

Midway Independent School District



2026-2027 Goals/ Performance Objectives/ Strategies

Table of Contents

Goal 1 : ACADEMICS: Meet the academic needs of our diverse student population.	3
Goal 2 : LEADERSHIP: Provide highly qualified staff who teach and model future-re...	16
Goal 3 : CULTURE: Provide a safe, secure, supportive, and innovative learning envi...	21
Goal 4 : ADVOCACY: Represent stakeholders to governing authorities and commu...	33

Goal 1 ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 1

Midway ISD will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. Midway will achieve a 60% Masters performance district average by the 2030 school year.
(Domain 1 - Student Achievement)

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: 2027 STAAR/EOC Scores

Strategy 1

All MISD campuses will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY level.

Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2027 STAAR.

Staff Responsible for Monitoring: Asst. Superintendent of Teaching and Learning

Director of Curriculum

Coordinators of Curriculum

Campus Principals

Formative Reviews

October

January

April

July

Strategy 2

MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Director of Curriculum

Coordinators of Curriculum

Campus Principals

Formative Reviews

October

January

April

July

Strategy 3

MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Director of Curriculum

Coordinators of Curriculum

Campus Principals

Formative Reviews

October

January

April

July

Strategy 4

MISD Leadership will provide teachers and administrators training to transform assessment practices into an integrated, cohesive system that provides an effective measurement practice to meet student learning goals.

Strategy's Expected Result/Impact: A 5% increase in the number of students who are MASTERS on the state assessment in May 2027.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Director of Curriculum

Coordinators of Curriculum

Campus Principals

Formative Reviews

October

January

April

July

Performance Objective 2 High Priority

WIG: 100% of MISD students will show growth in ELAR and Math by the end of the academic year. (Domain 2 - Student Growth)

TEA Priorities: Build a foundation of reading and math

Strategy 1

Lead Measure: All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2026-2076 during summer learning and the school year.

Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Coordinator of MTSS
Campus Principals
Campus Interventionists
Campus MTSS Facilitators
Teachers

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

Lead Measure: The T & L department will provide on-going training and data analysis for teachers and interventionists on the BOY screeners to calculate and create strategies for early targeted intervention related to growth for all students.

Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2026-2027 SY.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Director of Special Education
Coordinators of Special Education
Campus Administrators
Learning Coaches
Teachers & Interventionists

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 3

Lead Measure: The T & L and Special Education Departments will work collaboratively to ensure support and alignment of PreK-12 curriculum and assessments in all content areas.

Strategy's Expected Result/Impact: 100% of all students in all student groups will show academic growth for the 2026-2027 SY.

Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning
Director of Curriculum
Coordinators of Curriculum
Director of Special Education
Coordinators of Special Education
Campus Administrators

Formative Reviews

October	January	April	July
---------	---------	-------	------

Performance Objective 3

Midway ISD will achieve an "A" rating in Domain 3. In addition, at least 80% of campuses will also achieve an "A" rating in Domain 3 for the current school year. (Domain 3 - Closing the Gaps)

Evaluation Data Source: TEA Accountability

Strategy 1

MISD Leadership will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators.

Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Campus Principals
Teachers

Formative Reviews

October	January	April	July
---------	---------	-------	------

Strategy 2

All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2026-27 school year.

Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Campus Principals
Teachers

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 3

All MISD campuses will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities.

Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Learning Coaches
Campus Principals
Teachers

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 4

MISD teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students.

Strategy's Expected Result/Impact: All students will have access to high-quality lessons.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Campus Principals
Learning Coaches
Mentor Teachers
Teachers

Formative Reviews

OctoberJanuaryAprilJuly

Performance Objective 4 **HB3 Goal**

Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years. (Domain 1 - LITERACY - HB3 Overall Goal)

EC-L Goal: The percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 65% to 70% by June 2027

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: 2027 STAAR Results

Strategy 1

MISD campuses and District instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.

