

Midway Independent School District



Woodward Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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

Performance Objective 1 HB3 Goal

Domain 1: LITERACY: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade).

EC-L Goal: The percentage of 3rd-grade students who score "meets grade level" or above on STAAR Reading will increase from 77% to 80% by June 2026.

Evaluation Data Source: 2026 STAAR Results

Strategy 1

Woodway instructional staff will implement and analyze district assessments and screening tools to monitor student progress. PLCs will be used to strengthen data-driven instructional practices and refine intervention (WIN) and enrichment strategies that enhance student engagement.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level to 85%.
Continued growth in STAAR Masters Level (56% - 60%).
Improved TTESS walkthrough scores.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach

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Strategy 2

Campus Lighthouse Team will conduct trend analyses of reading performance data in grades K-5 to evaluate student mastery of grade-level standards at least twice a semester. Findings will inform the development of action plans focused on targeted instructional improvements.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level.
Continued growth in STAAR Masters Level.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach
Lighthouse Team

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Strategy 3

All reading classrooms will consistently implement the district's Guided Reading instructional framework to ensure high-quality differentiated instruction.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level.
Improved TTESS walkthrough scores, with specific attention to small-group instruction consistency.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach

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Strategy 4

Campus MTSS and Kindergarten/1st-grade teams will use NWEA MAP Growth Reading End-of-Year data to identify and place students scoring in the lowest percentile bands into targeted WIN/Tier 2-3 foundational reading intervention.

Strategy's Expected Result/Impact: Reduce the percentage of Kindergarten and 1st-grade students scoring in the Lo/LoAvg MAP percentile bands by the Spring 2027 EOY administration.
Increase in STAAR Meets and Above Level for 3rd grade as these cohorts progress.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach
K-1 Teachers

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Performance Objective 2 HB3 Goal

Domain 1: MATH: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade).

Evaluation Data Source: 2026 STAAR Results

Strategy 1

Woodway educators will utilize district mathematics assessments to evaluate student growth. PLCs will engage in ongoing training to strengthen instructional decision-making, intentional interventions, and strategies that foster student engagement.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level to 78%.
5% increase in STAAR Masters Level (38% - 43%).
Improved TTESS walkthrough scores.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach

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Strategy 2

All K-5 mathematics teachers will participate in sustained professional learning centered on research-based instructional practices aligned to math standards and student needs, including continued Amplify implementation support.

Strategy's Expected Result/Impact: Improved TTESS walkthrough scores and increased teacher confidence with Amplify math materials.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach

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Strategy 3

Teachers will deliver instruction aligned to the Guided Math framework in all math classrooms, ensuring systematic small group instruction and targeted support.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level.
5% increase in STAAR Masters Level.
Improved TTESS walkthrough scores.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach

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Strategy 4

Campus Lighthouse Team will conduct trend analyses of math performance data in grades K-5 to evaluate student mastery of grade-level standards at least twice a semester. Findings will inform the development of action plans focused on targeted instructional improvements.

Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level.
5% increase in STAAR Masters Level.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach
Lighthouse Team

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Strategy 5

Campus MTSS and grade-level teams will conduct a focused root-cause review of LION for Math data for grades 1-3 and implement targeted, grade-specific intervention to reverse the identified On-Track decline.

Strategy's Expected Result/Impact: Reverse the decline in LION Math On-Track percentage for grades 1-3 by the 2026-27 EOY administration, with each grade trending back toward or above its 2024-25 On-Track rate.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Learning Coach
Grades 1-3 PLCs

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Performance Objective 3

Domain 1: Woodway will ensure the development and implementation of processes and structures designed to increase academic achievement for all students.

Evaluation Data Source: STAAR/EOC Scores

Strategy 1

Woodway will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the Meets and Masters levels, and targeted intervention for students in identified gap groups (Econ Dis, Special Education, African American).

