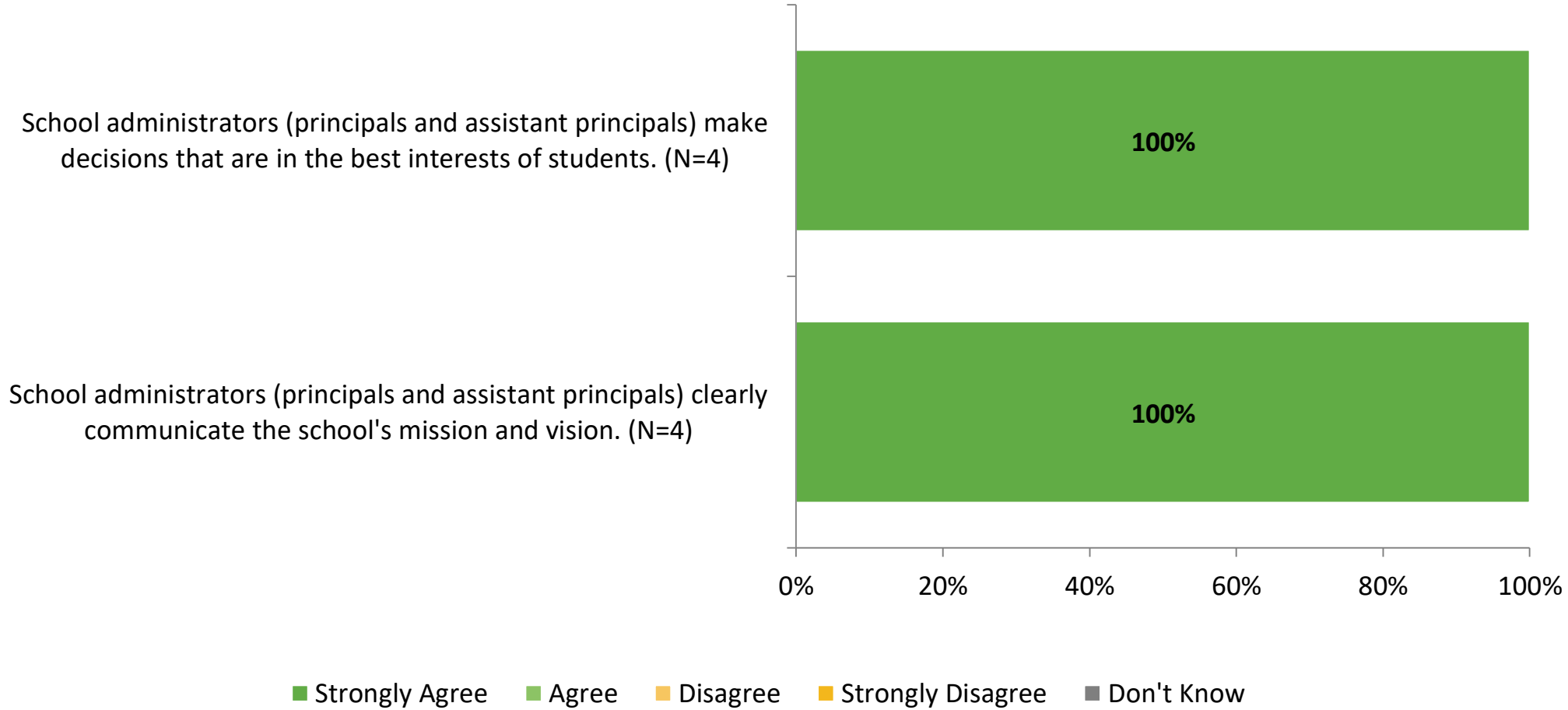
School Leadership

How strongly do you disagree or agree with the following statements?



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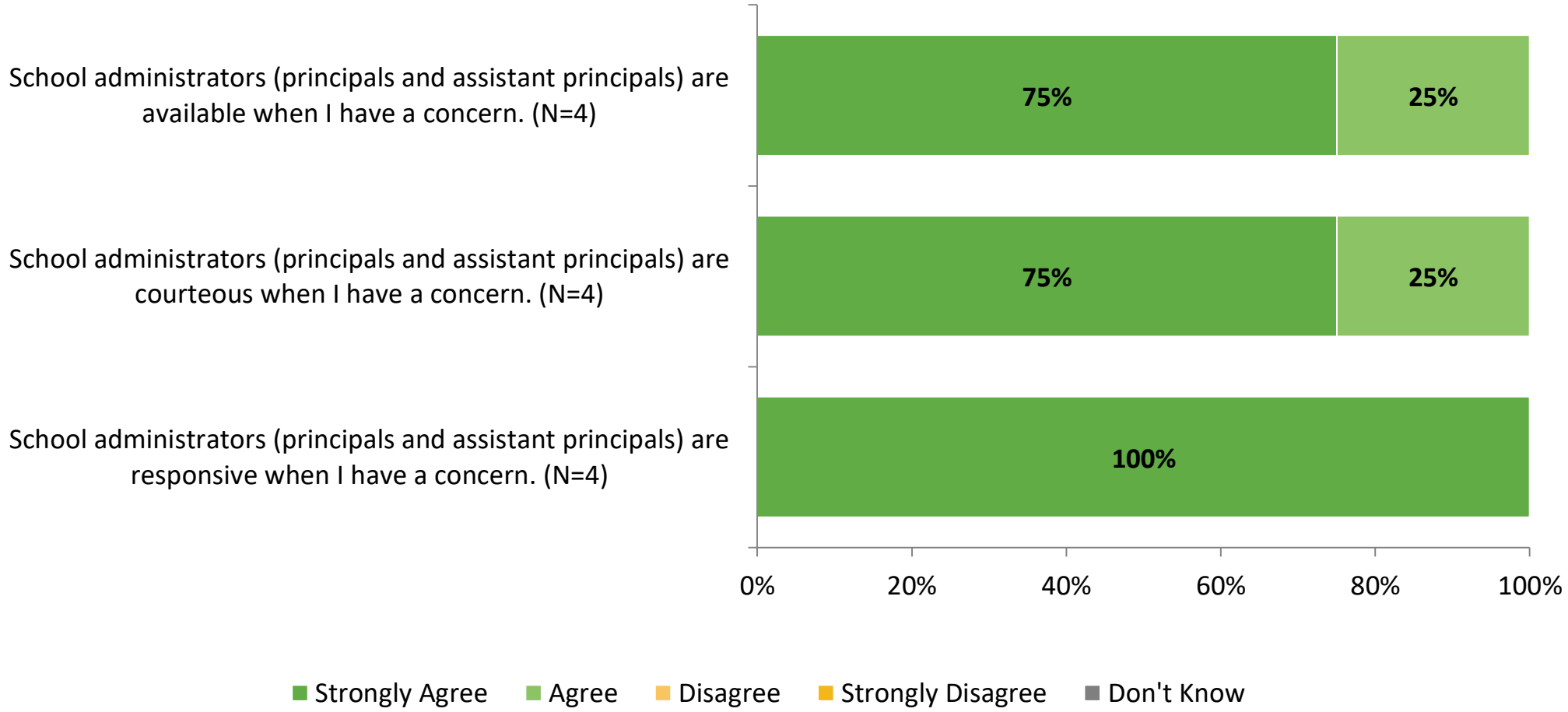
School Leadership (Continued)

How strongly do you disagree or agree with the following statements?



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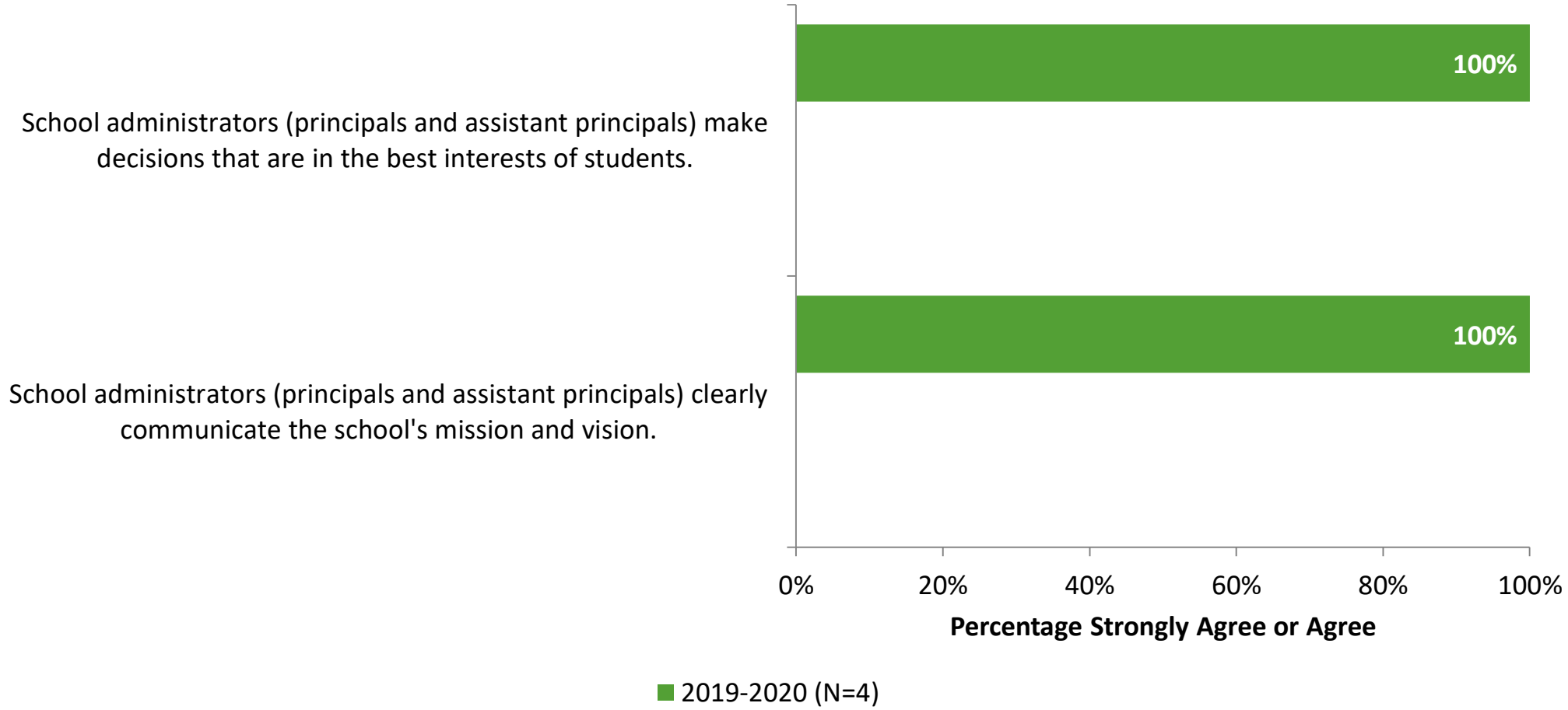
School Leadership: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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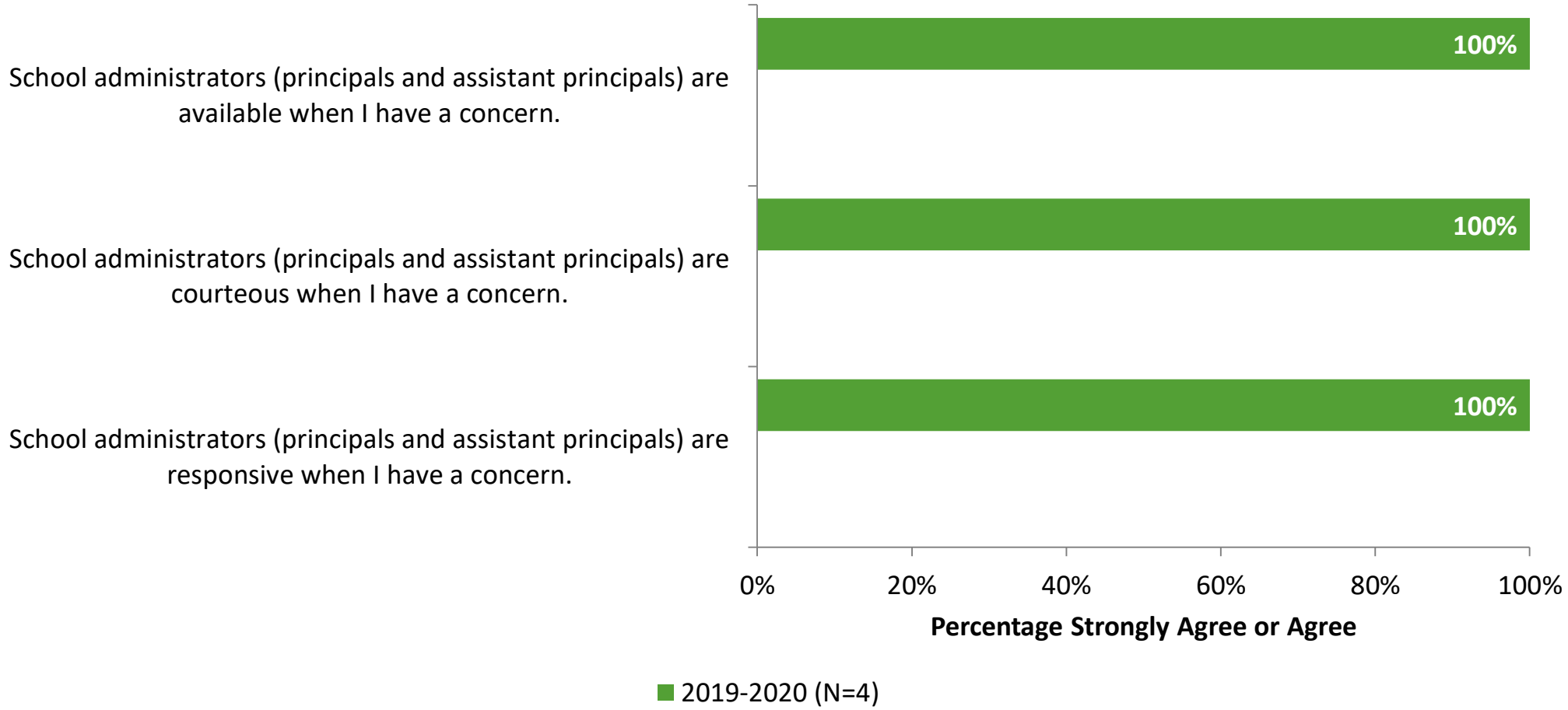
School Leadership: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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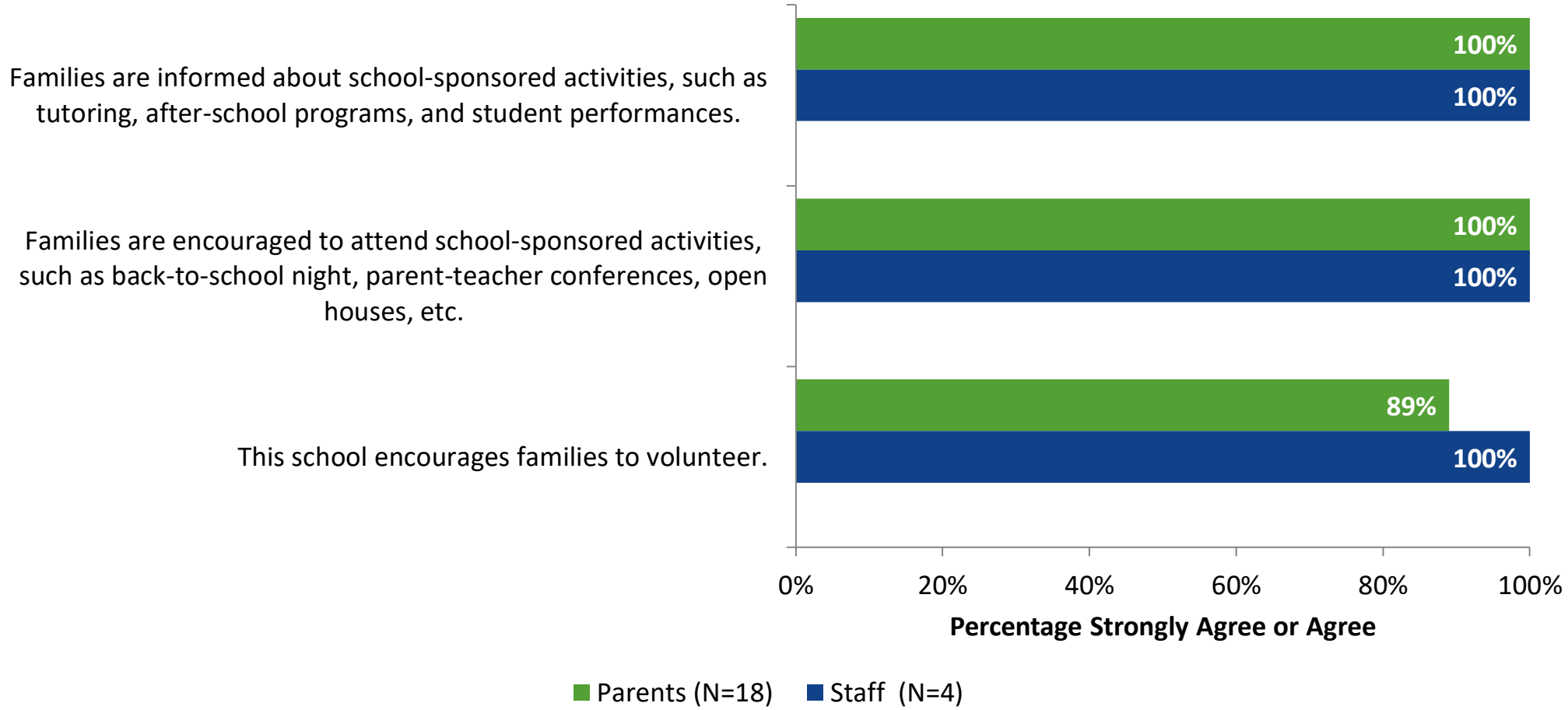
Family Involvement: Comparison by Participant Group