Strategy's Expected Result/Impact: 2027 STAAR
2026-2027 District Assessments & Benchmarks
Minimum of 5% Masters increase in 2027 STAAR

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Campus Principals
Learning Coaches
MTSS Facilitators

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

All elementary administrators and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2026-2027.

Strategy's Expected Result/Impact: Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Elementary Curriculum
Campus Principals

Formative Reviews

October

January

April

July

Strategy 3

District and campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created.

Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of RLA Curriculum
Campus Principals
Learning Coaches

Formative Reviews

October

January

April

July

Strategy 4

The GT Advisory Council will evaluate services for GT students and make recommendations for program adjustments based on feedback.

Strategy's Expected Result/Impact: Evidence will be seen in results from feedback from the 2026-2027 GT Advisory Council meetings.

Staff Responsible for Monitoring: Directors of Curriculum
Coordinator of Curriculum
GT Specialists

Formative Reviews

October

January

April

July

Performance Objective 5 HB3 Goal

Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years. (Domain 1 - MATH - HB3 Overall Goal).

EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math

will increase from 56% to 75% by June 2027.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Evaluation Data Source: 2027 STAAR Results

Strategy 1

MISD campuses and District instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.

Strategy's Expected Result/Impact: 2027 STAAR,
2026-2027 District Assessments
Minimum of 5% Masters increase in 2027 STAAR

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Curriculum
Campus Principals
Learning Coaches
MTSS Facilitators

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

District and campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created.

Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit.

Staff Responsible for Monitoring: Director of Curriculum
Coordinators of Math Curriculum
Campus Principals
Learning Coaches

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 3

Ongoing professional development will be provided for Grades K-12 mathematics teachers, coaches, and principals to use research-based instructional strategies in mathematics to better incorporate the 8 effective teaching strategies from Principles to Action.

Strategy's Expected Result/Impact: Evidence will be seen in an increase in T-TESS data walk scores.

Staff Responsible for Monitoring: Director of Curriculum
Coordinator of Math Curriculum
Learning Coaches

Formative Reviews

October	January	April	July
---------	---------	-------	------

Strategy 4

K-8 math teachers will implement the adopted High Quality Instructional Material, Amplify Desmos Math, with fidelity. This curriculum implementation will be supported by PLC planning, coaching cycles, and fidelity walkthroughs to ensure consistent Tier 1 instruction across all classrooms.

Strategy's Expected Result/Impact: Consistent, standards-aligned Tier 1 math instruction in every classroom, evidenced by fidelity walkthroughs and lesson-internalization protocols. Improved student growth and achievement on district assessments and the 2027 STAAR.

Staff Responsible for Monitoring: T&L Department
Principals
Assistant Principals
MTSS Campus Coordinators
Learning Coaches
Teachers

Formative Reviews

October	January	April	July
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Strategy 5

Midway ISD will implement a Grade 6 advanced mathematics course that provides all students equitable access to appropriately rigorous mathematics instruction.

Strategy's Expected Result/Impact: Grade 6 students will demonstrate increased mathematical readiness and achievement, resulting in a greater number of students at the meets and masters level on district assessments and STAAR 2027.

Staff Responsible for Monitoring: T&L Department
Principals
Assistant Principals
MTSS Campus Coordinators
Learning Coaches
Teachers

Formative Reviews

October

January

April

July

Strategy 6

Midway ISD will recruit, hire, and retain highly qualified and effective mathematics teachers to ensure every student has access to high-quality mathematics instruction.

Strategy's Expected Result/Impact: Midway ISD will increase the number and percentage of highly qualified mathematics teachers and establish retention practices that ensure mathematics classrooms are staffed with qualified, supported, and effective educators.