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

Narrowing of the Meets-level gap between All Students (82%) and Econ Dis (43%), Special Education Current (38%), and African American (53%) subgroups.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Teacher PLCs

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Strategy 2

Woodway leaders will train teachers in curriculum, instruction, and assessment practices to increase STAAR student achievement and obtain a campus score of 90% Approaches or above on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain 1 performance; maintain Domain 1 Scaled Score of 92 or higher (A rating).

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Teacher PLCs

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Strategy 3

Woodway leaders will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 75% Meets or above on all STAAR assessments.

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

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus MTSS Specialist
Teacher PLCs

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Strategy 4

Strengthen partnerships with families and the community to support student learning and well-being through student-led conferences -- informal at Open House and formal in the spring semester.

Strategy's Expected Result/Impact: Family engagement and participation in students' learning and progress.
80% of guardians will attend parent-teacher/student-led conferences, building on a Family & Community Engagement MRA sub-measure that grew from 75 to 78 in 2025-2026.

Staff Responsible for Monitoring: Teachers
PTA
Leadership Team

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Performance Objective 4

STUDENT GROWTH: Woodway will achieve an "A" rating in Domain 2: Part 1 and 2 for the 2025-2026 school year.

Strategy 1

Woodway will provide accelerated learning instruction by a certified teacher in math and reading during the 2026-2027 school year, as required by House Bill 1416.

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

Staff Responsible for Monitoring: Campus Principal and AP
Campus Interventionists
Campus MTSS Facilitator
Teachers

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Strategy 2

Students in grades K-5 will use personal data trackers to monitor data from district benchmarks and universal screeners to track growth.

Strategy's Expected Result/Impact: All students will show academic growth by the end of the school year; maintain Annual Growth Points at or above 304.5 (2025-2026 actual).

Staff Responsible for Monitoring: Campus Principal and AP
Campus MTSS Facilitator
Teachers

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Strategy 3

Students in grades K-5 will participate in student-led conferences with their parent(s)/guardian(s).

Strategy's Expected Result/Impact: All students will show academic growth by the end of the school year.

Staff Responsible for Monitoring: Campus Principal and AP
Campus MTSS Facilitator
Teachers

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Performance Objective 5

Domain 3: Woodway will achieve an "A" rating in Domain 3- Closing the Gaps.

Evaluation Data Source: TEA Accountability

Strategy 1

Campus instructional teams will monitor data from district benchmarks and universal screeners to track the growth of students in our Focus Group.

Strategy's Expected Result/Impact: The growth of our students in our Focus Group will match the overall campus growth percentage.

Staff Responsible for Monitoring: Campus Principal and AP
Campus Interventionists
Campus MTSS Facilitator
Teachers
Grade Level PLCs

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Strategy 2

Campus grade-level PLCs will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress and intervention and extension activities to be implemented during WIN time.

Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3; maintain or improve the Academic Achievement component score (81.3% of points earned in 2025-2026).

Staff Responsible for Monitoring: Campus Principal and AP
Campus Interventionists
Campus MTSS Facilitator
Teachers
Grade Level PLCs

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Strategy 3

Students in the Focus Group will have a staff mentor (who is separate from the student's teacher) who will serve as their "Champion" on campus. Champions will be intentional and focused on giving time, support, and encouragement to their student to ensure all students have someone on campus championing for them.

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

Staff Responsible for Monitoring: Campus Principal and AP
Woodway Teachers and Staff

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

Evaluation Data Source: Leader in Me MRA Survey
Leadership Portfolios
Discipline Referrals

Strategy 1

Lead Measure: Woodway 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 at least 3 percent in the Leadership category (79 - 82).
Maintain or exceed an average of 4 on the SEL walkthrough reports.
Decrease in the number of discipline referrals by 5%.
Recover the Self-Advocacy sub-measure to 79 or higher.

Staff Responsible for Monitoring: Campus Administrators
LiM Lighthouse Team

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Strategy 2

Lead Measure: Woodway will participate in the Leader in Me and utilize the Lighthouse Team to oversee the implementation of Leader in Me throughout the school year monitored by checking consistency with teacher logins.

