

Midway Independent School District



River Valley Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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

Performance Objective 1

RVMS will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. RVMS will achieve 50% Masters performance average for the 2026-2027 school year. (Domain 1 - Student Achievement)

Evaluation Data Source: TEA Accountability

Strategy 1

Teachers will calculate Domain 1 scores for each Math district assessment with a goal of 50% Masters, 70% Meets and 90% Approaches.

Strategy's Expected Result/Impact: Teacher understanding of the accountability calculation method leading to awareness of student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Coach and MTSS Coordinator

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Strategy 2

WIG: Teachers will attain Domain 1 scores for each RLA district assessment with a goal of 50% Masters, 70% Meets and 90% Approaches.

Strategy's Expected Result/Impact: Increased number of students meeting academic achievement.

Staff Responsible for Monitoring: Teachers, Campus Administration, MTSS Coordinator, Learning Coach

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Strategy 3

Redesign the PLC room that houses multiple forms of data (RTI, universal screener, academic

performance) to identify students who are not on path to meet growth and achievement for the current school year.

Strategy's Expected Result/Impact: The identification of specific students will guide interventions and classroom instruction that will promote academic growth for all students.

Staff Responsible for Monitoring: Teachers, MTSS Coordinator, Campus Administration

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Strategy 4

Provide accelerated instruction in the areas of math, reading and science as required by HB1416.

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

Staff Responsible for Monitoring: Teachers, MTSS Facilitator, Campus Administration

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Performance Objective 2 **High Priority**

WIG: In support of the district WIG, 100% of RVMS students will show growth in RLA and Math by the end of the academic year. (Domain 2 - Student Growth)

Evaluation Data Source: District assessments and STAAR results for 6th - 8th grade RLA and Math

Strategy 1

In partnership with the Teaching and Learning and SPED departments teams will work collaboratively to ensure support and alignment of 6-8 curriculum and assessments.

Strategy's Expected Result/Impact: Increased Domain 2 performance

Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Coaches, Assistant Superintendent of Teaching and Learning, Director of Curriculum, Coordinators of Curriculum

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Strategy 2

The Teaching and Learning department and RVMS leadership team will provide ongoing training and data analysis for teachers (including Intervention) for the BOY and MOY screeners to create strategies for targeted intervention for growth for all students.

Strategy's Expected Result/Impact: Increased Domain 2 performance

Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Coaches, Assistant Superintendent of Teaching and Learning, Director of Curriculum, Coordinators of Curriculum

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Strategy 3

During PLCs, RVMS will plan lessons to engage students in student-centered learning environments that promote higher-level thinking, reasoning, and discourse that results in academic growth for all students.

Strategy's Expected Result/Impact: Students will be better prepared for the STAAR item types and vocabulary that require higher order thinking and application skills.

Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Learning Coaches

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Strategy 4

In PLC and planning meetings teachers will disaggregate and monitor assessment data among student populations in Domain 2 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: Classroom teachers, Principal, Assistant Principal, Intervention team members, Instructional Specialists, Curriculum Coordinators

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Strategy 5

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

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

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

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Strategy 6

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

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

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

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Performance Objective 3 High Priority

RVMS will achieve an "A" rating in Domain 3 - Closing the Gaps. At least 75% of RVMS will also achieve the specific targets set by the Federal Govt for economically disadvantaged students as measured by Domain 3 for the current school year

Evaluation Data Source: STAAR results for 6th grade Math & Reading, 7th grade Math & Reading, and 8th

Strategy 1

During PLCs, RVMS teachers will disaggregate assessment data to review performance of Domain 3 student groups in the Meets category.

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

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, District Testing Coordinator, MTSS Coordinator

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Strategy 2

During PLCs, RVMS teachers will disaggregate Reading assessment data to review the Meets category for African American and Economically Disadvantaged students and create a plan to respond to students who are not achieving at the Meets level.

Strategy's Expected Result/Impact: Reduce achievement gaps for Domain 3 student groups.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, District Testing Coordinator, MTSS Coordinator

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Performance Objective 4 High Priority

CCMR Goal: RVMS will support MISD efforts to evaluate student by student analysis to ensure that all students that leave MISD are college and/or career ready.