Staff Responsible for Monitoring: Principals
Assistant Principals
T&L Department

Formative Reviews

October

January

April

July

Performance Objective 6 HB3 Goal

Students will meet or exceed annual targets for Early Childhood Literacy and Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) over the next five years. (Domain 1 - CCMR - HB3 Overall Goal)

CCMR Goal: HB3 established a five-year goal-setting practice whereby MISD set a target to increase the percentage of graduates meeting the CCMR criteria. The criteria to determine CCMR are changing for the Class of 2027. There is no longer a way for a student to become college-ready in Mathematics outside of passing the TSIA2 in Mathematics. The goal for the coming year will be to maintain at least 95%, but significant changes to the strategies will be necessary to accomplish this.

Additionally, MISD will begin shifting our focus with CCMR to meet the wholesale changes coming in 2030.

****This goal is intended to increase the number of seniors who graduate without needing remediation (TSI-ready), enroll in college, obtain an industry-based certification, or enlist in the military (60x30TX, CCMR Outcomes Bonus Criteria).**

TEA Priorities: Connect high school to career and college

Evaluation Data Source: CCMR accountability criteria: TSIA, AP, Dual Credit, CTE Completer % with IBC, SPED workforce readiness

Strategy 1

CCMR Strategy: Track CCMR indicators on each high school student by cohort in order to provide data to counselors and administrators that will inform decisions/strategies related to

student secondary and postsecondary planning (including college prep course enrollment, dual credit enrollment, TSIA practice).

Strategy's Expected Result/Impact: All students groups will be supported in working toward meeting CCMR criteria; CCMR Outcomes Bonuses will increase; 95% of graduates will be CCMR ready.

Staff Responsible for Monitoring: Director and Coordinator of College & Career Readiness
Director of Curriculum
Coordinator of Assessment

Funding Sources: TSIA Resources, ACT/SAT Resources, Dual Credit support 199- General Fund,

Formative Reviews

October **January** **April** **July**

Strategy 2

CCMR Strategy: Increase the percentage of annual graduates that meet the TSI threshold in both RLA and Math by providing curricular support. MISD is reshaping mathematics curricula in grades 6-12 to provide depth and focus for TSIA Math. MISD has partnered with Hill College to provide RLA support in College Prep English and TSIA-RLA.

Strategy's Expected Result/Impact: All student groups will be supported in working toward meeting CCMR criteria. CCMR Outcomes Bonuses will increase.

Staff Responsible for Monitoring: Director and Coordinator of College & Career Readiness
Director of Curriculum
Coordinator of Assessment
High School Administrators

Funding Sources: 199- General Fund,

Formative Reviews

October **January** **April** **July**

Strategy 3

CCMR Strategy: Embed career education and employability skills into the K-12 curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities (including high school student led elementary career days, campus tours, use of Eduthings for 8-12, middle school advisory, Programs of Study/Endorsement offerings, College & Career Center at MHS, Character Traits TEKS, Leader in Me Curriculum, and Employability Skills Rubrics).

Strategy's Expected Result/Impact: All student groups and grade levels will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase; 95% of students will be CCMR.

Staff Responsible for Monitoring: Director of College & Career Readiness
Elementary and Secondary Counselors
Director of Curriculum

Funding Sources: 199- General Fund,

Formative Reviews

October

January

April

July

Strategy 4

CCMR Strategy: Ensure middle school and high school students, teachers, counselors and parents understand higher education admissions and financial aid opportunities, and how to make informed curricular choices to be personally prepared for success beyond high school (including 4-year planning, work-based learning experiences, dual credit opportunities, college application support, FAFSA information, access to Xello, College & Career Center at MHS).

Strategy's Expected Result/Impact: All student groups grades 8 - 12 will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase

Staff Responsible for Monitoring: Director and Coordinator of College & Career Readiness
College & Career Advisor
Secondary Counselors

Formative Reviews

October

January

April

July

Strategy 5

CCMR Strategy: Improve dynamics of the CTE Excellence Team by increasing business/industry advisory relationships in order to gain opportunities for student internships/work-based learning experiences and curriculum guidance for all Career & Technical Education (CTE) programming.

Strategy's Expected Result/Impact: Increased number of students participating in work-based learning experiences and earning of industry based certifications for all student groups grades 9 - 12.