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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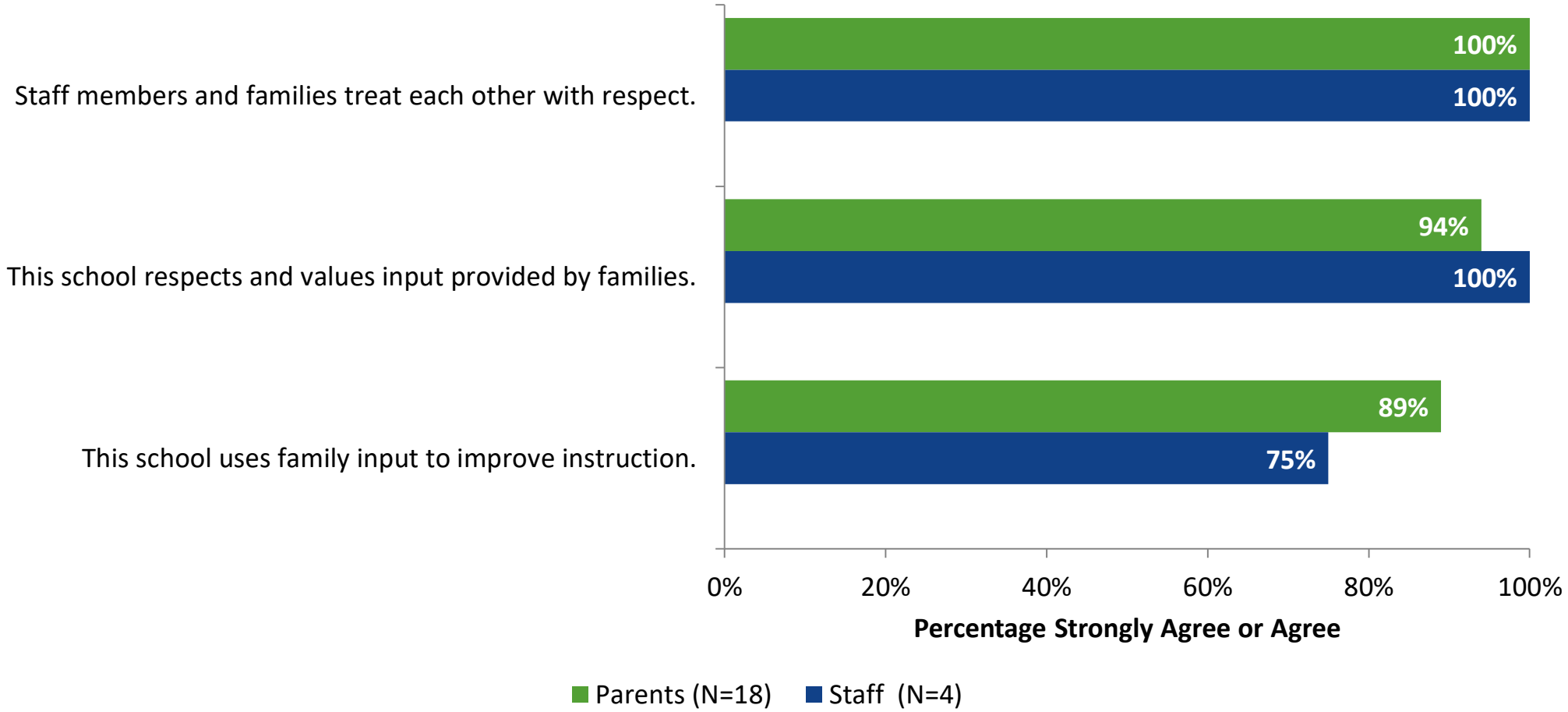
Family Involvement: Comparison by Participant Group (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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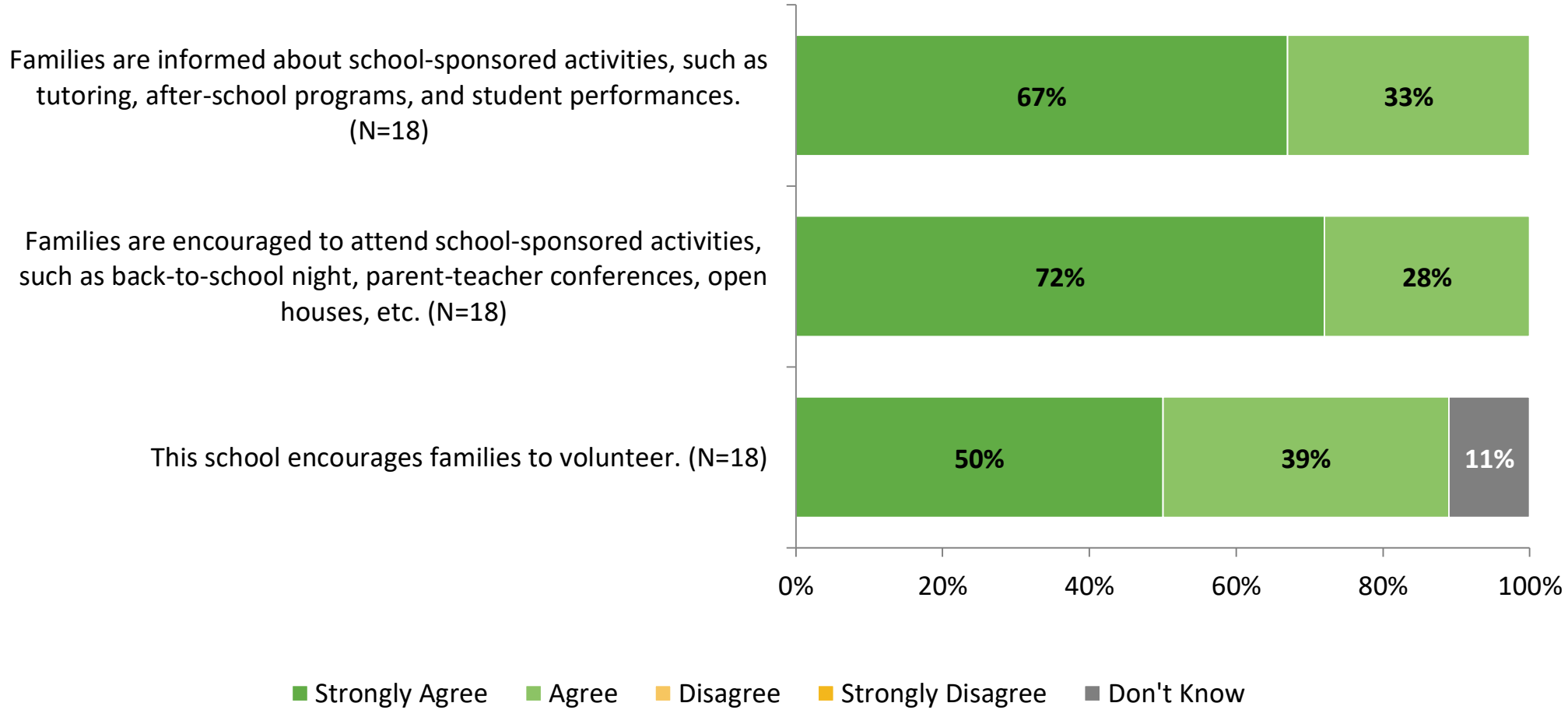
Family Involvement

How strongly do you disagree or agree with the following statements?



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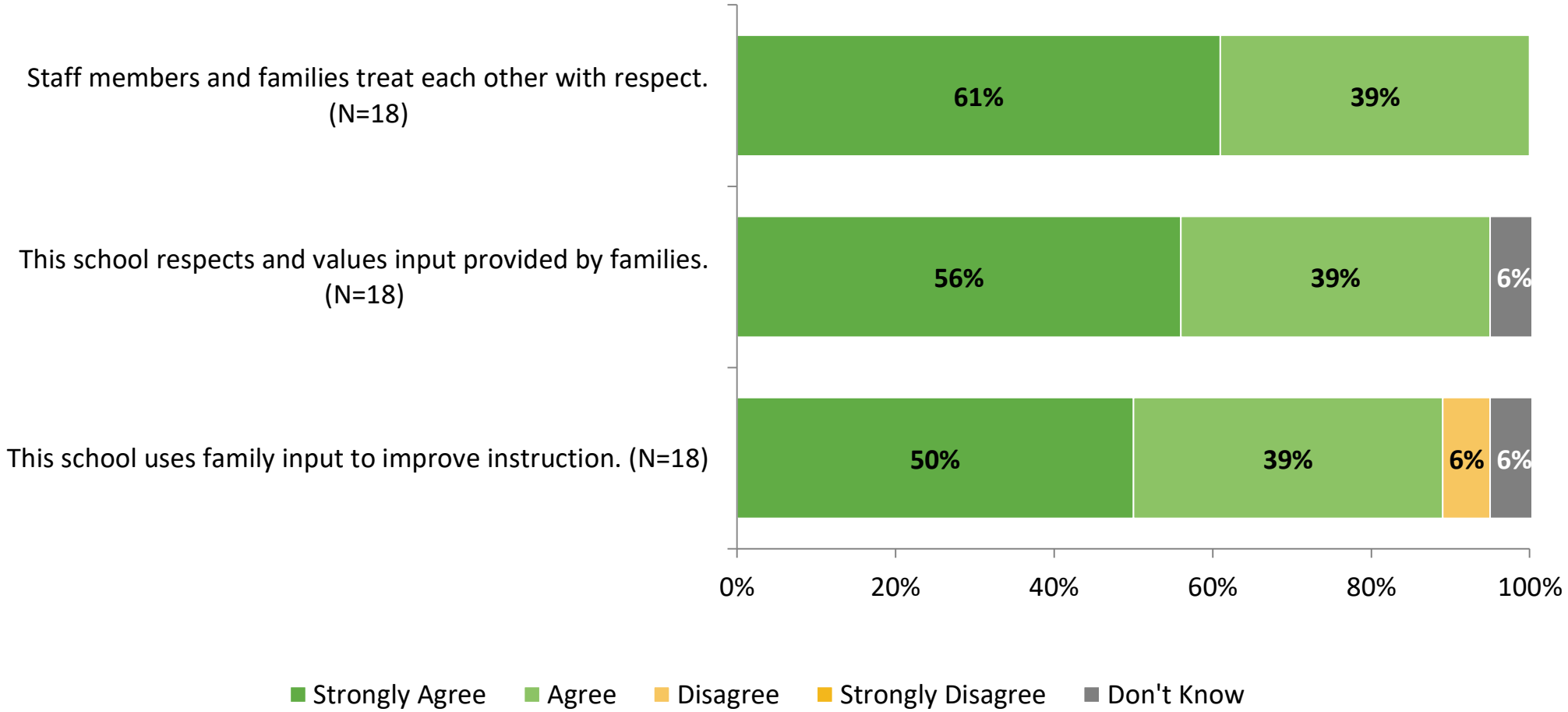
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



