

Midway Independent School District



Park Hill Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1 Meet the academic needs of a diverse population.

Performance Objective 1

In support of the District WIG, 100% of PHE students will show growth in ELAR and Math by the end of the academic year. (Domain 2 - Student Growth)

Evaluation Data Source: TEA Accountability

Strategy 1

Lead Measure: Park Hill will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-2026 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: Campus Principals
Interventionist
MTSS Facilitator
Teachers

Funding Sources: Title Funds, \$1,200

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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

Title I: 2.5.2

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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 population 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

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Strategy 4

Tutoring will be implemented based on Benchmark data to students who need more intervention in math and reading. February-April
Twice a week for 6 Weeks

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: Campus Principals
Interventionist
MTSS Facilitator
7-10 Teachers

Funding Sources: Title Funds, \$4,200

Title I: 2.5.1, 2.5.3

Formative Reviews

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Strategy 5

Research based and vetted instructional resources will be purchased in grades 3-5 to support growth of students in Math, Reading and Science.

Funding Sources: Title Funds Title Funds, \$1,000

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Strategy 6

After school reading club, math and logic club will support math and reading growth in grades K-2 led by two teachers.

Strategy's Expected Result/Impact: Growth in math and reading in participants in grades 2-5 along with an increase in family engagement.

Staff Responsible for Monitoring: Classroom Teacher and ESL teacher

Funding Sources: Title Funds Title Funds, \$1,020

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Performance Objective 2

Park Hill Wildly Important Goal: 100% of students will show measurable growth in writing on the grade-level writing rubric by May, as demonstrated through monthly writing samples. On the 2025-2026 STAAR, 69 zeros were earned by students on their ECR grades 3-5. In addition to 100% growth, Park Hill will decrease the number of zeros on ECRs from 21% to 10%.

Evaluation Data Source: Student Portfolio WIG evidence

Strategy 1

Monthly writing samples will be placed in student portfolios. Peer editing will occur and grading will be based on common rubrics.

Strategy's Expected Result/Impact: 100% of students will complete one writing sample each grading period that is peer-edited and scored using the common writing rubric.

Staff Responsible for Monitoring: Campus Principals
MTSS
Interventionist
Teachers

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Strategy 2

Gallery walks and teacher led PD will be done at monthly faculty meetings to support our writing WIG.

Strategy's Expected Result/Impact: Teachers will implement writing strategies that align with grade-level writing rubrics.

Staff Responsible for Monitoring: Campus Principals
Teachers

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Performance Objective 3

Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade).
(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 68% to 73% by June 2027.

Evaluation Data Source: 2026 STAAR Results

Strategy 1

PHE 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: Teachers tutoring
Interventionist
Resource teachers
Leadership team

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Strategy 2

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 ELAR Curriculum
Campus Principals
Learning Coaches

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Performance Objective 4

Park Hill STAAR Science percentages of achievement will be at least 85% at the Approaches level, 45% at the Meets Level, and 22% at the Masters Level.

Strategy 1

Provide 6 weeks science vertical planning to bring awareness and knowledge of the 5th-grade science expectations and STAAR preparation.

Strategy's Expected Result/Impact: Awareness and knowledge to K-4 grade teachers of 5th-grade science expectations, vocabulary, and labs.

Staff Responsible for Monitoring: Teachers
Learning Coaches
Principal

Title I: 2.5.1, 2.5.3

Formative Reviews

Strategy 2

STEM class that will be embedded into the specials rotation will foster more Science alignment and vocabulary exposure.

Strategy's Expected Result/Impact: Science test scores will increase when students' abilities to problem-solve, engineer and construct will increase as they make connections to science.

Staff Responsible for Monitoring: Principal
Instructional Math Coach
Team Leaders

Funding Sources: Title Funds Title Funds, \$1,000

Title I: 2.5.1, 2.5.3

Formative Reviews

Strategy 3

Our STEM club led by two teachers to meet bi-weekly beginning in the Fall.

Strategy's Expected Result/Impact: Weaving of curriculum into multiple disciplines.

Staff Responsible for Monitoring: Principal
AP
MTSS
Learning Coaches
STEM club teachers

Funding Sources: Title Funds, \$1,200

Title I: 2.5.1, 2.5.3

Formative Reviews

Strategy 4

Target higher order thinking / DOK 2-3 tasks in science instruction - embedding short constructed-response science tasks that mirror STAAR's application level items.

Strategy's Expected Result/Impact: Students will demonstrate increased proficiency on higher-order thinking and constructed-response science tasks.

Staff Responsible for Monitoring: Campus Principals
Classroom Teachers

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July

Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) (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 60% to 65% by June 2027.

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 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.

