

Midway Independent School District



Spring Valley Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

ACADEMICS: Spring Valley will meet the academic needs of a diverse population.

Performance Objective 1 HB3 Goal

WIG : 100% of SVE students will show growth in the area of writing by May 2027.

Evaluation Data Source: Monthly Assessments, Goal Tracking

Strategy 1

Lead Measure: SVE teachers will incorporate writing into their classrooms and use district guidelines to measure and track student growth each 6 weeks. Reading/SS will assess the ECR using district prompts, and Math and Science teachers will focus on SCR prompts using LOWMAN Pick 4 essay resources.

Student Learning Problem Statement 4

Strategy's Expected Result/Impact: All students writing skills improve increasing their ability to process their learning and improving STAAR, Lion and MAP scores in all subjects.

Staff Responsible for Monitoring: Principal

Assistant Principal

Classroom Teachers

Learning Coaches

MTSS Facilitator

Funding Sources: Loman Pick 4 Essays Math 3, Math 4 and Science 5 Title Funds, \$750

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Performance Objective 2 HB3 Goal

All students will meet or exceed annual target growth related to Early Childhood Literacy proficiency by May 2027. Domain 3 Closing the Gaps Reading: All students move from 80%to 85%(LTG 94%); African Americans move from 73% to 78%(LTG 89%) Hispanic move from 87% to 92%(LTG 92%).

Evaluation Data Source: 2027 STAAR Results; MAP; District Assessments

Strategy 1

Spring Valley Elementary and Campus instructional support staff will utilize district data and screeners to track student growth. Through the PLC process, support and training will be provided to teachers 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
MAP screeners
Minimum of 5% Masters increase in 2026 STAAR (37% to 42%)

Staff Responsible for Monitoring: Coordinators of Curriculum
Campus Principal
Learning Coaches
Interventionist
MTSS Facilitators

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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: Coordinator of Elementary Curriculum
Learning Coaches
Campus Principal

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Strategy 3

Campus teams will analyze data and tier students as needed based on student academic needs. Students in Tier 3 will receive interventions from an interventionist teacher in order to close the student gaps.

Student Learning Problem Statement 4

Strategy's Expected Result/Impact: Students show growth in the classroom, on assessments and move to Tier 2 in academics.

Staff Responsible for Monitoring: MTSS
Interventionist
Classroom Teachers
Principal

Funding Sources: Interventionist Teacher funding Title Funds, \$29,500

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Strategy 4

The campus GT Instructor 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; increased STAAR scores 2027.

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

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Strategy 5

3-5 Reading teachers will implement Lowman STAAR Blitz and Daily Warm ups to help students reach their growth goals in Reading.

Student Learning Problem Statement 4

Strategy's Expected Result/Impact: Students will show growth in Reading STAAR 2027.

Staff Responsible for Monitoring: Principal, AP, Teachers

Funding Sources: Lowman STAAR Blitz 3,4,5 RLA and 3-5 Warm-ups 211- ESEA, Title I, Part A, \$4,500

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 3 HB3 Goal

Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency by May 2027. Domain 3 Closing the Gaps Math: All students move from 71% to 78% (LTG 95%); African Americans move from 50% to 61% (2027 goal 61% LTG 91%) Hispanic move from 58% to 68% (LTG 95%)

Evaluation Data Source: 2027 STAAR Results; Lion, District Assessments; writing samples

Strategy 1

SVE 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
Lion Screeners
Minimum of 5% Masters increase in 2026 STAAR (36% to 41%)

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
MTSS Facilitator

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Strategy 2

SVE will partner with TNTP for Professional development and coaching for Grades K-12 mathematics teachers, coaches, and principals in Amplify in PLCs to ensure Amplify is implemented with fidelity.

Strategy's Expected Result/Impact: Strengthen Tier 1 Instruction
Increased student growth on Lion, District assessments and STAAR 2027.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Learning Coaches
MTSS Facilitator
Interventionist

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Strategy 3

Teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model) in all mathematics classrooms with fidelity.

