

Midway Independent School District



Midway High School

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 High Priority

Increase the percentage of students meeting the TSI Math College Readiness benchmark from 55% to 70% by May 2027, as measured by official TSIA2 Math assessment results.

Evaluation Data Source: TSIA2 Math official assessment scores, ALEKS reports (time on task, topic mastery, and learning progress), TSIA2 Diagnostic results, District benchmark assessments
Teacher-created formative assessments

Strategy 1

Ensure 100% of eligible students complete the TSIA2 Math diagnostic assessment.
Require students to complete at least 30 minutes of ALEKS each week with a minimum 5% mastery growth per month.
Provide one targeted math intervention session each week for students below benchmark.
TSI Rtl and how to track data.

Strategy's Expected Result/Impact: Monitor student progress through biweekly benchmark or formative assessments aligned to TSIA2 standards. Review individual student progress during 3 week Rtl data meetings and adjust interventions as needed.

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

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Performance Objective 2 High Priority

WIG: Increase the percentage of students meeting the English TSI College Readiness benchmark from 64% to 75% by May 2027, as measured by official TSI assessment results.

Evaluation Data Source: Writing samples, observations, and walkthroughs are ways to monitor progress. Should see improvement on test scores (TSIA Tests, Practice TSIA tests, Benchmark tests, and CBAs).

Strategy 1

Ensure 100% of eligible students complete a practice diagnostic assessment within the first six weeks of enrollment.
Create warm up, closure, and extension activities that encourage students to write.
Monitor student progress using biweekly formative assessments aligned to TSI Reading and Writing standards.
Provide professional development to all teachers to support the effort for increasing TSI scores.

Strategy's Expected Result/Impact: Increased assessment scores/student growth, increased problem solving skills; students will be able to improve conventions, fluency, and organization.

Staff Responsible for Monitoring: Teachers, administrators, learning coaches

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

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Performance Objective 3 High Priority

Midway High School will perform at or above a scale score of 95% in Academic Achievement: STAAR Performance, 90% in School Progress, and 92% in Closing the Gaps.

Evaluation Data Source: STAAR EOC Results, TEA Accountability Rating System

Strategy 1 Targeted Support Strategy

Increase 9th and 10th grade students' IXL scores by 2% in ELA.

Strategy's Expected Result/Impact: Reading Screeners will show increased individual student reading levels from BOY to EOY for IXL, and targeted students will show growth in their EOC scores

Staff Responsible for Monitoring: NWEA screener, 9th/10th-grade teachers, Resource English/Reading classes, PATH

TEA Priorities: Build a foundation of reading and math

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Strategy 2 Targeted Support Strategy

Increase student average scores in mathematics, by 10% from the BOY to the EOY assessment.

Strategy's Expected Result/Impact: Individual students will show an increase in math levels for 9th graders in the BOY to EOY. Select 10th-grade students will show an increase in math skills in Algebraic Reasoning using district-developed assessments. These targeted students will show growth in their EOC scores.

Staff Responsible for Monitoring: Staff Responsible for Monitoring
PATH teachers, resource math teachers, Algebraic Reasoning teachers, and Algebra 1 teachers
Campus Administrators
Math Coordinator

TEA Priorities: Build a foundation of reading and math

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Strategy 3

Increase the number of students achieving the Masters level on EOC Assessments by 5% and increase student performance on Advanced Placement (AP) tests by 3%.

Strategy's Expected Result/Impact: Increased the number of students achieving the master's level of performance on EOC exams by 5% in the category of ALL TESTS.
Increase the number of students who score 3 or higher on AP exams by 3% and increase the number of students who participate in taking the AP exam by 3%.

Staff Responsible for Monitoring: MHS Principals, Teachers, Learning Coaches, Counselors

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Strategy 4

Provide effective and targeted interventions, accommodations, and progress monitoring for special populations, including At-Risk, Special Education, Economically Disadvantaged, 504, RTI, and Emerging Bilingual students. Review the fidelity of student accommodations and interventions in each student's annual IEP meeting.

Strategy's Expected Result/Impact: Campus Benchmarks, NWEA, District Created BOY, MOY, and EOY assessment, EOCs, TELPAS, and TSI screeners will show improvement in achievement scores for students in special populations.

Staff Responsible for Monitoring: MHS Principals, Teachers, PATH Teachers, CoTeachers, Resource Teachers, ELDA Teacher, and Learning Coaches, MTSS Coach

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Performance Objective 4 **High Priority**

Midway High School will perform at or above a scale score of 99% in Domain I -Graduation Rate.