Staff Responsible for Monitoring: Director of College & Career Readiness
CTE Teachers

Funding Sources: 244-Career & Technology,

Formative Reviews

October

January

April

July

Strategy 6

MISD will begin incorporating more Dual Credit opportunities for students to engage, beginning with the remedial Math & English courses required of students entering a post-secondary institution who have yet to earn a passing TSIA score in English & Mathematics. Additionally, dual credit courses will become more important as the upcoming CCMR update begins in 2030.

Strategy's Expected Result/Impact: Provide an additional pathway for students to earn CCMR, thereby improving outcomes after high school. It is expected that 20% more MHS graduates will carry dual credit hours than before.

Staff Responsible for Monitoring: Director of College & Career Readiness
College & Career Advisor
Secondary Counselors
MHS Administration

Funding Sources: 199- General Fund,

Formative Reviews

October	January	April	July
---------	---------	-------	------

Goal 2

LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 1

WIG: All MISD students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Strategy 1

Lead Measure: All MISD schools will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me by at least 3 percent in the Leadership category.
Maintain or exceed an average of 4 on the SEL walkthrough reports.

Staff Responsible for Monitoring: Teaching and Learning Department
Campus Administrators

Formative Reviews

October

January

April

July

Strategy 2

Lead Measure: All MISD schools will participate in the Leader in Me program and develop a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. Campuses will provide key Core 2 elements, including: student goal setting at all grade levels, leadership binders/portfolios at the elementary and middle school levels, and micro-credentials at the high school level.

Strategy's Expected Result/Impact: Raise the Spring 2027 MRA in the Academic category's Goal Achievement section by 3%.

Staff Responsible for Monitoring: Teaching and Learning Department
Campus Administrators

Formative Reviews

October

January

April

July

Strategy 3

Instructional staff will receive training and ongoing coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM.

Strategy's Expected Result/Impact: Spring 2027 MRA District Average increase from 75 to 77. Professional Learning Survey feedback on readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Teaching and Learning Dept
Learning Coaches
Campus Counselors

Formative Reviews

October

January

April

July

Performance Objective 2

Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.

Strategy 1

Recruitment and retention efforts focused on compensation, including a competitive pay/benefits plan, employee incentives such as National Board Certification and Teacher Incentive Allotment, and staff referral bonuses, will help improve the teacher turnover rate by 5%.

Strategy's Expected Result/Impact: Teacher turnover rate, including special education teachers, will decrease to 15% by the start of the 2027-2028 school year.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Formative Reviews

October

January

April

July

Strategy 2 Talent Plan

Recruitment and retention efforts will focus on developing a strong Teacher Residency program through partnership with Baylor University's Educator Preparation Program. Funding from the Texas Strategic Staffing Grant and PREP Residency initiative will support these efforts.

Strategy's Expected Result/Impact: Midway ISD can provide for six residency placements with a goal of retaining 50% or more of those residents as first year teachers in 2027-2028.

Staff Responsible for Monitoring: Assistant Superintendent for HR

Funding Sources: 199- General Fund,

Formative Reviews

October

January

April

July

Strategy 3

Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at the district level via the annual conference, Back to School Summit, and the Teacher Leader Academy, as well as serving on district-level committees.

Strategy's Expected Result/Impact: A three percent increase in the Culture category on the Spring 2027 MRA data, as well as positive feedback from the professional learning survey.

Formative Reviews

October

January

April

July

Performance Objective 3 High Priority

All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Professional Learning end-of-year survey

Kick Up

Professional Learning Platform

Strategy 1

Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Support for all teachers will be provided by campus and district leadership, Learning Coaches, and Behavior Coaches.

Strategy's Expected Result/Impact: Increased student engagement will lead to higher average scores for all teachers in Domain 2.5 on the 202-2027 TTESS data walks and formal observations. This improvement in engagement will also contribute to an increase in the district's overall state accountability rating. Additionally, better management of Tier 1 behaviors will be reflected in Domain 3 of the TTESS data walks and formal observations, with teachers reaching or maintaining an average score of 3.