Staff Responsible for Monitoring: MTSS
Interventionist
Learning Coach
Principal
AP

July

Teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model and 6-12-MISD Secondary Instructional Model) in all mathematics classrooms.

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Strategy 3

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: Teaching and Learning
Campus Principals
MTSS

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Strategy 4

Amplify Math will be used with fidelity and monitored through lesson plans and walkthroughs.

Strategy's Expected Result/Impact: Consistent implementation of Amplify Math will increase student engagement and achievement in mathematics.

Staff Responsible for Monitoring: Campus Principals
Classroom Teachers

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Performance Objective 6

Midway ISD will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. (Domain 1 - Student Achievement)

Evaluation Data Source: STAAR

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: Campus Principals
MTSS
Learning Coaches
Classroom Teachers

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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: Teaching and Learning
Campus Principals
Learning Coaches

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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: Teaching and Learning
Campus Principals
Learning Coaches

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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: Teaching and Learning
Campus Principals
MTSS
Learning Coaches

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Performance Objective 7

Park Hill will achieve an "A" rating in Domain 3. We will also achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year. (Domain 3 - Closing the Gaps)

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: Teaching and Learning
Campus Principals
Learning Coaches
MTSS

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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: Campus Principals
MTSS
Interventionist
Classroom Teachers

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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: Campus Principals
MTSS
Interventionist
Classroom Teachers

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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: Campus Principals
Learning Coaches
Classroom Teachers

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Strategy 5

Implement Co-Planning time between SPED and GenEd teachers focused specifically on STAAR - aligned goals and alignment of instruction.

Strategy's Expected Result/Impact: Instructional alignment between Special Education and General Education teachers will improve student performance on classroom and state assessments.

Staff Responsible for Monitoring: Campus Principals
Learning Coaches
Classroom Teachers

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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 PHE students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year

Strategy 1

Instructional staff will receive training and on going coaching in the implementation of 7 Habits of Highly Effective People, and Core 3 of LiM.

Strategy's Expected Result/Impact: Spring 2027 MRA Campus Average increase from 79 to 81. Professional Learning Survey feedback on readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Teaching and Learning Dept
Learning Coaches
Lighthouse Coordinator

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Strategy 2

Lead Measure: PHE Lighthouse Team will implement a Student Lighthouse Team that will promote school culture, leadership, and student voice. This team will meet after school and will be led by two teachers.

Strategy's Expected Result/Impact: Raise the Spring 2027 MRA in the Student Leadership category by 3%.
Show growth in the area of Personal Development that dropped from 2025-2026 data.

Staff Responsible for Monitoring: Lighthouse Team
Campus Administrators

Funding Sources: Title Funds Title Funds, \$1,120

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Strategy 3

Lead Measure: Park Hill students will articulate their application of the 7 Habits through student led conferences in grades K-5.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me at least 3 percent in the Student Leadership category Interpersonal Development.

Staff Responsible for Monitoring: Leadership Action Team

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Performance Objective 2

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

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 2026-2027 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: Behavior Coach
Leadership Team

Title I: 2.5.3

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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 student achievement and higher TTESS ratings.

Staff Responsible for Monitoring: Learning Coaches

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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.

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. 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: MTSS facilitator
Campus mentors

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Performance Objective 3

Increase the number of teachers who obtain TIA designation to support HB intervention and student growth.

Strategy 1

Learning walks will be facilitated twice yearly for teachers to observe and learn from each other

Strategy's Expected Result/Impact: Teachers will apply relevant learnings to their practice.

Staff Responsible for Monitoring: Principal
MTSS
Intervention team

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Strategy 2

PLCs will focus on best practice instructional strategies including Midway Mindset and growth for all students.

Strategy's Expected Result/Impact: Growth for all students.

Staff Responsible for Monitoring: Teachers
Leadership team

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Performance Objective 4

The culture and climate will be created and maintained at a level where teachers feel a high level of satisfaction, as reported by TASB survey data, through morale boosters, recognitions, celebrations, communication efforts, fellowship opportunities, professional growth opportunities, and the campus's overall ability to provide a family-like atmosphere.

Evaluation Data Source: 85% of staff will remain employed at PHE.
Staff exiting does so because of major life changes that are not due to work-related issues.
Overall positive staff climate survey

Strategy 1

Weekly-Wrap-ups will go out weekly to staff highlighting important events coming up at school, need-to-know information, staff and student focus section, and celebrations.

Strategy's Expected Result/Impact: There is clarity in the events, procedures, and expectations at PHE.

Staff Responsible for Monitoring: Principal
PHE Leadership Team

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Strategy 2

Teacher-led PD will empower teachers by valuing their professional gifts and strengths.