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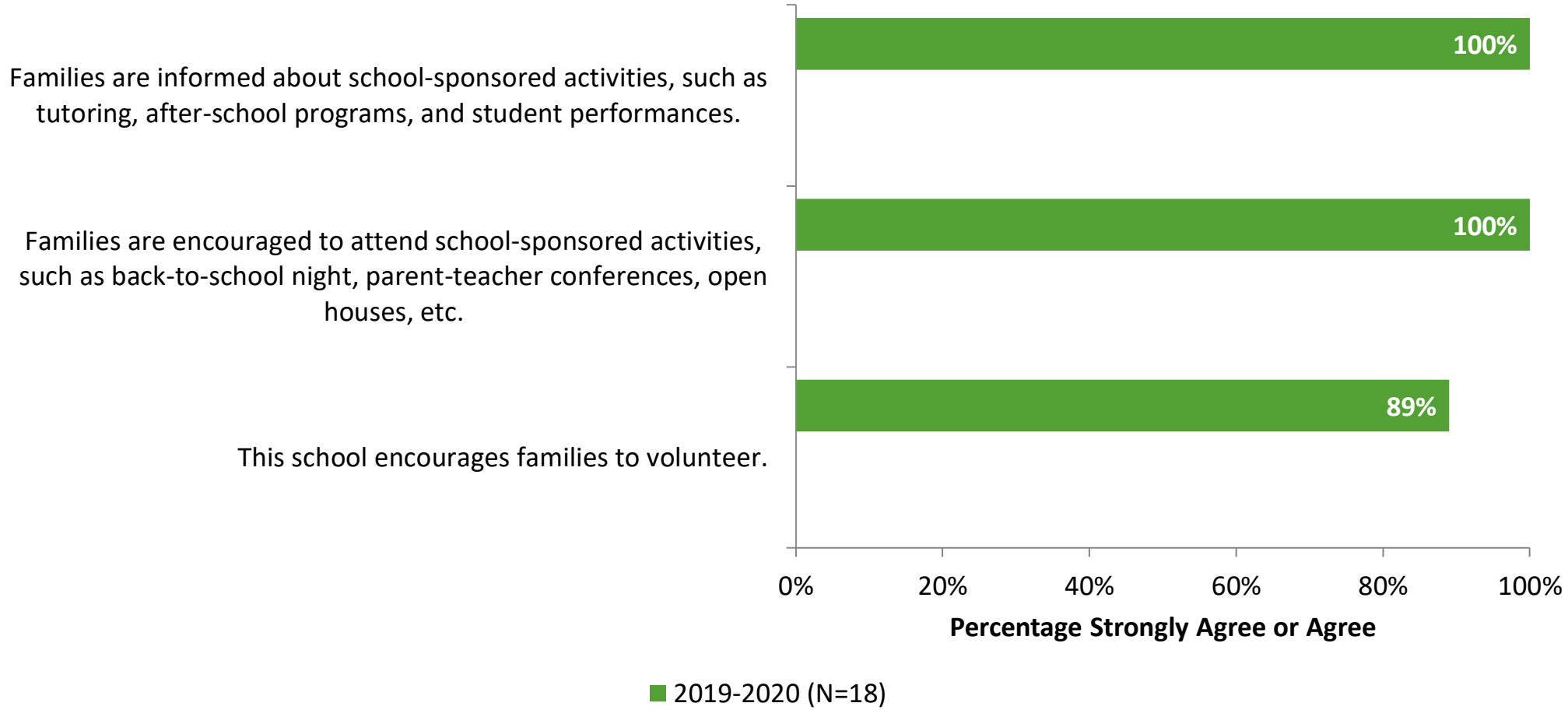
Family Involvement: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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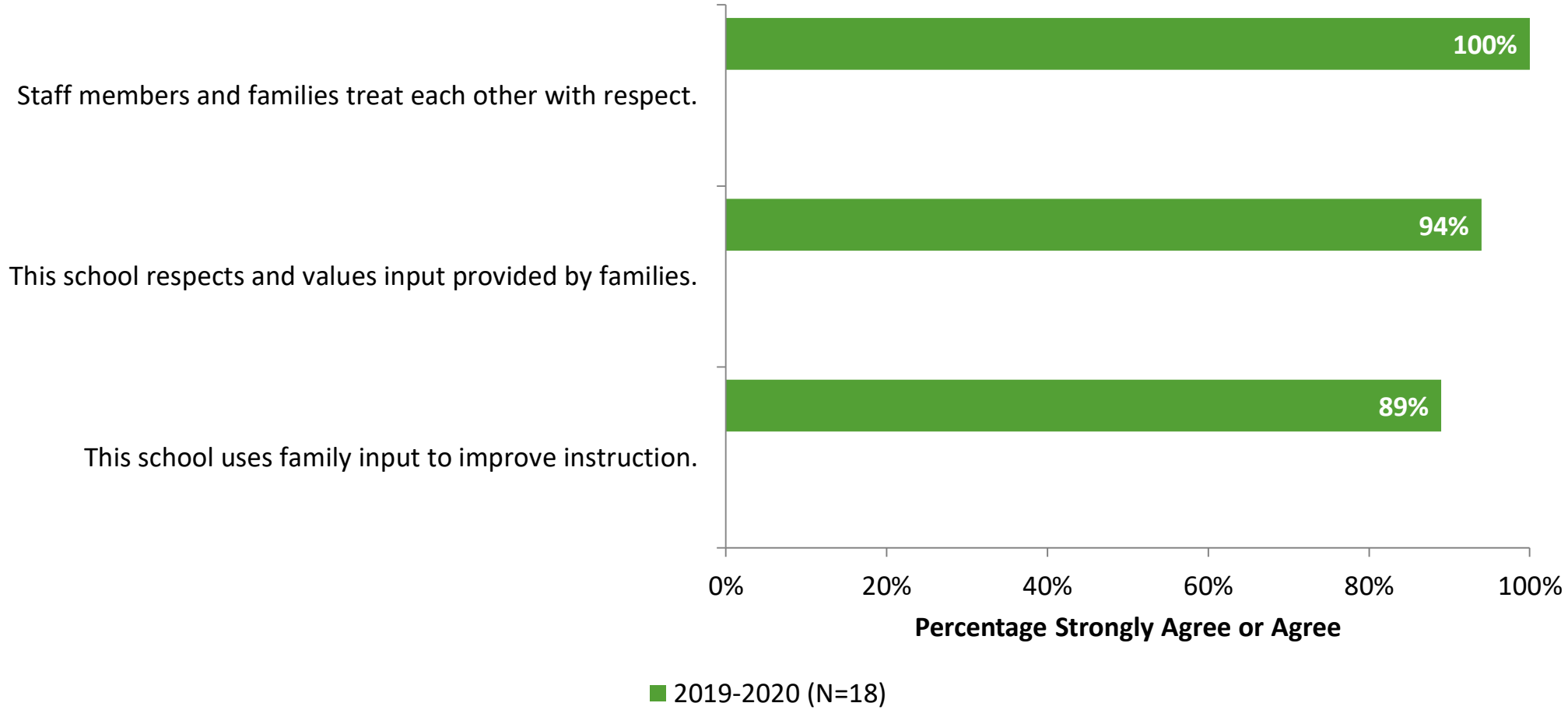
Family Involvement: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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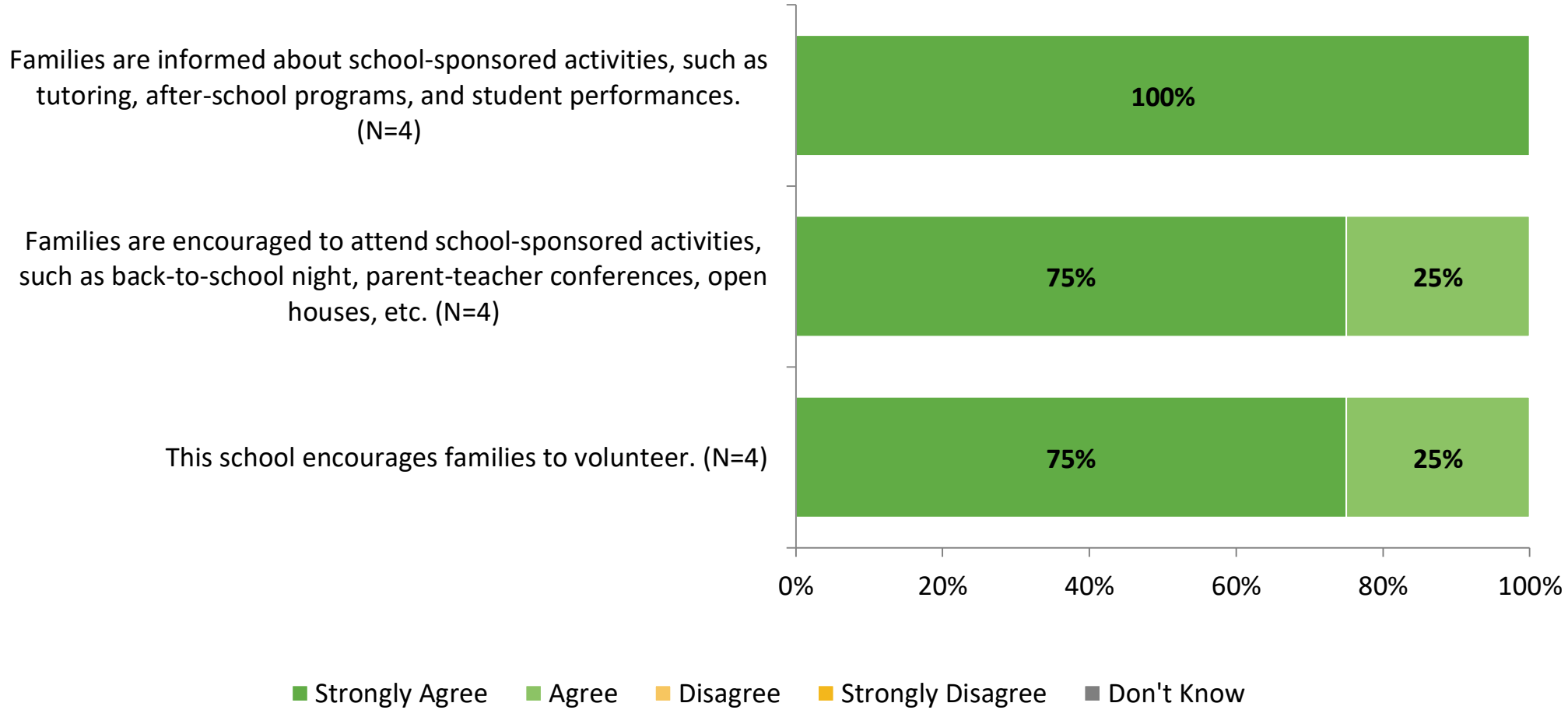
Family Involvement

How strongly do you disagree or agree with the following statements?