Evaluation Data Source: All RVMS students enrolled in at least one course that focuses on CCMR (ie: CTE and Advisory, etc.)

Strategy 1

Ensure students begin their 4 year planning process for high school while at RVMS.

Strategy's Expected Result/Impact: 100% of RVMS students will have a 4 year plan before promoting.

Staff Responsible for Monitoring: 8th grade Advisory teachers, Counselors			
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Strategy 2

CTE teachers develop strategic recruiting plans in an effort to maintain and enhance elective course offerings at RVMS that have a CCMR focus and ensure alignment with pathways offered at MHS.

Strategy's Expected Result/Impact: Increased enrollment numbers in initial CTE courses offered at RVMS as well as ensure that all students are enrolled in Panther Pathways and/or AVID.

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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 RVMS students will apply the 7 Habits to build leadership and life skills through the Leader in Me framework.

Evaluation Data Source: Documentation of attendance at professional development activities

Strategy 1

RVMS staff will participate and receive on-going training in Leader In Me (7 Habits, core 1, 2 & 3).

Staff Responsible for Monitoring: Learning Coach
Campus Administrators

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Strategy 2

RVMS leadership will recognize and celebrate staff monthly that can accurately identify and explain the 7 habits.

Strategy's Expected Result/Impact: 100% of instructional staff can identify and explain the 7 habits by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Learning Coach, MTSS, Campus counselors and administrators

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Strategy 3

RVMS staff will implement the year-long student lessons for the LiM curriculum focusing on developing the mindsets, behaviors, and skills of students, adults and community members to be effective life-long leaders.

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Performance Objective 2

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

Evaluation Data Source: Assignment report and annual certification check provided from Human Resources. Participation noted in the district job fair.

Strategy 1

Recruit, hire and retain teachers and instructional paraprofessionals who are appropriately certified for the content area taught. New leadership will meet with each staff member to gain insight about retention.

Strategy's Expected Result/Impact: Highly qualified staff who can provide high quality instruction to students. Teachers hired through DOI will actively pursue certification.

Staff Responsible for Monitoring: Campus Administration, MISD HR Department

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Strategy 2

Support new classroom teachers in effective classroom practices through a variety of means including but not limited to instructional coaching, mentoring, and appraiser feedback.

Strategy's Expected Result/Impact: Teacher growth, teacher retention

Staff Responsible for Monitoring: Learning Coaches, campus mentor coordinator, campus mentors assistant principals, principal

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

Strategy's Expected Result/Impact: Increase in instructional strategies for all teachers to use when educating EL students.

Staff Responsible for Monitoring: District Coordinator of EL Services, Principal, Assistant Principal, Human Resources Department

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Strategy 4

Ensure all teachers that serve GT students are certified to teach gifted & talented students through Region 12, and/or district provided training opportunities. Once the certification is received, ensure all teachers complete the 6 hour annual update.

Strategy's Expected Result/Impact: Gifted and Talented students are served by GT certified teachers

Staff Responsible for Monitoring: Principal, District Coordinator of State & Federal Programs, ELL & GT

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Strategy 5

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

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

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

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Performance Objective 3

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.

Strategy's Expected Result/Impact: Reduced disciplinary incidents by 5% and physical restraint incidents by 20% for the SY. Increased student engagement will result in an increase in Domain 2 & 3 average scores for all teachers on 2026-2027 T-TESS data walks and formula observations. The increase in student engagement will result in an increase in the campus' overall state accountability rating.

Staff Responsible for Monitoring: Campus Administration, Learning Coaches

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Strategy 2

Utilize the Campus 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 and the Professional Learning platform will be used to measure the impact of professional learning.

Staff Responsible for Monitoring: Campus Administration, Learning coach

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Strategy 3

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

"New to the profession" teachers will be provided three 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 hires will be retained for a second year; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.

Staff Responsible for Monitoring: Campus MTSS Coordinator
Campus Administration
Coordinator of Mentors and Induction

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Strategy 4

Ensure RVMS Faculty & Staff participate in district-wide professional learning opportunities that provide teachers choice in their professional growth.