Strategy's Expected Result/Impact: Teacher Leader capacity will grow.
Teacher retention will be high due to the feeling of respect for teachers' professionalism in education.

Staff Responsible for Monitoring: Principal

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Strategy 3

Focusing on student behaviors utilizing CHAMPS will help teachers and paraprofessionals feel supported and valued.

Strategy's Expected Result/Impact: Teacher and paraprofessional retention

Staff Responsible for Monitoring: Asst. Principal
Principal
IBIS Teacher

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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 our campus during the 2026-2027 school year. Ensure instructional time for character education and wellness programs is built into the yearly schedule for students at our campus. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-5 as a needs assessment for program improvements.

Evaluation Data Source: Pre- and Post-Climate Surveys
Leader in Me Measurable Results Assessment (MRA)
Staff survey
Training rosters, discipline
ISS/OSS placements
Campus program evaluations
Threat Assessments
Behavioral Rtl 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/Rtl 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

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Strategy 2

PHE 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 2026 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: Campus admin
Lighthouse Team
Teaching and Learning Department

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Strategy 3

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: Principal
Assistant Principals
Behavior Coach
MTSS Facilitator

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Performance Objective 2

During the 2026-2027 school year, PHE 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
Behavioral Walkthrough data
Empower student data
T-TESS Domain 3 data

Strategy 1

All PHE 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

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Strategy 2

All PHE 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 by 2%.
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

Funding Sources: Title Funds Title Funds, \$1,000

Title I: 2.5.1, 2.5.3

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Strategy 3

All PHE 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

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Performance Objective 3

By the end of the 2026-2027 school year, we will enhance school safety measures at Park Hill Elementary, encompassing a safe and secure facility, 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, dates of meetings, threat assessment data through Sentinel
Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for Park Hill Elementary, 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.
PHE will have functioning and weekly audited locked exterior doors
PHE will conduct proper visitor admission protocol
PHE will 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

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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

Campus administration

School counselor

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Strategy 3

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

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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

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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

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Performance Objective 4

Increase parent involvement to support student growth academically, emotionally, and socially.

Evaluation Data Source: PTA with a membership of at least 300 members.

Mentor group from Brazos Meadows and Crossroads implementation (sign-in logs)

Parent Square Analytical Data

Social Media Following on Facebook, Instagram, and Twitter

Events attendance (Open House, Musicals, Conferences, Lunch Visits, etc.)

Volunteer logs

Strategy 1

PTA will help Park Hill Elementary supplement our needs as a campus by providing funding for field trips, morale boosters, resources, and volunteers as needed to help with school functions.

Strategy's Expected Result/Impact: Meetings will consistently meet and have quorum during monthly board and membership meetings.

Agendas will be kept as documentation.

Staff Responsible for Monitoring: Principal
PTA President

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Strategy 2

Volunteers from partnership churches will be organized by the school counselor to help meet our students' social-emotional and academic needs.

Strategy's Expected Result/Impact: Volunteers will routinely serve as mentors (sign-in sheets). Meetings with counselors regarding the progress of mentorship. Student and mentor surveys will show positive feedback.

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Strategy 3

Park Hill staff will implement at least two evening family engagement nights or events, as well as a daytime parent engagement opportunity, each semester. These opportunities will provide families with the resources and support they need to help their students at home through engaging strategies and materials.

Strategy's Expected Result/Impact: Sign-in sheets and flyers

Staff Responsible for Monitoring: Campus administration, staff members, PTA

Funding Sources: 211- ESEA, Title I, Part A, \$2,500

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Performance Objective 5

PHE will increase the efficiency and effectiveness of campus operations in support of student achievement.

Evaluation Data Source: Training for office staff on federal programs and documentation
Attendance logs

Strategy 1

Ensure timely, accurate communication, documentation, and compliance for federally funded programs

Strategy's Expected Result/Impact: The campus will maintain 100% compliance with federal program requirements through timely communication and accurate documentation, resulting in efficient operations, successful program implementation, and improved support for student achievement.

Staff Responsible for Monitoring: Principal
Office Staff

Funding Sources: Title Funds,

Title I: 2.5.2, 2.5.3

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Strategy 2

Maintain appropriate technology infrastructure to support administrative processes related to instruction and compliance

Strategy's Expected Result/Impact: Technology systems remain reliable, secure, and accessible, enabling efficient administrative processes, accurate reporting, and compliance with district, state, and federal requirements.

Staff Responsible for Monitoring: Principal
Office Staff

Funding Sources: Title Funds,

Title I: 2.5.1, 2.5.3

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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.

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
Campus Administration
Learning Coaches

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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
Campus Administration

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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

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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

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