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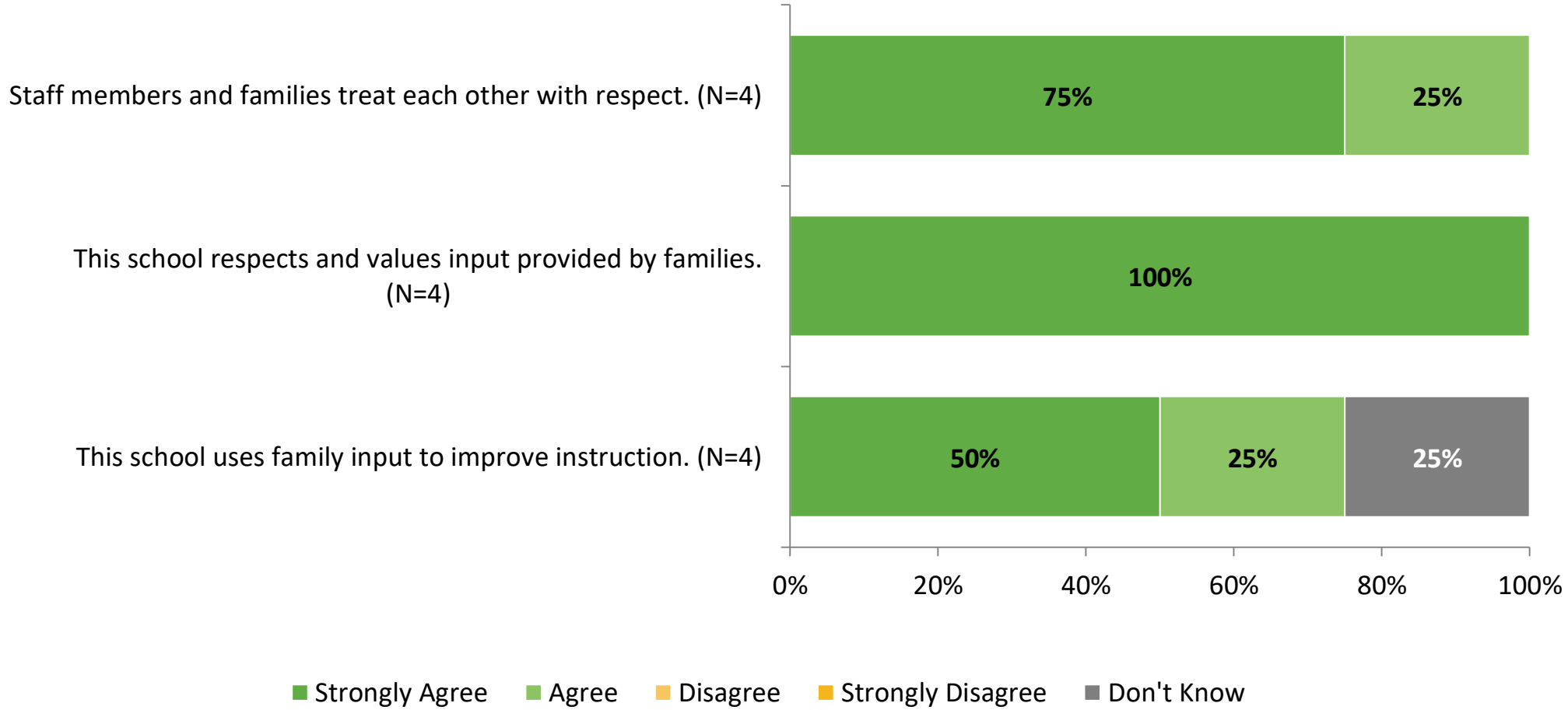
Family Involvement (Continued)

How strongly do you disagree or agree with the following statements?



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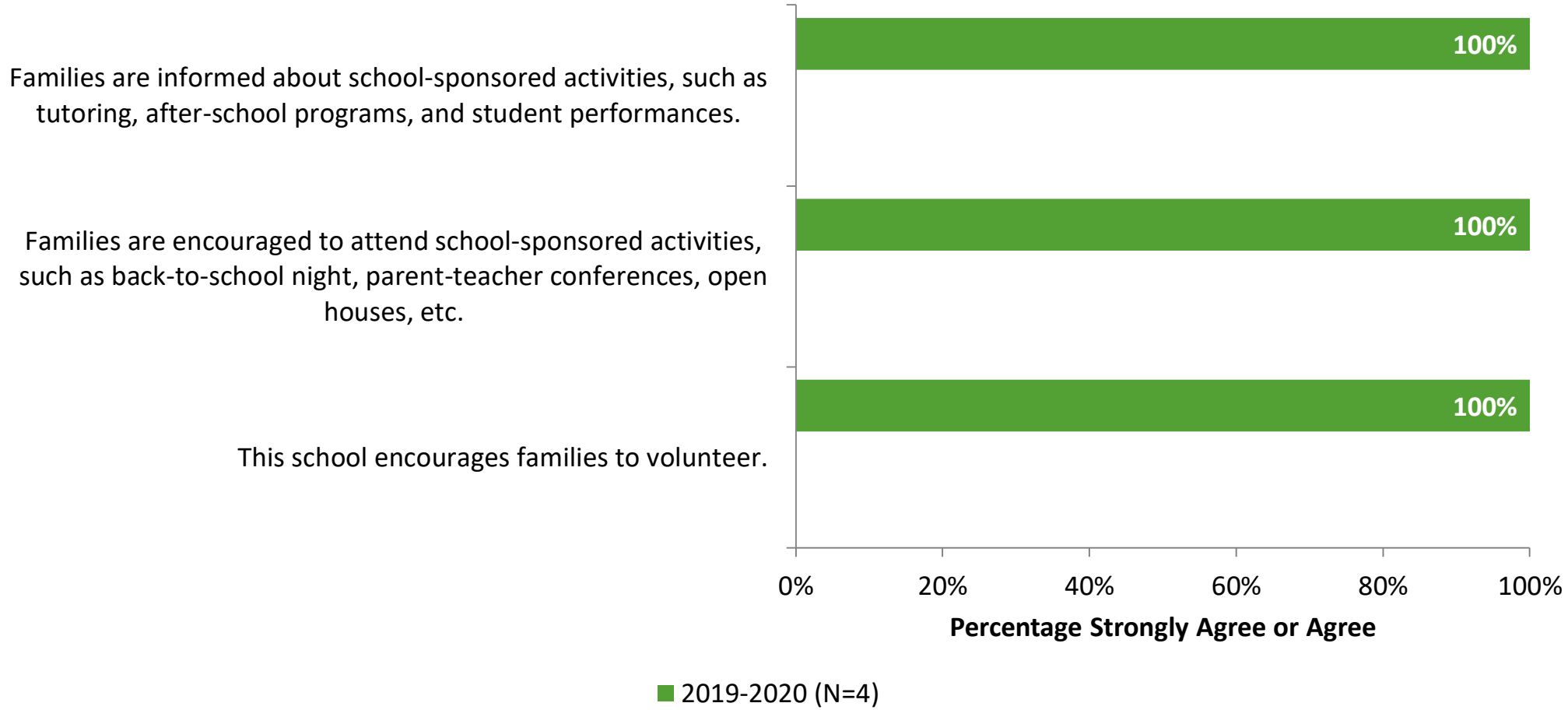
Family Involvement: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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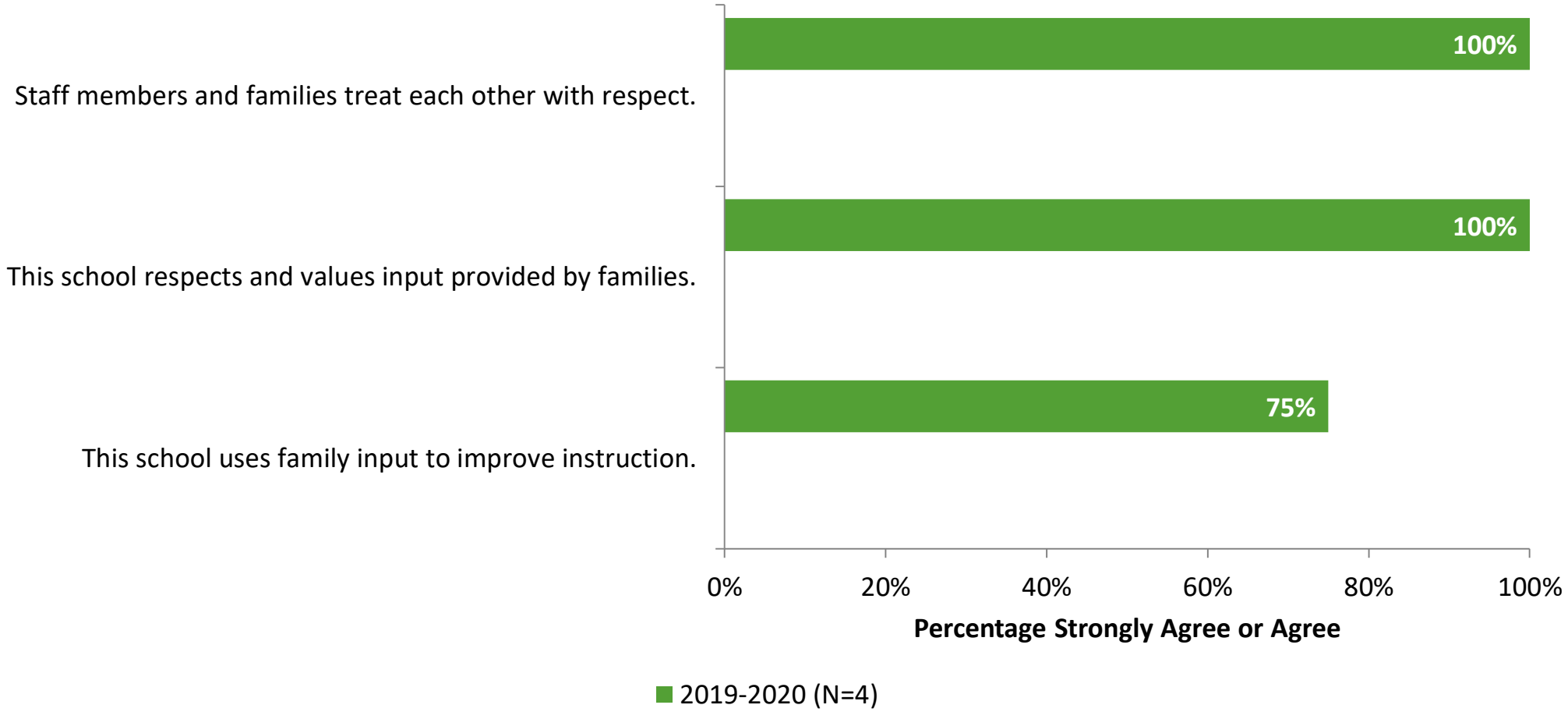
Family Involvement: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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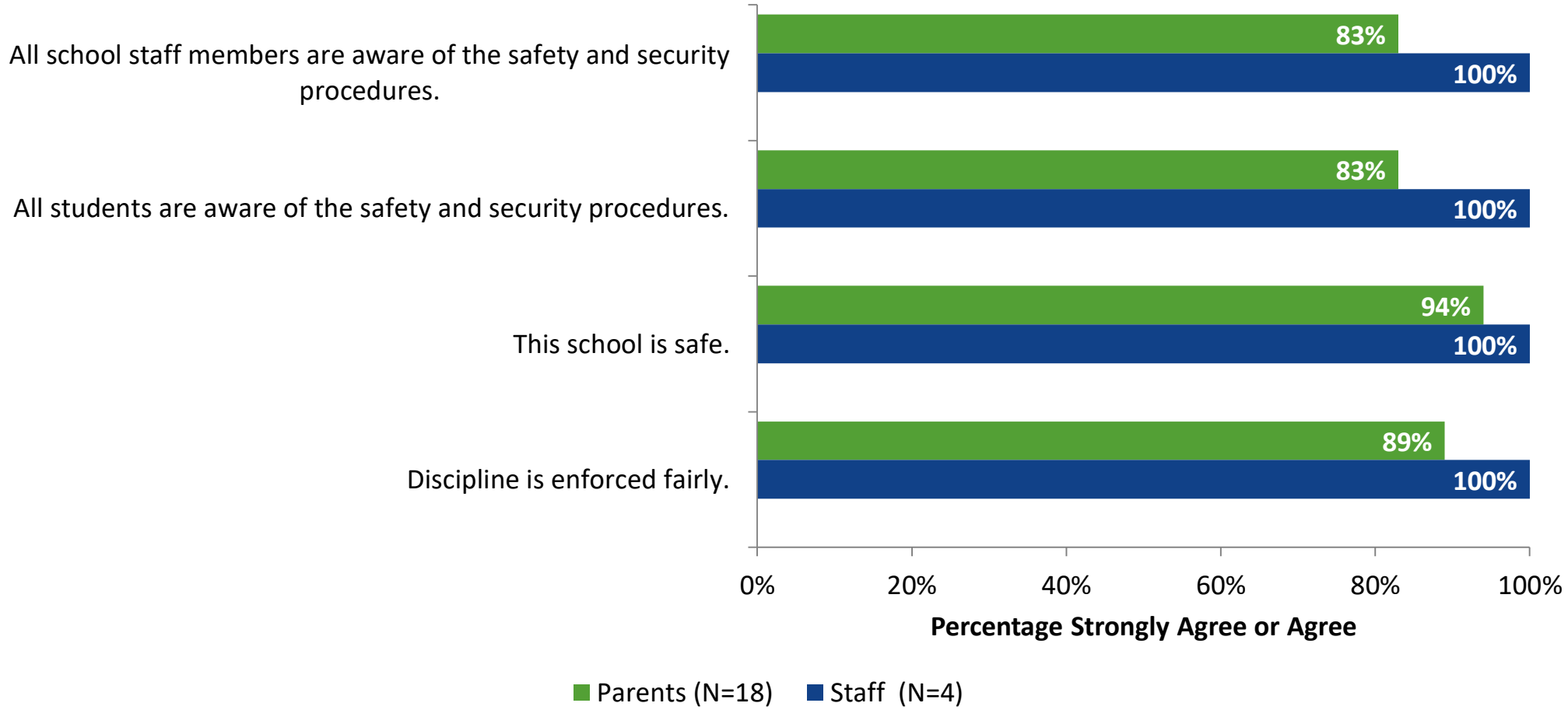
Safety and Behavior: Comparison by Participant Group