Strategy 1

Increased attendance rates for students enrolled at Midway High School on average daily attendance by 0.5%.

Strategy's Expected Result/Impact: Through monitoring and communication regarding school attendance, student attendance rates will continue to increase.

Staff Responsible for Monitoring: MHS Principals, MHS Teachers, Attendance Clerks, Truancy Officer, HORIZONS teachers and staff

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Strategy 2

Increase student course completion toward the foundation graduation plan with endorsements and performance acknowledgments with an increased focus on pathway completion.

Strategy's Expected Result/Impact: Through individual advisement and communication regarding the completion of courses within graduation plans, student graduation rates will increase.

Staff Responsible for Monitoring: MHS Principals, MHS Counselors, HORIZONS teachers and staff

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Performance Objective 5

MHS will maintain an "A" rating in Domain 3. MHS will meet at least 85% of the specific targets the Federal Government sets for economically disadvantaged students as measured by Domain 3 for the current school year.

Evaluation Data Source: EOC, TEA Accountability Rating System

Strategy 1

Provide effective intervention, accommodation, and progress monitoring for special populations, including At-Risk, Special Education, 504, DAEP students, and RTI students. Provide Supplemental tutoring, language-specific for Emerging Bilingual (EB) students.

Strategy's Expected Result/Impact: Campus Benchmarks, EOCs, TELPAS, and TSI screeners will show improvement in achievement scores for students in special populations.

Staff Responsible for Monitoring: MHS Principals, Teachers, Learning Coaches, and DAEP teachers

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Strategy 2

Teachers will utilize PLC time daily to create common assessments, assess student data, and plan differentiated lessons to achieve student engagement levels of 95%. Engagement will be measured via T-TESS and Academic walkthroughs completed by administrators.

Strategy's Expected Result/Impact: District Common Assessments, Campus Benchmarks, EOCs, and campus screeners will show improvement in achievement scores for all students.

Staff Responsible for Monitoring: MHS Principals, Learning Coaches, Teachers, Curriculum Coordinators

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Strategy 3

CTE teachers have developed a recruitment strategy to encourage student retention within programs of study in an effort to become completers for CCMR.

Strategy's Expected Result/Impact: programatic growth, CCMR percentage improvement

Staff Responsible for Monitoring: CTE Director, principal, associate principal

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Performance Objective 6

Utilize resources to provide for the social-emotional well-being of Midway High School students throughout the school year.

Evaluation Data Source: Discipline Data, CIS Caseloads, student surveys (9th graders at BOY, MOY survey, and EOY student survey), Leader in Me Curriculum, High School Counseling services, Klaras, TCHAT, Lead Mentors,

Strategy 1

Midway High School will utilize the Leader in Me curriculum weekly to ensure that teachers encapsulate the whole child in the education process.

Strategy's Expected Result/Impact: Develop more future-ready leaders committed to the learning process.

Staff Responsible for Monitoring: MHS Administrators, MHS counselors, MHS teachers, Lighthouse Team

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Strategy 2

Implement and support the Community in Schools and the LEAD program to allow the program to serve a maximum of 200 students from a social-emotional perspective.

Strategy's Expected Result/Impact: Develop more future-ready leaders committed to the learning process, in addition to evaluating student survey data.

Staff Responsible for Monitoring: MHS Administrator, MHS counselors, Communities in School reps

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Performance Objective 7 HB3 Goal

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

CCMR Goal: HB3 defined a five-year goal-setting practice whereby MISD established that the percentage of graduates meeting the CCMR criteria will increase from 93% (for 2022 graduates) to 95% by August 2027 (for 2026 graduates). With MISD having met and exceeded its 5-year goal, the district hopes to refine practices to improve students' opportunities to earn CCMR by targeting 95% as the goal for all graduate classes. MISD will continue to evaluate students on a case-by-case basis to ensure that all students who leave MISD are college- and/or career-ready.

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

Strategy 1

CCMR Strategy: Each semester and at each college readiness test window, track CCMR indicators on each high school student by cohort to provide data to counselors and administrators that will inform decisions/strategies related to student secondary and postsecondary planning (including college prep course enrollment, dual credit enrollment, TSIA practice) to achieve 95% CCMR.