Strategy's Expected Result/Impact: Raise the overall Spring 2027 MRA score by 3% (80 - 83).
Decrease in the number of discipline referrals by 5%.

Staff Responsible for Monitoring: Campus Administrators
Lighthouse Team

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Strategy 3

Woodway's Behavior Intervention Team will meet each six weeks to monitor student and teacher needs in terms of student discipline, classroom management, STOIC, CHAMPS, and classroom/campus culture.

Strategy's Expected Result/Impact: Raise the overall Spring 2027 MRA score by 3%.
Decrease in the number of discipline referrals by 5%

Staff Responsible for Monitoring: Campus Administrators
Lighthouse Team
Campus Counselor
Woodway Behavior Intervention Team
Behavior Interventionist
MTSS Facilitator

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Strategy 4

Students will receive feedback about their Leadership Portfolios every six weeks.

Strategy's Expected Result/Impact: Raise the Spring 2027 Academic section of the MRA score by 3% (79 - 82).
Recover the Student Goal Support sub-measure to 81 or higher.

Staff Responsible for Monitoring: Teachers
Leadership Team

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Performance Objective 2 High Priority

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

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

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 the teacher turnover rate by 5%.

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

Staff Responsible for Monitoring: Campus Administrators
Assistant Superintendent for HR

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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 the teacher turnover rate improves by 5%.

Strategy's Expected Result/Impact: Staff Climate Survey results will show improvement in working conditions, relationships with supervisors, compensation and benefits, communication, teaching & learning, and student discipline when comparing 2026 data with 2027 data, while maintaining Woodway's standing above the district average on nearly all favorability measures.

Staff Responsible for Monitoring: Campus Administrators
Assistant Superintendent for HR

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Strategy 3

Provide professional growth opportunities for instructional staff through meaningful leadership roles, including hosting campus PD sessions, serving on district-level committees, and participating in learning walks, with explicit recognition pathways for specials teachers.

Strategy's Expected Result/Impact: 3% increase in the Culture category on the Spring 2027 MRA data (83 - 86), as well as positive feedback from the professional learning survey.

Staff Responsible for Monitoring: Campus Administrators

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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: Walkthrough & TTESS Data
3% increase in the Culture category on the Spring 2026 MRA data

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: Reduced disciplinary incidents by 5%.
Increased student engagement reflected in Domain 2 and Domain 3 average TTESS scores.
Increased student engagement will contribute to the district's overall state accountability rating.

Staff Responsible for Monitoring: Campus Administrators
MTSS Facilitator
Behavior Interventionist
Counselor

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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 FPC/ Science of Reading, Amplify math, technology integration, and classroom management.
Increase in data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
Director of Professional Learning

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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: Campus Administrators
Learning Coaches
MTSS Facilitator
Coordinator of Mentor & Induction

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Strategy 4

Veteran teachers will be provided at least one opportunity per semester to participate in campus- or district-wide learning walks to improve their instruction and classroom management skills.

Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy.
Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
Director of Professional Learning

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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.
New:

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 2025-2026 school year. Ensure instructional time for character education and wellness programs is built into the master schedule for students. 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)
Discipline records
DAEP
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: Improved MTSS/Rtl processes for behavior.
A 5% decrease in the number of discipline incidents.
Trauma-informed approach to disciplinary interventions.
An increase in the positive culture -- increased sense of safety, as reported on the MRA (Supportive Student Environment 79 - 80 in 2025-2026).

Staff Responsible for Monitoring: Campus Administrators
MTSS Facilitator
Campus Counselor
WBIT Team
Instructional Interventionists/Assistants
Threat Assessment Team

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Strategy 2

Woodway 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 by at least 2 points for the Culture category (83 - 85).
Decrease in the number of discipline referrals and discretionary DAEP placements by 5%.

Staff Responsible for Monitoring: Campus Administrators
Campus Counselor
Teachers
Teaching and Learning Department

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Strategy 3

Woodway's Behavior Intervention Team will meet monthly to monitor student and teacher needs in terms of student discipline, classroom management, STOIC, CHAMPS, and classroom/campus culture.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture).
Decrease in the number of discipline referrals by 5%.