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

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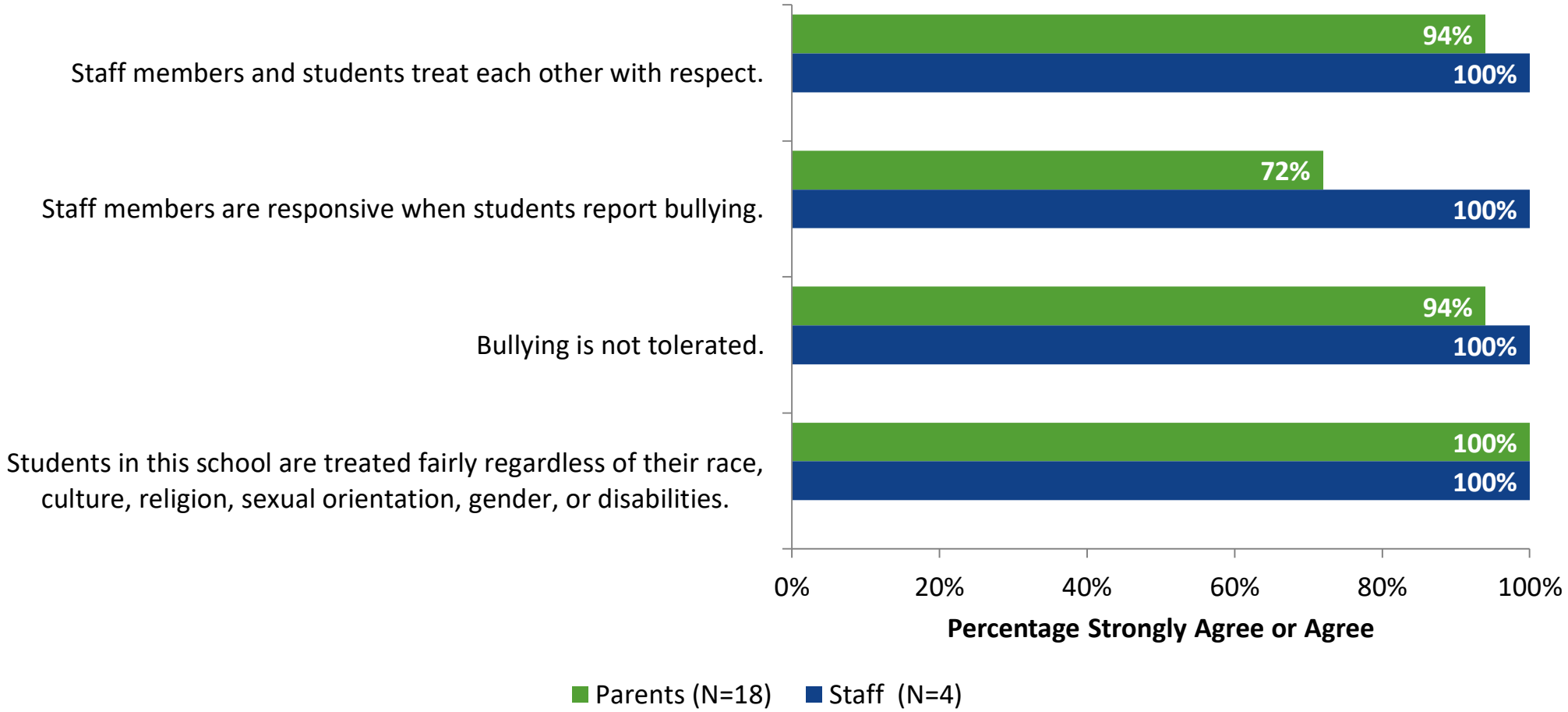
Safety and Behavior: Comparison by Participant Group (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for Students (Gr. 6-12).

K12 Insight
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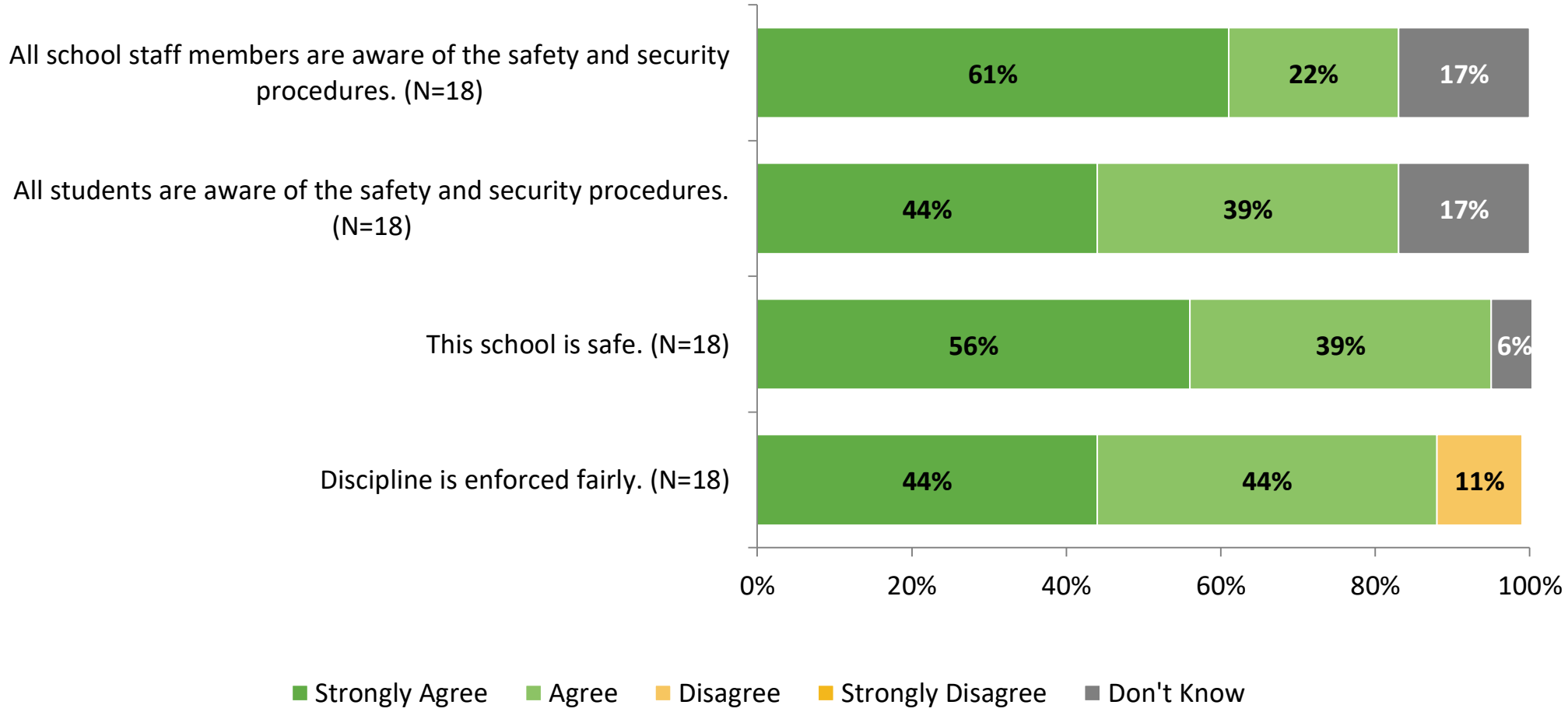
Safety and Behavior

How strongly do you disagree or agree with the following statements?



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Safety and Behavior (Continued)

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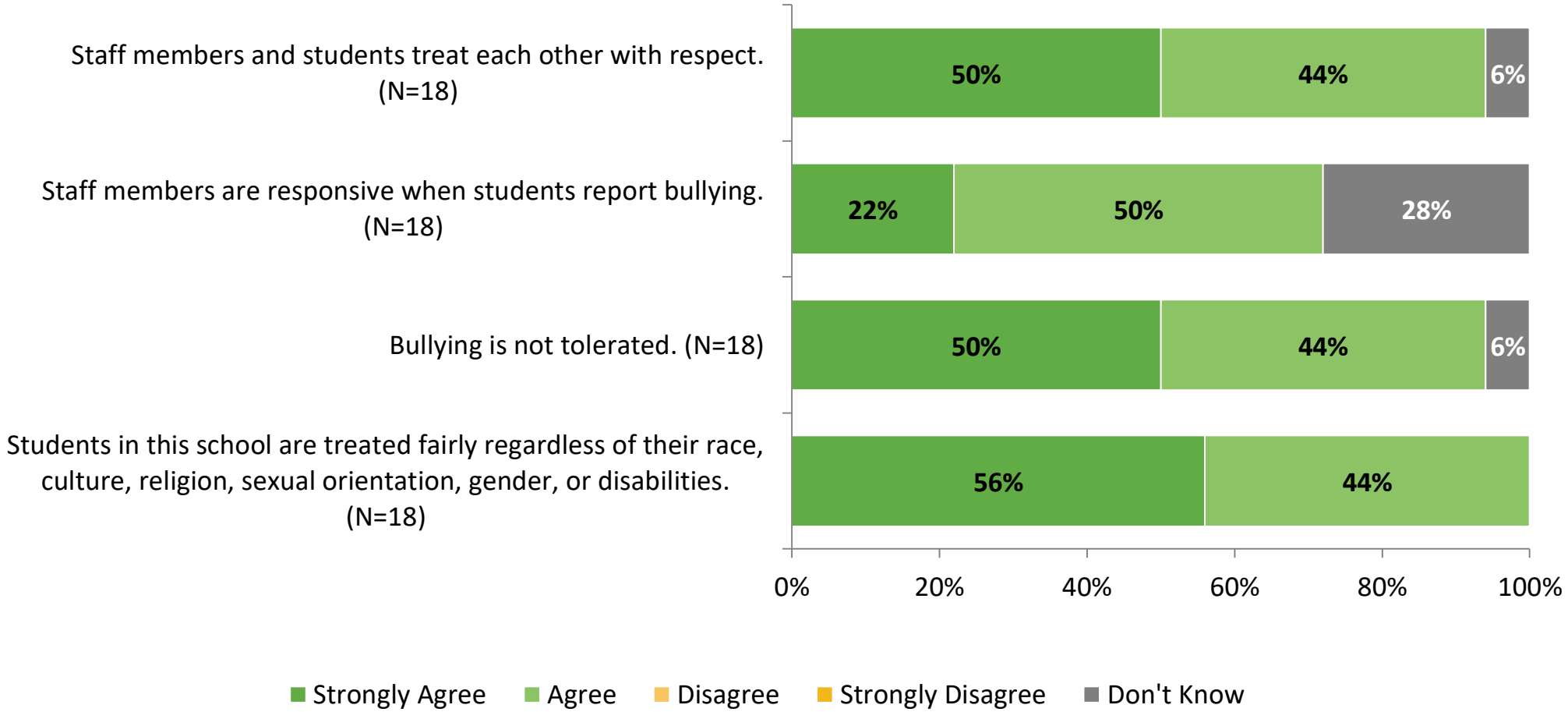

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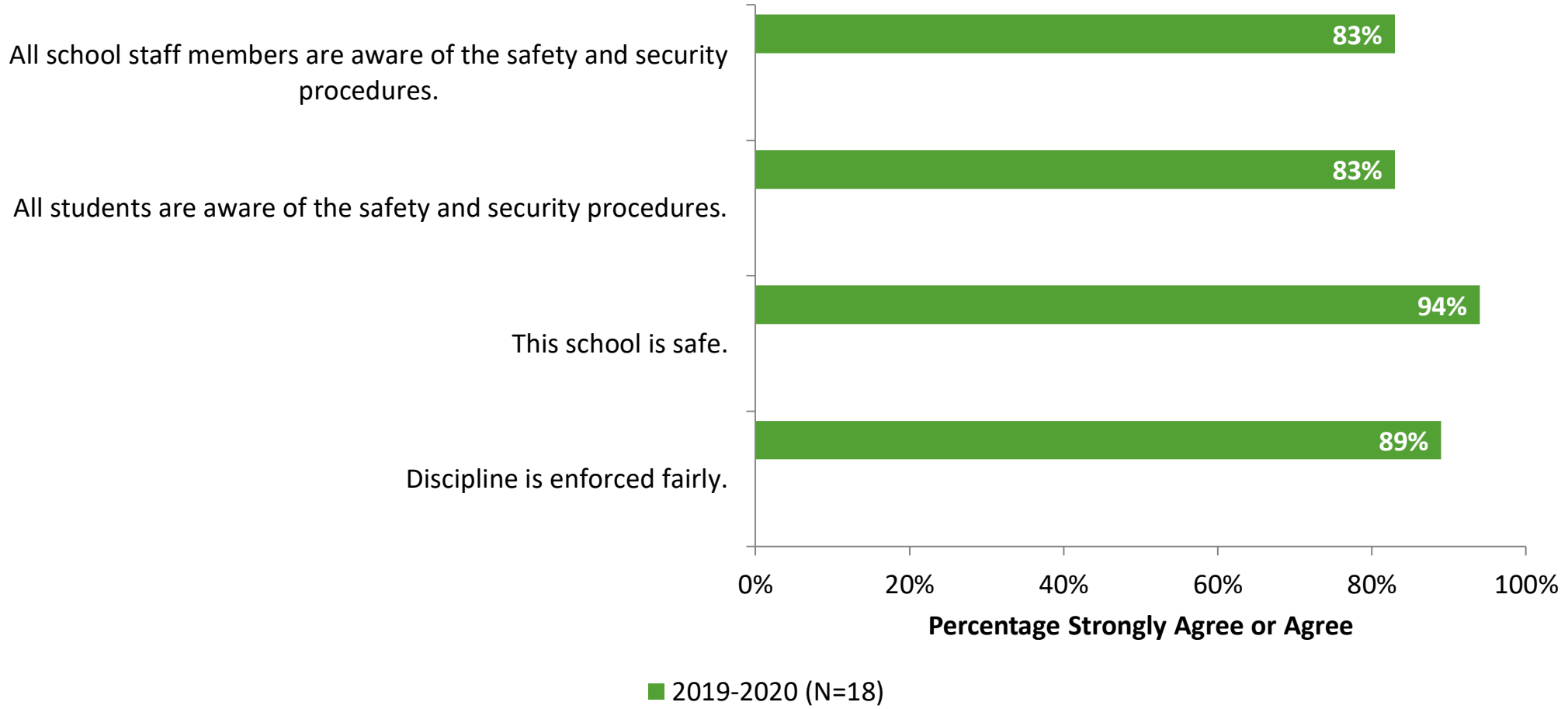
Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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Safety and Behavior: Comparison Over Time (Continued)