Staff Responsible for Monitoring: Assistant Superintendent for T&L

Director of Special Education

Director of Professional Learning

Coordinator of MTSS

Campus Administrators

Funding Sources: 199- General Fund,

Formative Reviews

October

January

April

July

Strategy 2

Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment.

Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management.
Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning.
Increase scores in the Apple Learning Survey.

Staff Responsible for Monitoring: Director of Professional Learning

Funding Sources: 199- General Fund,

Formative Reviews

October

January

April

July

Strategy 3

Support new and second-year classroom teachers through the provision of an effective mentor program aligned with the Texas Mentorship Training (TMT). MTSS Facilitators will serve as Campus Mentor Coordinators, supporting both mentor teachers and mentees.

Campuses will be required to provide substitute coverage to facilitate mentoring activities, including formal classroom observations, co-planning, and co-teaching opportunities, as well as the 12 hours of TMT mentor teacher training that occurs throughout the school year. Campuses will document mentoring activity and progress using the district's Release Time and Progress Monitoring Action Plan.

Strategy's Expected Result/Impact: First and second-year teacher retention will increase by 10%; campus-level mentoring documentation will demonstrate consistent implementation of required mentoring activities and sub coverage for TMT training; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.

Staff Responsible for Monitoring: Coordinator of Mentor & Induction
Campus Mentor Coordinators
PREP Mentor Design Team

Funding Sources: 199- General Fund,

Formative Reviews

October **January** **April** **July**

Strategy 4

Create district-wide professional learning opportunities that provide teachers choice in their professional growth.

Staff Responsible for Monitoring: Director of Professional Learning

Formative Reviews

October **January** **April** **July**

Goal 3

CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

Performance Objective 1

Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning on all campuses during the 2026-2027 school year. Ensure instructional time for character education and wellness programs is built into the yearly schedule for students at all campuses. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-12 as a needs assessment for program improvements.

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

Evaluation Data Source: Pre- and Post-Climate Surveys

Leader in Me Measurable Results Assessment (MRA)

Staff survey

Training rosters, discipline & PBMAS records

DAEP/Challenge placements

ISS/OSS placements

Campus program evaluations

Threat Assessments

Behavioral RtI records

Classroom observations/walkthroughs

Strategy 1

Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, i.e. Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior and Mental Health Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.

Strategy's Expected Result/Impact: A MISD System for MTSS/RtI processes for behavior will be implemented at all campuses

A 5% decrease in the number of discipline incidents and discretionary DAEP placements.

Trauma-Informed approach to disciplinary interventions

Support for teachers in de-escalation strategies

An increase in the positive culture-increased sense of safety as reported on the MRA

Staff Responsible for Monitoring: Asst. Supt. Adm. Services

Principals

Assistant Principals

Behavior Coaches

Counselors

Threat assessment teams

MTSS Coordinator

Support Services

Formative Reviews

October

January

April

July

Strategy 2

All MISD schools will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey.
Decrease in the number of discipline referrals and discretionary DAEP placements by 5%

Staff Responsible for Monitoring: Teaching and Learning Department

Formative Reviews

October

January

April

July

Strategy 3

Partner with local universities to utilize social work and LPC interns to assist students in meeting Social Emotional needs and to connect families with community support.

Strategy's Expected Result/Impact: Referral system to monitor requests for supports and follow-through with connection to services
Increased opportunities for students to receive school-based supports

Staff Responsible for Monitoring: Asst. Supt. Adm. Services
Director of Support Services

Formative Reviews

October

January

April

July

Strategy 4

Provide education, support, and connection with community agencies to ensure healthy pregnancies and graduation completion for our pregnant and parenting teens.

Strategy's Expected Result/Impact: Maintain record of students receiving services for PEIMS
Increased graduation rates
Students connected to applicable resources

Staff Responsible for Monitoring: PEP Coordinator
Support Services
Asst. Supt. Adm. Services

Formative Reviews

October **January** **April** **July**

Strategy 5

Integrate behavior support for students with an individual education plan (IEP) and provide support and strategies for the student's teachers and parents/guardians.