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

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
MTSS Facilitator
Interventionist

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Strategy 4

3-5 Math teachers will implement Lowman STAAR Blitz to help students reach their growth goals in Math.

Student Learning Problem Statement 4

Strategy's Expected Result/Impact: Students will show growth in Math STAAR 2027.

Staff Responsible for Monitoring: Principal
Classroom Teachers
MTSS
Interventionist

Funding Sources: Lowman STAAR Math Blitz 3-5 Title Funds, \$2,250

Title I: 2.5.1

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Performance Objective 4 HB3 Goal

Students will meet or exceed annual targets in Science by May 2027.

Strategy 1

Spring Valley will provide accelerated learning instruction by a certified teacher in the areas Science by providing Science camp/STEM night activities during the 2026-2027 school year.

Student Learning Problem Statement 4

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

Staff Responsible for Monitoring: 5th grade Science Teachers
Administration

Funding Sources: Title Funds, \$2,500

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Strategy 2

Spring Valley 5th grade science teachers will use Lowman Science STAAR Blitz to target interventions for all students.

Student Learning Problem Statement 4

Strategy's Expected Result/Impact: 95% of 5th grade students will meet passing standard on STAAR Science

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
5th grade teachers

Funding Sources: Lowman Science STAAR Blitz Title Funds, \$750

Title I: 2.5.1

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Performance Objective 5

Spring Valley Elementary will increase rating in Domain 3 Closing the Gaps from 81% to 90% by May 2027. Ensuring 90% of Spring Valley students achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year.

Strategy 1

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

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

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

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Strategy 2

Spring Valley Elementary 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 Principal
Mentor Teachers
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 SVE students will develop leadership and life skills by learning and applying the 7 Habits throughout the 2027 academic year.

Strategy 1

Lead Measure: All SVE 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 2025 MRA survey for Leader in Me in Leadership: Self- advocacy (77 to 80), Culture: Trusting relationships (73 to 76) and Academics: Social supports (75 to 80).

Staff Responsible for Monitoring: Teaching and Learning Department
Campus Administrators

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Strategy 2

Lead Measure: All SVE 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: Increase daily lessons to 90% of all classroom teachers. weekly SEL wakthrus will track progress throughout the year.

Staff Responsible for Monitoring: Teacher, counselors, administrators.

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Strategy 3

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 SVE Overall average will increase Professional Learning Survey feedback on readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Administration, Counselor, Lighthouse Coordinators, Teachers

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Performance Objective 2

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

Evaluation Data Source: Retention Data

Strategy 1

Recruitment 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 teacher turnover rate by 5%.

Strategy's Expected Result/Impact: Teacher retention rate, including special education teachers, will increase to 92% by the start of the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Administrators
Counselor
MTSS Facilitator
Learning Coaches

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Strategy 2

Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teacher turnover rate improves by 5%.

Strategy's Expected Result/Impact: Exit interview responses and TASB Employee Survey results will show improvement in the areas of working conditions (84.4%), relationships with supervisors (87.5%), job satisfaction (97.2%), relationship with coworkers (96%), campus environment (94.5%), teaching and learning (89.8%), and student discipline (87.7%) when comparing data from 2025 with data from 2026. Participation rate in the TASB Employee Survey will remain at 100%.

Staff Responsible for Monitoring: Principal
Assistant Principal

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Strategy 3

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

Strategy's Expected Result/Impact: Three percent increase in the Culture category (from 81-84) on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.

Staff Responsible for Monitoring: Principal
Assistant Principal
Learning Coaches

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Performance Objective 3 **High Priority**

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

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 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: Principal
Assistant Principal
Behavior Coach
Learning Coaches

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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 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: Learning Coaches
Principal

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Strategy 3

Support new classroom teachers through the provision of an effective mentor program staffed by the MTSS Facilitators as Campus Mentor Coordinators who support both mentor teachers and mentees.

"New to the profession" teachers will be provided two half-day opportunities during the SY to participate in district wide learning walks and professional learning to improve instruction and classroom management skills.

Strategy's Expected Result/Impact: New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.