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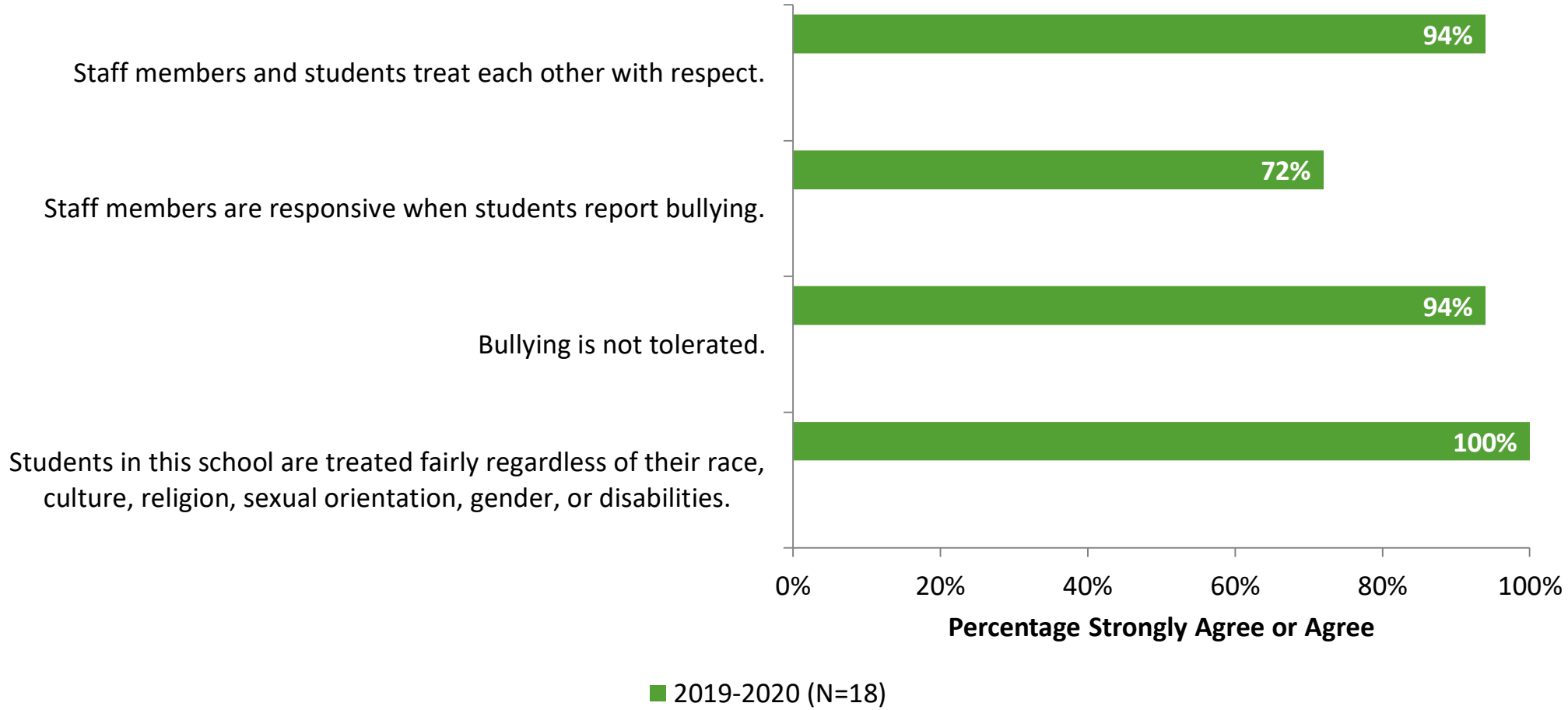

No data to display for 2018-2019, 2017-2018.

K12 Insight
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Safety and Behavior

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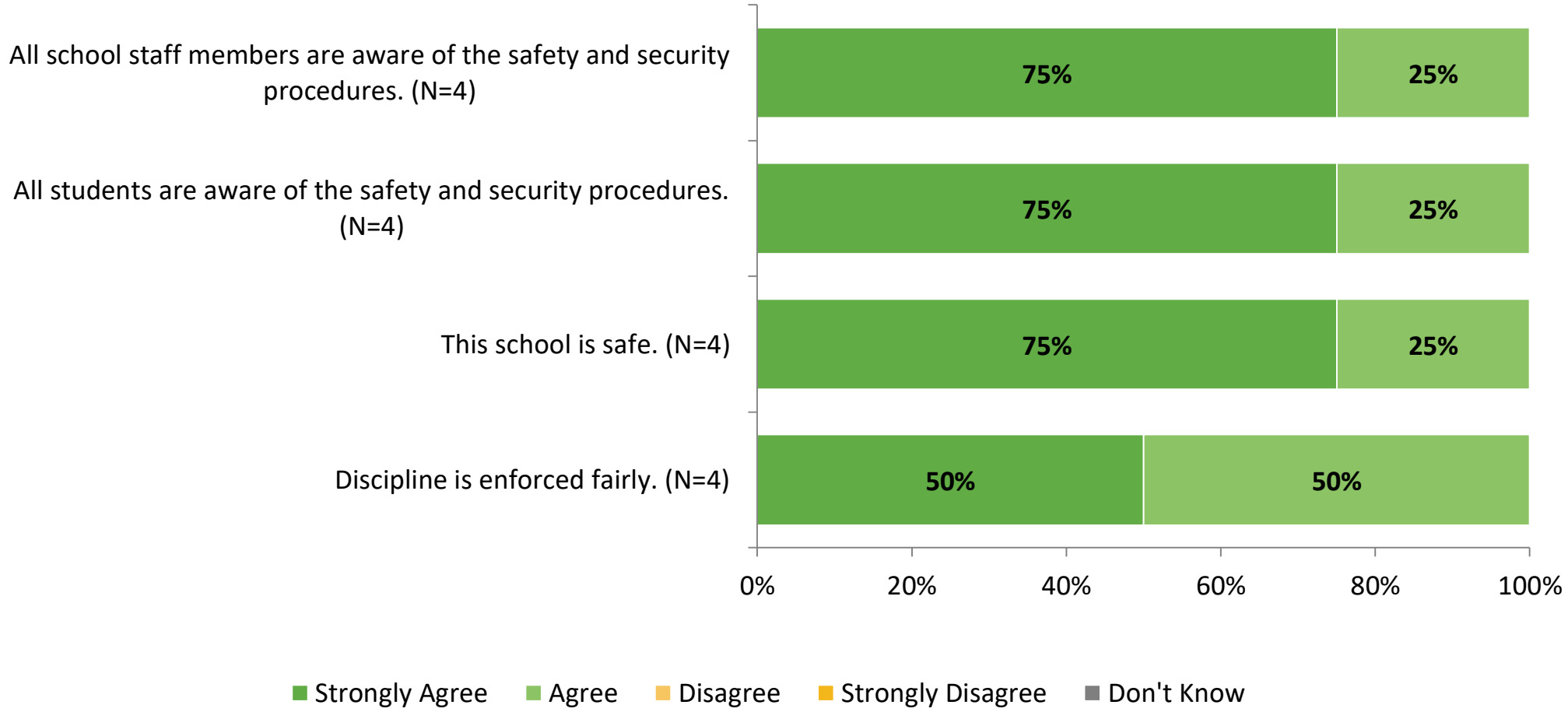

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Safety and Behavior (Continued)

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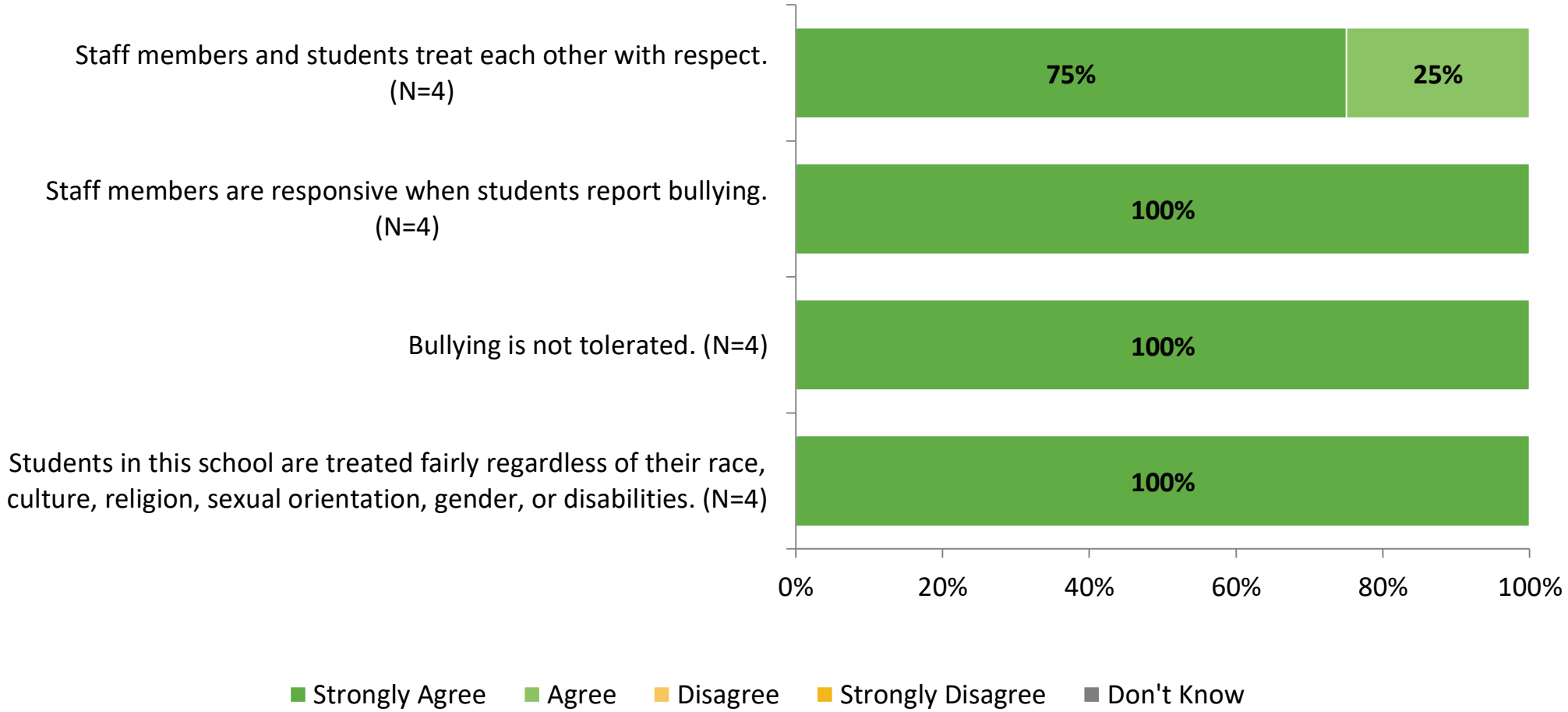