Strategy's Expected Result/Impact: A 5% decrease in the number of discipline incidents for students with an IEP.
Support for teachers in de-escalation strategies.
Implementation and monitoring of MTSS Behavior Plans and Accommodations for students.
Support and communication with parents/guardians throughout the implementation of the MISD System for MTSS/RTI processes for behavior for the student.

Staff Responsible for Monitoring: Principals
Assistant Principals
Behavior Coaches
MTSS Coordinator
Support Services

Formative Reviews

October **January** **April** **July**

Performance Objective 2

During the 2026-2027 school year, MISD will implement district-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Source: Referral and student discipline data - campus and district
Behavioral Walkthrough data
Empower student data
T-TESS Domain 3 data

Strategy 1

All MISD classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan.

Strategy's Expected Result/Impact: Decrease in the number of discipline incidents and discretionary DAEP placements by 5%.
Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Asst. Super. for Admin. Services
MTSS Coordinator
Campus Administrators

Formative Reviews

October

January

April

July

Strategy 2

All MISD classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3.

Strategy's Expected Result/Impact: Decrease the number of discipline incidents and discretionary DAEP placements by 5%.
Decrease the number of physical restraints by 5%.
Decrease the number of Tier 3 behavior students.
Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: MTSS Coordinator
Director of Special Education
Campus Administrators

Formative Reviews

October

January

April

July

Strategy 3

All MISD discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool.

Strategy's Expected Result/Impact: Ability to review reports and data by six weeks for all campuses and the district.
Improve the consistency of consequences and due process for discipline incidents.
Improve the details for each discipline incident in ESchool.

Staff Responsible for Monitoring: Asst. Supt. Adm. Services
Campus Principals & Assistant Principals
MTSS Coordinator

Formative Reviews

October

January

April

July

Performance Objective 3

By the end of the 2026-2027 school year, we will enhance school safety measures on all campuses, encompassing safe and secure facilities, as well as comprehensive training and support services for student needs.

Evaluation Data Source: Local campus safety audits

TEA District Vulnerability Assessment

TXSSC Intruder Audit feedback

Midway Safety and Security Committee Meeting Agendas

Campus Emergency Operation Plan Training

Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data through Sentinel

Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for assigned campus including protocols, training, drills, and compliance and provide support at after hours events.

Strategy's Expected Result/Impact: Consistency in safety protocols and process across all MISD campuses.

Increased security presence at all MISD campuses.

Additional administrative support at the campus level for all drill coordination and ongoing campus security checks.

All campuses have functioning and weekly audited locked exterior doors

All campuses conduct proper visitor admission protocol

All campuses pass the State Intruder Safety Audit

Increased preparedness for students and staff

Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services

MISD Chief of Police

Campus Principal

Campus Assistant Principals

Campus Safety Specialists

Funding Sources: Funding for 212 Contract Positions 199- General Fund,

Formative Reviews

October

January

April

July

Strategy 2

Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families.

Strategy's Expected Result/Impact: Counseling services provided for students struggling with substance use

Follow-up data showing reduction in risky behaviors

Continued attendance/parent participation in VIP nights

Continued partnerships with community agencies

Staff Responsible for Monitoring: Director of Support Services

Asst. Supt. Adm. Services

Counselors

SHAC

Social workers

Director of Communications

Formative Reviews

October

January

April

July

Strategy 3 Talent Plan

Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.

Strategy's Expected Result/Impact: Small group interventions

Reduction in the number of students returning to DAEP

Reduce the number of students assigned to DAEP by 5%

Reduce behavior incidents by 5%

Restorative behavior and transition plans

Character Education lessons with DAEP students

Staff Responsible for Monitoring: Director of Support Services

Asst. Supt. Adm. Services

MTSS Coordinator

DAEP Facilitator

Behavior Coaches

Social workers

Counselors

Campus administration

Formative Reviews

October

January

April

July

Strategy 4

Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports.

Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies

Appropriate disciplinary approaches

MTSS Behavior Response and Intervention

Connection to support and resources

Staff Responsible for Monitoring: Asst. Supt. Adm. Services

Director of Special Education

Director of Support Services

MTSS Coordinator

Campus Administration

Campus Counselors

Formative Reviews

October

January

April

July

Strategy 5

Campus administrators will implement a campus procedure to ensure all tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages are investigated. Administration ensures staff has been trained to identify and report bullying and suicidal ideation.

Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats

Staff Responsible for Monitoring: Campus Administrators

Asst. Supt. Adm. Services

Student Support Services

Counselors

Social Workers

Formative Reviews

October

January

April

July

Strategy 6

Ensure all Midway Independent School District campuses have a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues.

Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.

Staff Responsible for Monitoring: Campus Administration
Campus Counselors
Support Services
Asst. Supt. Admin. Services

Formative Reviews

October	January	April	July
---------	---------	-------	------

Performance Objective 4  **HB3 Goal**

All district employees who interact with students will be trained in Youth Mental Health First Aid. The District will partner with the Local Mental Health Authority to meet the training requirements. Additionally, District employees will become official trainers of YMHFA to increase training opportunities throughout the school year and summer.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: Professional Development records
Course Completion Certificates from YMHFA

Strategy 1

MISD will partner with ESC Region 12 and LMHA to offer the YMHFA trainings throughout the year.

Strategy's Expected Result/Impact: At least 25% of MISD staff will be trained by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Director of Support Services
Campus Administrators

Formative Reviews

October	January	April	July
---------	---------	-------	------

Performance Objective 5  **High Priority**

Improve the district's cybersecurity posture by reducing cyber risk exposure and increasing cyber resilience through measurable improvements in staff training, technical safeguards, and response readiness.

Evaluation Data Source: Scinary vulnerability assessment
Vector staff training results

Strategy 1

Provide staff with annual cybersecurity training; achieve 100% staff completion rate.

Strategy's Expected Result/Impact: Reduction in cybersecurity events
Increased awareness for potential cybersecurity events

Staff Responsible for Monitoring: Executive Director of Technology
District Technology Staff

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

Maintain MFA coverage for 100% of staff and administrative accounts.

Strategy's Expected Result/Impact: Reduction in staff and administrative account breaches
Reduction in compromised accounts

Staff Responsible for Monitoring: Executive Director of Technology
District Technology Staff

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 3

Conduct two cybersecurity incident response tabletop exercises during the 2026-2027 school year.

Strategy's Expected Result/Impact: 10% improvement in post-exercise evaluations between exercises
Evaluate district's response to cybersecurity events
Identify any vulnerabilities in district cybersecurity

Staff Responsible for Monitoring: Executive Director of Technology
District Technology Staff

Formative Reviews

October

January

April

July

Strategy 4

Remediate 95% of identified critical vulnerabilities within 15 days of detection.

Strategy's Expected Result/Impact: Improve district security posture through remediation of vulnerabilities

Staff Responsible for Monitoring: Executive Director of Technology
District Technology Staff

Formative Reviews

October

January

April

July

Performance Objective 6

To equip future-ready leaders, Midway will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Evaluation Data Source: Classroom observations/walkthroughs
Professional Learning end-of-year survey
Professional Learning Platform
Instructional Platform Lesson Data
Apple Learning Survey

Strategy 1

Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Strategy's Expected Result/Impact: An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation.
Increased Elements of Frequency scores on the Apple Education Survey.

Staff Responsible for Monitoring: Director of Professional Learning
Learning Coaches

Formative Reviews

October

January

April

July

Strategy 2

Increase opportunities for students to develop digital literacy and digital citizenship competencies.

Strategy's Expected Result/Impact: Increased score in the student product frequency in Apple Technology Learning Survey.
Increased TTESS scores in 2.2.