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

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

TEA Priorities: Connect high school to career and college

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Strategy 2

CCMR Strategy: Increase by 2% annual graduates that meet the TSI threshold in both ELA/R and Math by providing curricular support (college prep courses, math, and English courses), test preparation activities, and testing opportunities for TSIA/ACT/SAT during the school day.

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

Staff Responsible for Monitoring: Director and Coordinator of College & Career Readiness
Director and Coordinators of Secondary Curriculum
Coordinator of Assessment
High School Administrators
HORIZONS teachers and staff

TEA Priorities: Connect high school to career and college

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Strategy 3

CCMR Strategy: Ensure high school students, teachers, counselors, and parents understand higher education admissions and financial aid opportunities and how to make informed curricular choices to be personally prepared for success beyond high school (including 4-year planning, work-based learning experiences, dual credit opportunities, college application support, FAFSA

information, and access to EduThings, College & Career Center at MHS).

Strategy's Expected Result/Impact: All student groups grades 9 - 12 will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase

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

TEA Priorities: Connect high school to career and college

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Strategy 4

CCMR Strategy: Improve dynamics of the CTE Excellence Team by increasing business/industry advisory relationships to gain opportunities for a 7% increase in student internships/work-based learning experiences and curriculum guidance for all Career & Technical Education (CTE) programming.

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

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

TEA Priorities: Connect high school to career and college

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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 High Priority

WIG: All Midway High School 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. Walkthroughs by Administration

Strategy 1

Midway High School will implement the year-long student lessons for the Leader in Me (LiM) curriculum, which focuses on developing the mindsets, behaviors, and skills of students and adults to be effective lifelong leaders.

Strategy's Expected Result/Impact: Increase the spring 2027 MRA survey for Leader in Me at least 3 % in a leadership category on the measured survey.

Staff Responsible for Monitoring: Campus Administrators
Teachers

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Strategy 2

Midway High School will participate in the Leader in Me program and create and develop a LightHouse Team to oversee the implementation of Leader in Me throughout the school year. MHS will provide key Core 2 elements, including: Student goal-setting at all grade levels and microcredentials at the High School level.

Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me by at least 3% in the academic category's goal achievement section.

Staff Responsible for Monitoring: Campus Administrators
Counselors
Lighthouse Team

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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 2 of LiM.

Strategy's Expected Result/Impact: Spring 2026 MRA MHS Average increase 74 to 76.
Professional Learning Survey feedback on Readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Campus Administration

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Performance Objective 2

Midway High School will assist, recruit, and retain 85% of highly qualified educators, advocates, and role models who relate well with all populations in our diverse student demographics.

Evaluation Data Source: Staff retention rates for 2022-2023 was 84% (135 out of 160 teachers stayed at MHS).

Staff retention rate for 2023-2024 will be 86%.

Staff retention rate of 2024-2025 will be 84%

Staff retention rate of 2025-2026 will be 85% (136 of 160 stayed)

Strategy 1

MHS will work to recruit strong teaching candidates and support them through the Mentor/ Mentee system in their first two years on our campus. Instructional Rounds will be provided for all new teachers two times before February 1, 2026, to provide examples of excellent student engagement, classroom management, and instructional strategies.

Strategy's Expected Result/Impact: The teaching staff is highly qualified, and teacher retention increases

Staff Responsible for Monitoring: MHS Principals, District Mentor Coordinator, Campus mentors, 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 the teacher turnover rate improves by 3%.

Strategy's Expected Result/Impact: Staff surveys will show improvement in the areas of communication (92%), relationships with supervisors (89%), working conditions (85%), and campus environment (92%).

Staff Responsible for Monitoring: Campus administrators

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Strategy 3

Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at campus level meetings, Back to School Summit, and participate in the Teacher Leader Academy, as well as serve on campus-level committees.

Strategy's Expected Result/Impact: 3% increase on the mRA survey in the Leadership category.

Staff Responsible for Monitoring: Campus Administrators and Lead Teachers

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Performance Objective 3

Midway High School educators will benefit each month from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

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

Strategy 1

Train and support all teachers/staff monthly on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Campus and district leadership and learning coaches will provide support for all teachers.

Strategy's Expected Result/Impact: Improved classroom instruction
Reduced disciplinary incidents, physical interventions, and reduce restraints.
Increased student engagement and achievement.

Staff Responsible for Monitoring: Administrators, Teachers, Professional Development Leadership Team, MTSS Coach

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Strategy 2

Utilize the Learning Coaches monthly 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 to support a focus on student learning and engagement.

Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Utilize KickUp and Professional Learning platform to measure impact of professional learning and Performance Matters to measure student outcomes.

Staff Responsible for Monitoring: MHS Principals, Learning Coaches, APs
Increase scores in the Apple learning surveys.

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Strategy 3

Support new classroom teachers through the provision of an effective mentor program staffed by the Learning Coach 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: Coordinator of Mentor and Induction, Director of Professional Learning

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Strategy 4

Support new and second-year classroom teachers through the provision of an effective mentor

program aligned with the Texas mentorship training (TMT). MTSS Facilitators will serve as campus mentor coordinators, supporting both mentor teachers and mentees.

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

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

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

Funding Sources: 199- General Fund,

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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 High Priority

Improve the implementation of the character traits programs (Leader in Me) 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: A MISD System for MTSS/Rtl processes for behavior will be implemented at all campuses
A 5% decrease in the number of discipline incidents and discretionary DAEP placements.
Trauma-Informed approach to disciplinary interventions
Support for teachers in de-escalation strategies
An increase in the positive culture-increased sense of safety as reported on the MRA

Staff Responsible for Monitoring: Asst. Supt. Adm. Services
Principals
Assistant Principals
Behavior Coaches
Counselors
Threat assessment teams
MTSS Coordinator
Support Services

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Strategy 2

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

Strategy's Expected Result/Impact: Increase the spring 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: Teaching and Learning Department

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Strategy 3

Improve parent involvement by hosting MHS parent meetings twice a semester. These meetings will discuss programs (Parent Square, BARK, Home Access Center, etc.) that are essential to student success and other essential high school information and current trends on campus.

Strategy's Expected Result/Impact: Increased monitoring by parents of their child's grades and attendance and parent involvement of their child's education. Improved relationships between stakeholders.

Staff Responsible for Monitoring: Administrators, Counselors, District Student Services, Communities in Schools

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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 2026-2027 school year, Midway High School will implement district-wide classroom and behavior management plans to provide safe and supportive learning environments.

Strategy 1

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

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Decrease the number of discipline incidents and discretionary DAEP placements by 5%.
Decrease the number of physical restraints by 5%.
Decrease the number of Tier 3 behavior students by 2%.
Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks.

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

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Strategy 3

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

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

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

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Performance Objective 3 High Priority

By the end of the 2026-2027 school year, we will enhance school safety measures at MHS, encompassing safe and secure facilities and comprehensive training and support services for student needs. We will measure this goal by assessing and documenting the improvements in school safety measures.

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

Strategy 1

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

events.

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

Increased security presence at all MISD campuses.

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

All campuses have functioning and weekly audited locked exterior doors

All campuses conduct proper visitor admission protocol

All campuses pass the State Intruder Safety Audit

Increased preparedness for students and staff

Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services

MISD Chief of Police

Campus Principal

Campus Assistant Principals

Campus Safety Specialists

Funding Sources: 199- General Fund,

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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

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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Strategy 5

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

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

Staff Responsible for Monitoring: Campus Administrators

Asst. Supt. Adm. Services

Student Support Services

Counselors

Social Workers

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Strategy 6

Midway High School will participate in and document (at least) the minimum number of required safety drills during the 26-27 school year.

Strategy's Expected Result/Impact: An increase in preparedness for both students and staff. Opportunities for Campus Administration, CSS, and MISD Police to refine safety Practices

Staff Responsible for Monitoring: Campus Administration

CSS

MISD Police

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Strategy 7

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

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

Staff Responsible for Monitoring: Campus Administration

Campus Counselors

Support Services

Asst. Supt. Admin. Services

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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 Superintendent for Administrative Services
District Department Directors
Campus Administrators
MISD Chief of Police

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Performance Objective 4

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

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

Strategy 1

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

Strategy's Expected Result/Impact: At least 25% of MISD staff will be trained by the end of the 26-27 school year.

Staff Responsible for Monitoring: Director of Support Services
Campus Administrators

TEA Priorities: Connect high school to career and college

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Performance Objective 5 High Priority

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

Evaluation Data Source: Scinary vulnerability assessment
Vector staff training results
Microsoft's admin dashboard

Strategy 1

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

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

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

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Performance Objective 6

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

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 7

Reduce the number of student threats across the district.

Evaluation Data Source: eSchool Behavior Incident data

Strategy 1

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

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

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

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Strategy 2

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

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

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

Formative Reviews

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