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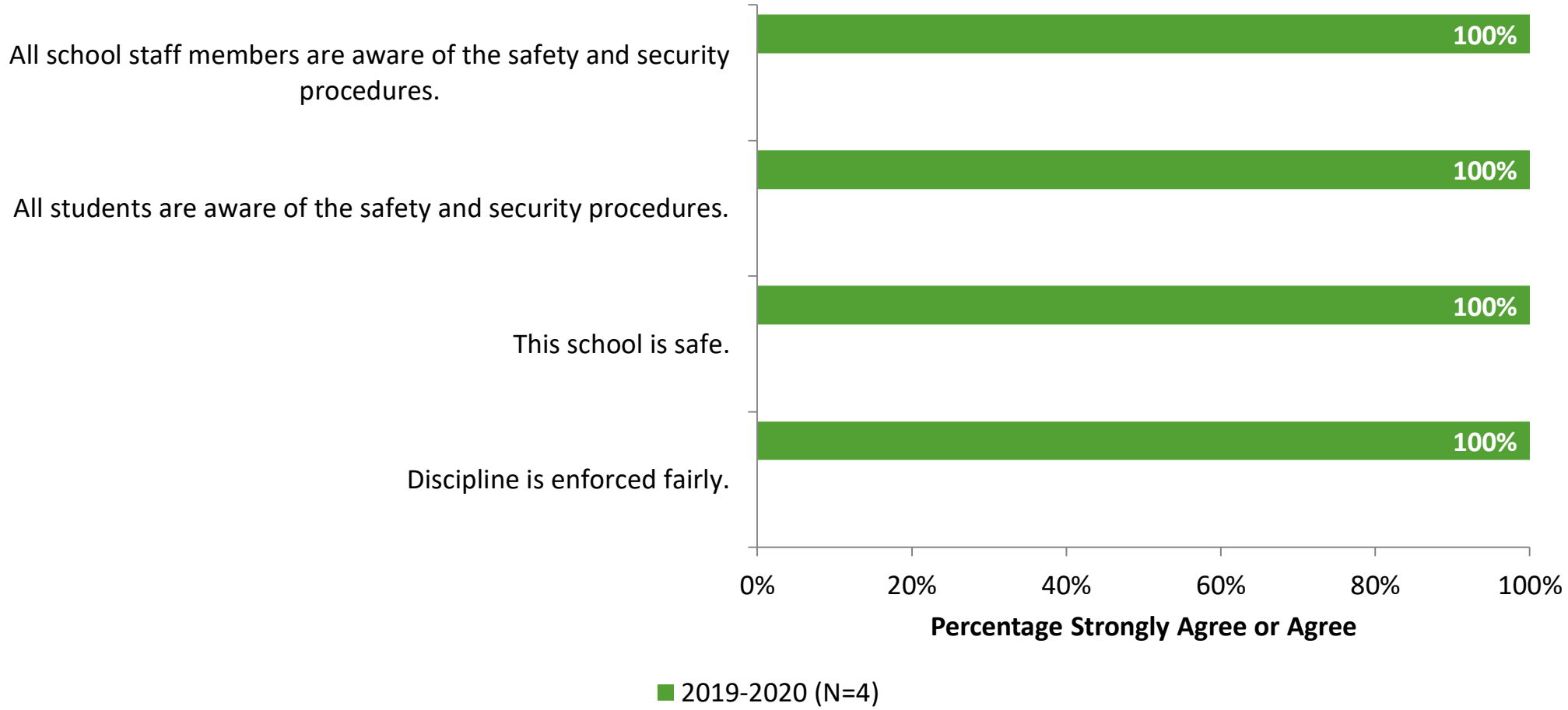
Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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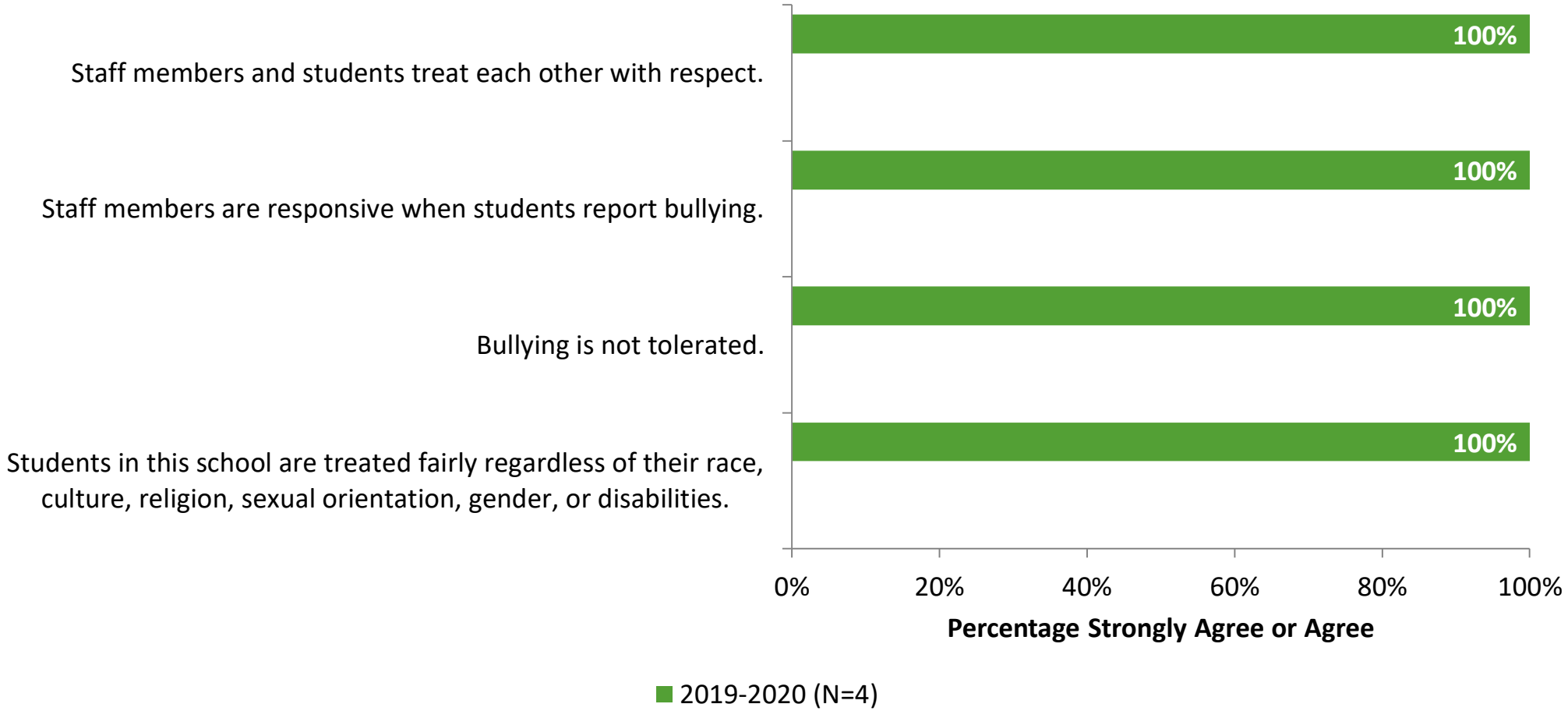
Safety and Behavior: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?



No data to display for 2018-2019, 2017-2018.

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Highest Ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
Teachers give timely feedback about student work.	100%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	100%	Student Support
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	100%	Family Involvement
Families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, open houses, etc.	100%	Family Involvement

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Lowest Ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
School offers a variety of courses and co/extracurricular activities.	17%	Student Support
Students in this school receive support that addresses their individual needs.	11%	Student Support
School administrators (principals and assistant principals) clearly communicate the school's mission and vision.	11%	School Leadership
Discipline is enforced fairly.	11%	Safety and Behavior
Students are challenged by their schoolwork.	6%	Academic Support

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Highest Ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
This school has high learning standards for all students.	100%	Academic Support
Teachers set high expectations for all students.	100%	Academic Support
This school's learning standards and expectations are clearly explained to students.	100%	Academic Support
Students are challenged by their schoolwork.	100%	Academic Support
Teachers successfully show students how lessons relate to life outside of school.	100%	Academic Support

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Lowest Ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
School offers a variety of courses, programs, and co/extracurricular activities.	25%	Student Support
This school has high learning standards for all students.	0%	Academic Support
Teachers set high expectations for all students.	0%	Academic Support
This school's learning standards and expectations are clearly explained to students.	0%	Academic Support
Students are challenged by their schoolwork.	0%	Academic Support

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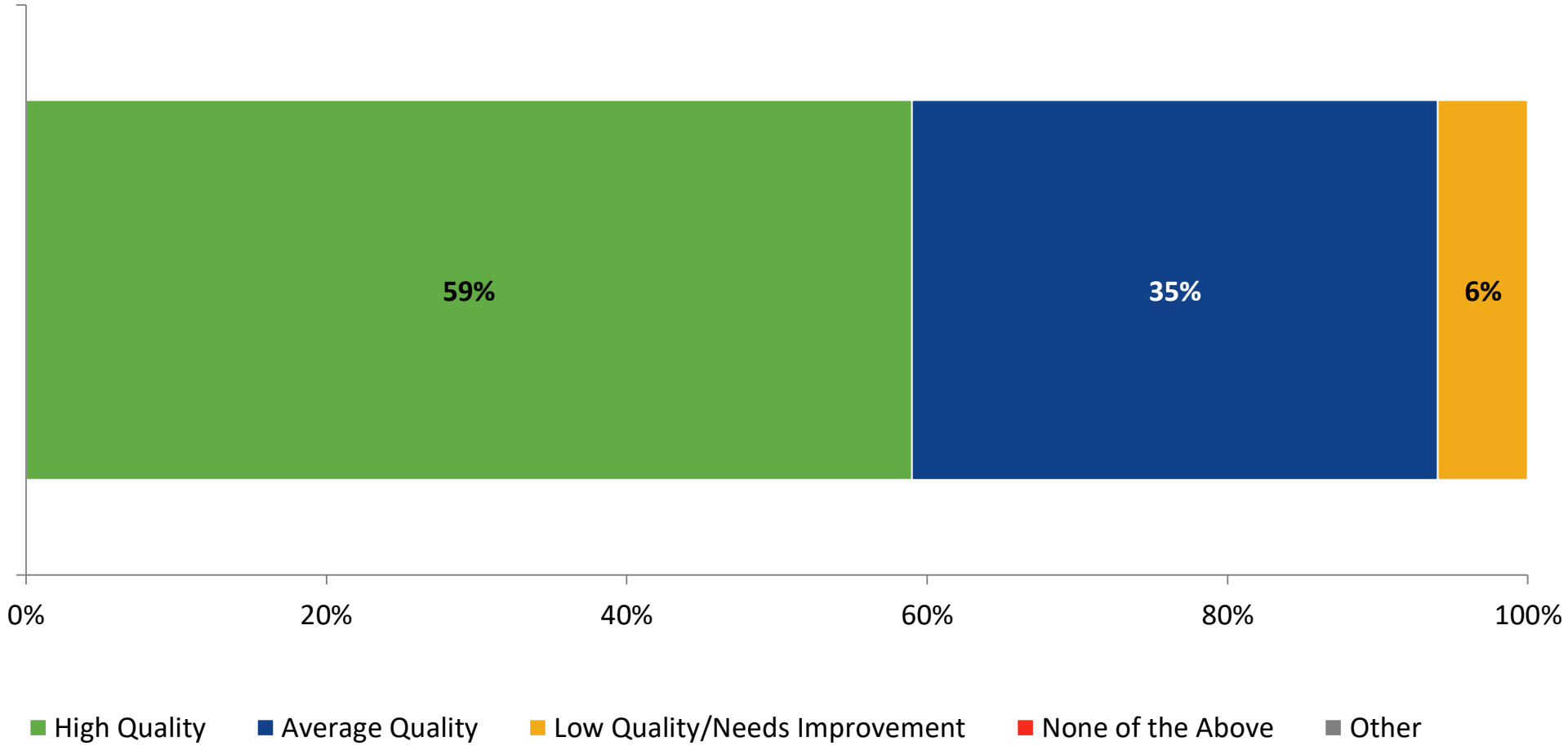
Educational Experience

Which of these statements best describes the educational experience Midland ISD offers its students? (N=17)



Note: Students were not asked this question.

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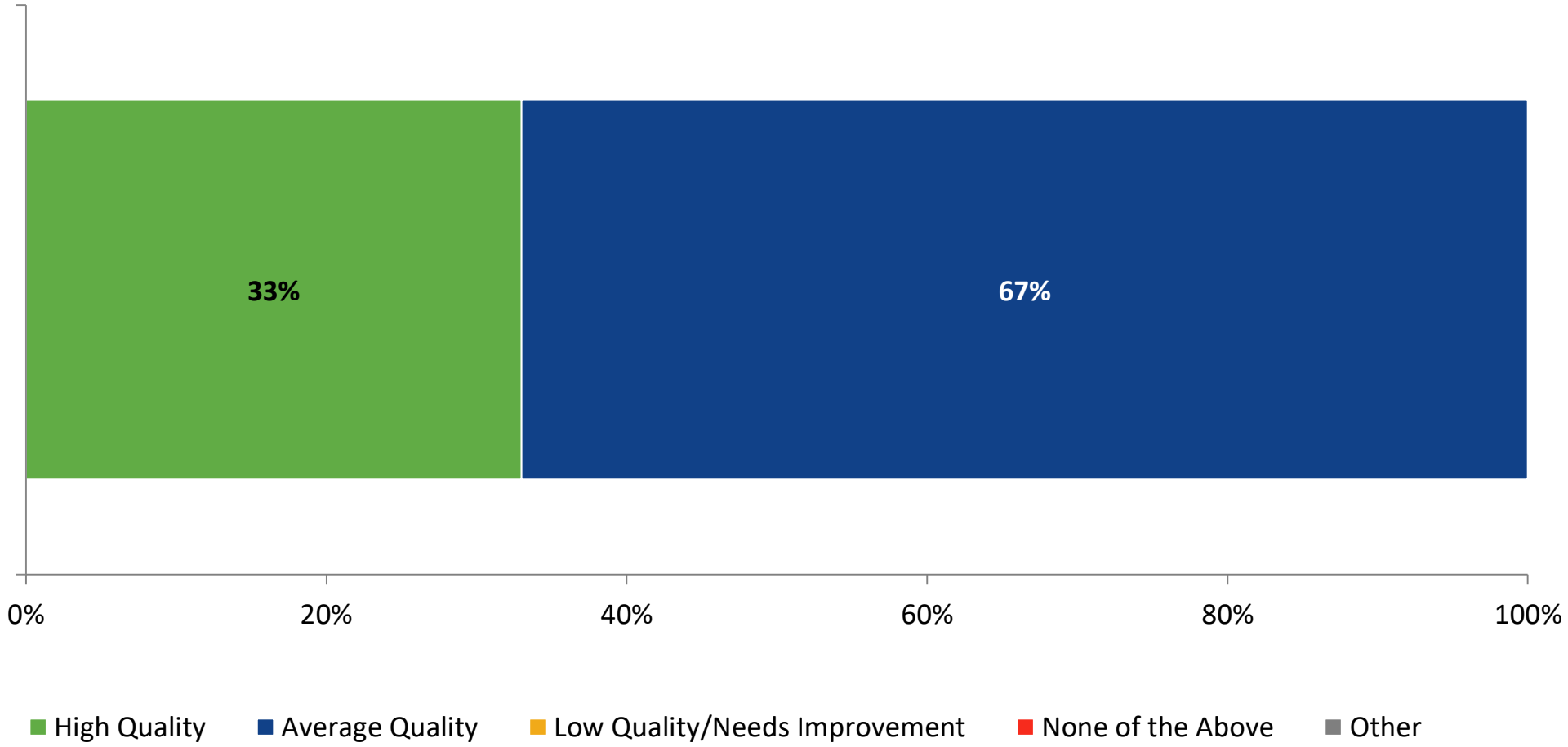
Educational Experience

Which of these statements best describes the educational experience Midland ISD offers its students? (N=3)



Note: Students were not asked this question.