Staff Responsible for Monitoring: Campus Administration

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

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: MTSS/Rtl processes for behavior will be implemented at RVMS
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: Principals
Assistant Principals
Counselors
Threat assessment teams
MTSS Coordinator
Support Services

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Strategy 2

RVMS 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 Administration, Lighthouse Team

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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: Principals
Assistant Principals
Behavior Coaches
MTSS Coordinator
Support Services

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Performance Objective 2

During the 2026-2027 school year RVMS will implement campus-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

All RVMS 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 by 5%.
Increase each area of the Leader In Me survey by 2 points.
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 RVMS classroom teachers are trained on the MISD MTSS tiered behavior plan, and can successfully implement the behavior plan, providing support and intervention for students in tier 2 and tier 3.

Strategy's Expected Result/Impact: Decrease the number of discipline incidents by 5%.
Decrease the number of physical restraints by 20%.
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

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Strategy 3

All RVMS 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.
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 RVMS will enhance school safety measures encompassing safe and secure facilities, as well as comprehensive training and support services for student needs.

Evaluation Data Source: Local campus safety audits

TEA District Vulnerability Assessment

TXSSC Intruder Audit feedback

Midway Safety and Security Committee Meeting Agendas

Campus Emergency Operation Plan Training

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

Required Drill documentation

Strategy 1

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

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

Increased security presence at all MISD campuses.

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

All campuses have functioning and weekly audited locked exterior doors

All campuses conduct proper visitor admission protocol

All campuses pass the State Intruder Safety Audit

Increased preparedness for students and staff

Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services

MISD Chief of Police

Campus Principal

Campus Assistant Principals

Campus Safety Specialists

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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

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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

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Strategy 4

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 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: Asst. Supt. Adm. Services
Director of Special Education
Director of Support Services
MTSS Coordinator
Campus Administration
Campus Counselors

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Performance Objective 4

Promote physical and emotional well-being of students and staff ensuring that the proper structure is in place to provide essential knowledge and skills consistently during the 2026-2027 school year.

Evaluation Data Source: PEIMS data, Safe and Civil Schools Program

Strategy 1

Work with SRO on campus to provide positive interactions with students during lunch, before and after school, and during disaster drills.

Strategy's Expected Result/Impact: Violence prevention, proactive interventions with students.

Staff Responsible for Monitoring: Administrators

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Strategy 2

Utilize the Teacher Access Center (TAC) for discipline office referrals to improve the review process and identification of patterns of behavior.

Strategy's Expected Result/Impact: Sign-in sheets from TAC training days, appearance of referrals in TAC

Staff Responsible for Monitoring: Campus administrators

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Strategy 3

Utilize the Advisory period to instill organizational skills in students via the planner and create a space for an adult advocate for every child in the building.

Strategy's Expected Result/Impact: Student organizational skills increase resulting in fewer missed assignments and an increase in awareness of responsibility. Support, advocacy and mentorship will be a focus for each advisory teacher with their assigned advisory students.

Staff Responsible for Monitoring: Advisory teachers, Light House Team

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Performance Objective 5 High Priority

To equip future-ready leaders, RVMS 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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Strategy 3

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

Strategy's Expected Result/Impact: Apple Learning survey: 5% increase in "teachers sense of preparedness for teaching with technology." Kick-up coaching logs

Staff Responsible for Monitoring: Campus Administration, Learning Coach

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Performance Objective 6

Reduce the number of student threats at RVMS.

Evaluation Data Source: eSchool Behavior Incident data

Strategy 1

Use a variety of resources including but not limited to Threats are No Joke, Leader in Me, MTSS and mental health supports to educate students on the reality and consequences of threats in school.

Strategy's Expected Result/Impact: - reduction of terroristic threats by 20%
- reduction of the combination of Aggressive Acts Verbal and Threat of Violence by 20%

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent of Administration 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.

Strategy's Expected Result/Impact: - reduction of terroristic threats by 20%
- reduction of the combination of Aggressive Acts Verbal and Threat of Violence by 20%
- increased parental understanding regarding the impact of threats in schools

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

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