Staff Responsible for Monitoring: Mentors
Campus Principal

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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

Wig: SVE will implement campus and classroom behavior management plans implementing Brag Boards to create positive, safe and supportive learning environments by May 2027.

Evaluation Data Source: Referral and student discipline data; Campus and district Behavioral Walkthrough data; Brag Board data; Class celebrations, School Wide Celebrations

Strategy 1

All Spring Valley Elementary 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: Campus Administrators
Counselor
Classroom Teachers
Learning Coaches
MTSS Facilitator
Behavior Coach

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Strategy 2

All Spring Valley Elementary 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 Facilitator

Behavior Coach

Campus Administrators

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Strategy 3

SVE classroom teachers and cafeteria will implement Brag Boards into the classroom to provide 3:1 positive acknowledgements to 1 correction giving specific feedback based on core Values of Safe, Respectful and Responsible.

Strategy's Expected Result/Impact: Individual Acknowledgments

Class celebrations

School Wide Celebrations

Staff Responsible for Monitoring: Principal

Assistant Principal

Classroom Teachers

Cafeteria monitors

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Strategy 4

SVE will utilize a behavior coach to help teach strategies and skills to students whose behavior prevents learning in the classroom. The Behavior coach will meet with Tier 2 and Tier 3 students and provide individualized lessons.

Strategy's Expected Result/Impact: Students on Tire 2 and Tier 3 will move down to Tier 1, and students will gain essential skills for life.

Staff Responsible for Monitoring: Principal, AP, Behavior Coach

Funding Sources: Behavior Coach 211- ESEA, Title I, Part A, \$73,153

Title I: 2.5.3

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Performance Objective 2

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 program 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.

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 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 SVE.

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

Spring Valley Elementary 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 by 5%.

Staff Responsible for Monitoring: Principals
Assistant Principals
Behavior Coaches
MTSS Facilitator
Counselor

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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: Campus safety audits
TEA District Vulnerability Assessment
TXSSC Intruder Audit feedback
Spring Valley Emergency Operation Plan Training
Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data
Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for assigned campus including protocols, training, 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 Spring Valley Elementary.
Additional administrative support at the campus level for all drill coordination and ongoing campus security checks.

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services
MISD Police
Principal
Assistant Principal
Campus Safety Specialist

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Strategy 2

Encourage the use of restorative practices and trauma-informed care 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 review in disciplinary placements.

Strategy's Expected Result/Impact: Small group interventions
Reduce behavior incidents by 5%
Restorative behavior and transition plans

Staff Responsible for Monitoring: Campus MTSS Specialist
Behavior Coaches
Social Workers
Counselors
Campus Administration

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Strategy 3

Conduct ongoing campus safety audits and required safety drills throughout the 26-27 school year as required by law to ensure all facilities are secure and required practices are in place.

Strategy's Expected Result/Impact: 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: Campus Administration
CSS
MISD Police

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Strategy 4

Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. 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
Counselors
Social Workers

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Strategy 5

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: Principal

Assistant Principal

District Truancy Officer

Behavior Coach

Campus Counselor

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Strategy 6

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: MISD Special Education Department
MISD Support Services
Principal
Assistant Principal
Counselor
CSS

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Strategy 7

Ensure Spring Valley Elementary has 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: Principal
Assistant Principal
Support Services

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Strategy 8

Provide Emergency Operations training for all staff to ensure a safe, secure environment.

Strategy's Expected Result/Impact: Increased safety and security awareness
Compliance with all applicable safety laws and policies

Staff Responsible for Monitoring: Assistant Principal
CSS
MISD Police Department

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Performance Objective 4

Campus leadership will host parent and family engagement opportunities throughout the year where SVE

will discuss Title I initiatives that impact student learning, growth, and development.

Strategy 1

Campus will support All Pro Dads on Campus and host nights to foster positive relationships and connections with parents, students and school creating a positive mindset of school for all students.

Strategy's Expected Result/Impact: Students and parents connect positively with each other and the school to support a healthy growth mindset.

Staff Responsible for Monitoring: Principal, All Pro dad leader

Funding Sources: All Pro Dad Fee 211- ESEA, Title I, Part A, \$100

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5

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

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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

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