Staff Responsible for Monitoring: Director of Professional Learning

Formative Reviews

October

January

April

July

Strategy 3

Enhance teachers' confidence in using technology by expanding access to integration training and resources.

Strategy's Expected Result/Impact: Apple Learning Survey 5% increase in "Teachers' sense of preparedness for teaching with technology".
Kickup Coaching Logs

Formative Reviews

October

January

April

July

Performance Objective 7

Reduce the number of student threats across the district.

Evaluation Data Source: eSchool Behavior Incident data

Strategy 1

Use a variety resources including but not limited to Threats Are No Joke, Leader in Me, MTSS Supports, and Mental Health supports to educate students on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent for Administrative Services
Coordinator of MTSS

Formative Reviews

OctoberJanuaryAprilJuly

Strategy 2

Provide ongoing education and reminders to students and families through various channels including newsletters, Parent Square, daily announcements, and others on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district
Increased Parental understanding regarding the impact of threats in schools

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent for Administrative Services
Coordinator of MTSS

Formative Reviews

OctoberJanuaryAprilJuly

Goal 4

ADVOCACY: Represent stakeholders to governing authorities and community infrastructure organizations regarding issues in public education to ensure maximum effectiveness and benefit to students.

Performance Objective 1

Impact education-supportive policy, funding priorities, and mutually-beneficial initiatives by partnering with local municipalities and organizations.

Evaluation Data Source: District administration and trustees meet regularly with city and county representatives, and community organizations like Chambers of Commerce. District representatives are consulted regarding the impact on the school community.

Strategy 1

The District will develop and communicate a Board approved set of legislative priorities that will be used to advocate for and educate about the needs of public schools in general and Midway ISD in particular.

Strategy's Expected Result/Impact: Raise awareness about detrimental outcomes of legislative action and inaction.

Staff Responsible for Monitoring: Chris Allen and Emily Parks

Formative Reviews

October	January	April	July
---------	---------	-------	------

Strategy 2

Address lack of funding by educating local, regional, and State leaders about school funding needs, how lack of funds are undermining the District's ability to fulfill its educational mission, and inviting them to be active in understanding and communicating about the District's on-going needs.

Strategy's Expected Result/Impact: Identify the appropriate meetings, venues, and events at which to provide education related to the District's funding needs and impact of continued lack of action to address school resource allocations.

Staff Responsible for Monitoring: Chris Allen and Emily Parks

Formative Reviews

October

January

April

July

Strategy 3

Partner with chambers of commerce and other civic organizations to inform and align school district initiatives with community and business initiatives.

Strategy's Expected Result/Impact: Business partnerships expand, CCMR aligns with community employment needs, donors and sponsors increase in quantity and amount, and opinion leaders are aware and informed of district issues and initiatives. The superintendent will serve as a participant with the Greater Waco Education to Workforce committee and other civic groups working to meet community and business needs.

Staff Responsible for Monitoring: Chris Allen, Jess Wheeler, Ashley Futris, and Emily Parks

Funding Sources: Dues, event costs (hosting, sponsorships, and attendance) 199- General Fund, \$5,000

Formative Reviews

October

January

April

July

Strategy 4

The District will partner with local businesses, post-secondary education providers, and volunteer organizations to fund and provide highly engaging and relevant "capstone" experiences for the District's Career Pathways (Programs of Study).

Strategy's Expected Result/Impact:

Collaborate with local business partners to identify experiences/projects that will challenge students who have completed a program of study to apply what they learned in an authentic context (capstone projects) . Partner with the Midway Education Foundation to secure funding for these innovative learning experiences, and develop agreements with post-secondary education providers to "credential" students for completion of the capstone projects. (NOTE *This goal is at-risk of failure without increased funding from the State and/or a significant influx of teachers.*)

Staff Responsible for Monitoring: Jess Wheeler, Alison Smith, Ashley Futris, and Chris Allen

Formative Reviews

October

January

April

July