Staff Responsible for Monitoring: Campus Administrators
Campus Counselor
WBIT Team

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Strategy 4

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

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Performance Objective 2

During the 2025-2026 school year, Woodway will implement school-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

Strategy 1

Woodway 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

MTSS Facilitator

Campus Counselor

Asst. Super. for Admin. Services

MTSS Coordinator

Campus Administrators

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Strategy 2

Woodway 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 10%.
Decrease the number of Tier 3 behavior students by 3%.

Staff Responsible for Monitoring: Campus Administrators
MTSS Facilitator
Campus Counselor
Behavior Interventionist
WBIT Team
Director of Special Education

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Strategy 3

Woodway 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 and timeliness of consequences, due process, and family notification for discipline incidents.

Staff Responsible for Monitoring: Campus Administrators
Behavior Interventionists
MTSS Facilitator
Teachers
Asst. Supt. Adm. Services

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Performance Objective 3

By the end of the 2025-2026 school year, Woodway will enhance school safety measures, encompassing safe and secure facilities and comprehensive training and support services for student needs.

Evaluation Data Source: Local campus safety audits
TXSSC Intruder Audit feedback
Woodway Safety and Security Committee Meeting Agendas
Campus Emergency Operation Plan Training
Compliance through Threat Assessment Team rosters, dates of meetings, threat assessment data
Required Drill documentation

Strategy 1

Woodway administration and Campus Safety Specialist will coordinate school safety for Woodway, including protocols, training, and compliance, and provide support at after-hours events.

Strategy's Expected Result/Impact: Consistency in safety protocols and processes.
Increased security presence at Woodway.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus Safety Specialist

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Strategy 2

Conduct ongoing campus safety audits throughout the 2026-2027 school year as required to ensure Woodway is secure and required practices are in place.

Strategy's Expected Result/Impact: Woodway has functioning and weekly audited locked exterior doors.
Woodway conducts proper visitor admission protocol and will pass the State Intruder Safety Audit.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Campus Safety Specialist

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Strategy 3

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: Campus Principal
Campus Assistant Principal
Campus Safety Specialist
Campus Counselor
Asst. Supt. Adm. Services
District Maintenance Dept.
MISD Chief of Police

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Strategy 4

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.
Reduce behavior incidents by 5%.
Restorative behavior and transition plans.

Staff Responsible for Monitoring: Campus Principal
Campus Assistant Principal
Behavior Interventionist
Campus Counselor

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Strategy 5

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: Campus Principal
Campus Assistant Principal
Campus Counselor
Director of Support Services
Asst. Supt. Adm. Services
SHAC
Social workers
Director of Communications

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Strategy 6

Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hotline phone messages. Administration ensures staff have 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
Counselor
Social Workers

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Strategy 7

Ensure Woodway 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: Campus Administration
Campus Counselor
Support Services
Asst. Supt. Admin. Services

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Performance Objective 4

To equip future-ready leaders, Woodway 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

Strategy 1

Utilize the campus leaders 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: Teachers' scores for Domain 2 increased in the TTESS data walk and formal observation.

Staff Responsible for Monitoring: Campus Administrators

District Learning Coaches

MTSS Facilitator

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Strategy 2

Utilize iPad Check-ins during PLCs to determine what programs and apps are being used, vet iPad programs to ensure quality instruction and learning opportunities, and limit screen time to adhere to safe digital usage.

Strategy's Expected Result/Impact: Increase iPad usage in the SAMR areas of augmentation, modification, and redefinition. Decrease iPad usage in the SAMR area of substitution and gaming.

Staff Responsible for Monitoring: Campus Administrators

District Learning Coaches

MTSS Facilitator

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Strategy 3

Continue building staff technology readiness through the Apple Teacher certification pathway and embedded technology coaching.

Strategy's Expected Result/Impact: Increase in staff-reported technology preparedness and continued growth in Apple Teacher certification rates.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
Director of Professional Learning

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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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Performance Objective 6

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

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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

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