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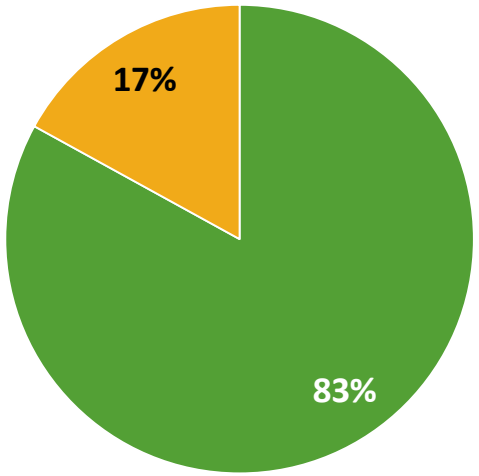
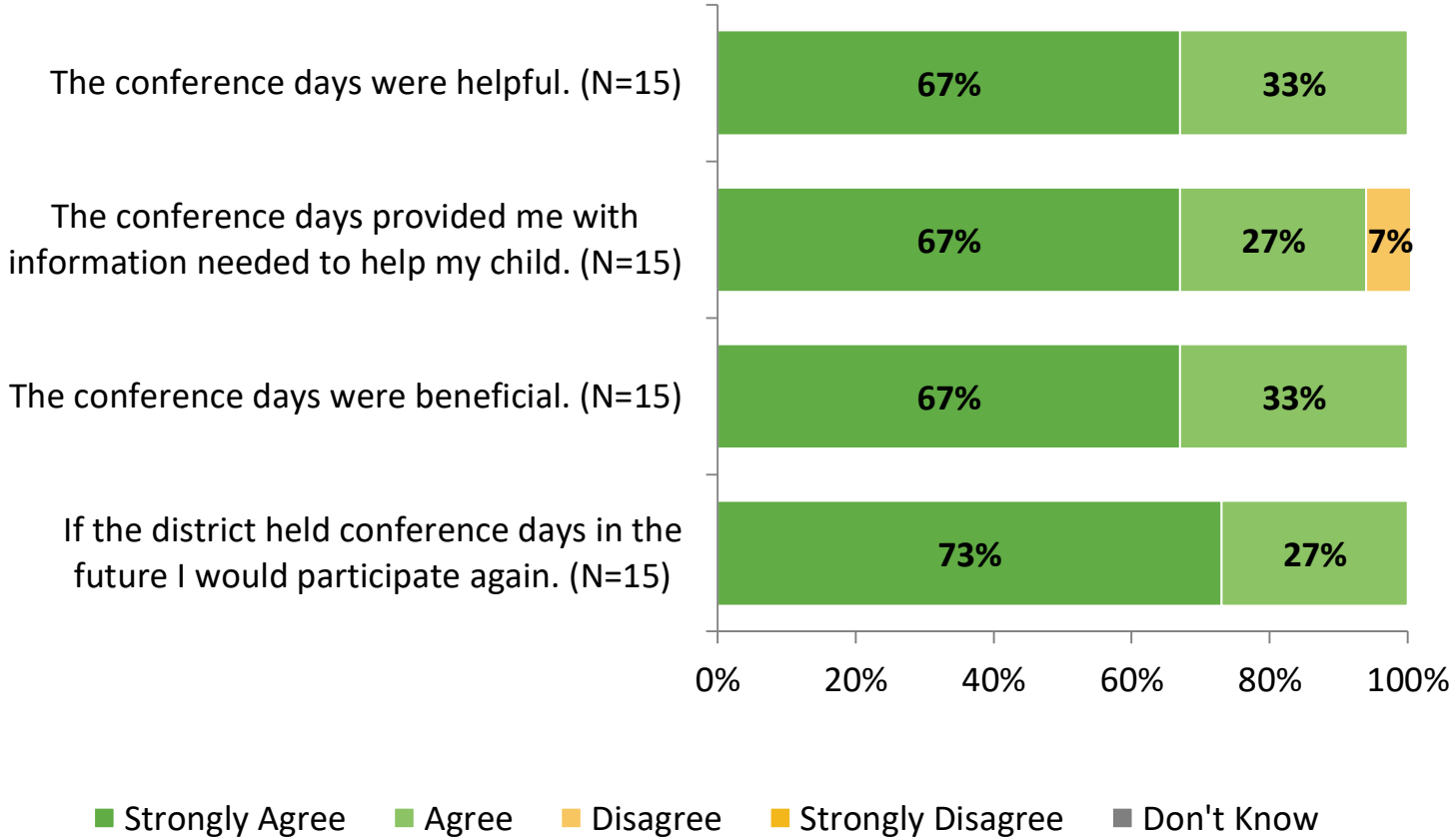
Conference Days

Did you attend the parent-teacher conference days on October 30th? (N=18)



How strongly do you disagree or agree with the following statements?



Note: Only parents who said they attended parent-teacher conference days answered these questions.

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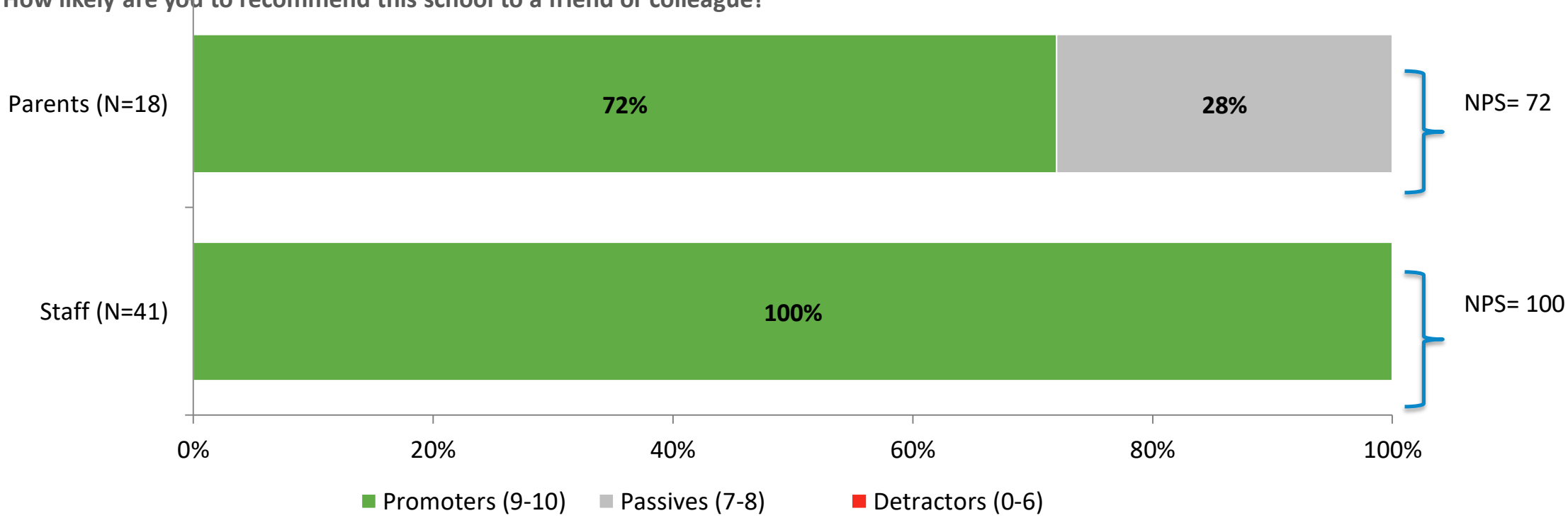
Net Promoter Score — School

The net promoter score (NPS) serves as a proxy for public confidence in district schools and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting district schools than detracting from them.

How likely are you to recommend this school to a friend or colleague?



Notes: Participants were asked how likely they were to recommend their school to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.
No data to display for Students (Gr. 6-12) & Students (Gr.3-5)

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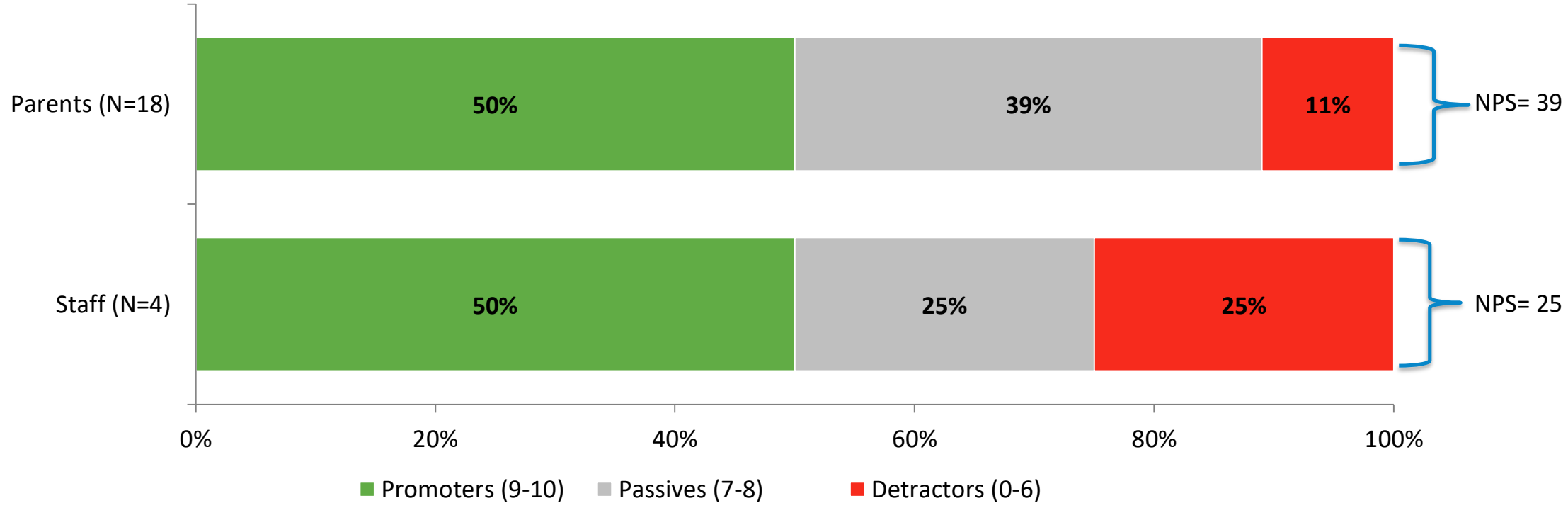
Net Promoter Score — District

The net promoter score (NPS) serves as a proxy for public confidence in the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it.

How likely are you to recommend Midland ISD to a friend or colleague?



Note: Parents and staff were asked how likely they were to recommend Midland ISD to a friend or colleague on a scale of zero to 10, with zero being Not at All Likely and 10 being Extremely Likely. This question was not asked of students. The scores are clustered into promoters, passives, and detractors based on the rating. The net promoter score is calculated by subtracting the percentage of detractors from the percentage of promoters.

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School Quality and Climate Survey

Verbatim Report

Pre-K Academy at Midland College

Midland Independent School District
January 21 - February 14, 2020

Midland Independent School District

Please tell us how we can earn a higher rating from you next year.	
1.	Más personal administrativo y académico bilingüe.
2.	trips for students
3.	More flexibility of teacher choices. Student hasn't really "clicked" with the teacher but there aren't any other options it seems.

What word or phrase comes to mind when you think of Midland ISD?	
1.	Good
2.	good
3.	good potential
4.	quality
5.	good work
6.	education
7.	New
8.	There is always room for improvement but the school district does the best they can.
9.	Short of Quality Teachers, underpaid and under appreciated.
10.	Compromiso

What word or phrase comes to mind when you think of your school?	
1.	Awesome!
2.	good
3.	very inviting
4.	very good school
5.	I love this program and wish I had more kids to attend it
6.	excellent
7.	excellent prek
8.	truly caring.
9.	New
10.	Supportive
11.	There is always room for improvement but the school does the best they can
12.	The Best!! Safe, Great supportive teachers, staff and administrators. Happy, healthy, safe Kids!
13.	Mejor futuro para mi hijos
14.	Mejorar

The best thing about Midland ISD is . . .	
1.	The programs that are offered to students.
2.	i dont know
3.	pre k
4.	everything
5.	the teacher are dedicated and preparated
6.	very responsive
7.	The teachers
8.	Options and encouraged input
9.	The teachers who go above and beyond to take care of my most precious thing.. my little boy.
10.	Su compromiso

The worst thing about Midland ISD is . . .	
1.	How little community support it receives and how it is negatively portrayed.
2.	not enough teachers
3.	nothing yet
4.	nothing
5.	Division of community
6.	don't have coments
7.	n/a
8.	Too much focus on innovation/transformation. Schools outside of those schools are not performing well and aren't given the same attention as the schools in transformation.
9.	I have worries about middle/high school. Safety, inspiring students, one on one time with teachers/aids, more 'thinking outside the box' and less standard testing. How to think, not what to think.

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10.	Nada

Please tell us why you did not attend the parent-teacher conference days.	
1.	Mi hijo aún no era estudiante
2.	A mi hija no le dijeron que tenia que ir

Is there any additional information you'd like to share about the parent-teacher conference days?	
1.	Que las conferencia de padres sean también en español, ya que por eso es es tela bilingüe y hay padres que desgraciadamente aún no entendemos el ingles.
2.	I was surprised at the amount of information I was given and how much they are learning at 3 years old!
3.	yes I would suggest having the more often to keep parents up to date with the curriculum and child's advancement
4.	When the teacher is not quite sure how to explain progress or lack of the are not shy about having the principal to assist. My son's teacher was able to provide valuable information and suggestions to help my son in his educational career. The principal is every bit as caring as the teachers and has no problem answering questions or providing resources. Everyone here is amazing and do a remarkable job teaching and caring for our little ones.
5.	I would like to meet again in the Spring for another update on progress. What needs to be worked on, what we as a family can work on/help out with.

Please share any other thoughts you have about your experiences this school year.	
1.	The teachers are wonderful! They love the kids and work hard to teach them, and while I know it must be challenging at times, they are always happy to see the students every day. I know my kids are loved, well cared for, and being prepared for Kindergarten.
2.	We really like it and our child enjoys school days
3.	My child and myself have enjoyed Pre K Academy.
4.	the parking is very slim but somewhat manageable.
5.	I can't say enough good things about my experience with Midland College Pre-K. Lori Smith is amazing, as well as Miss Boen and the other Assistants. My son loves them all and genuinely enjoys his days there. I feel confident and secure in his safety and education leaving him in their hands everyday. They organize many fun and educational activities for the students and encourage parent participation. It is an amazing program, I wish he could spend another year with these Amazing educators!
6.	Ninguna

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