

# **Midway Independent School District**

## **District Improvement Plan**

### **2025-2026**



# Mission Statement

Midway ISD will maximize individual potential within a learner-centered and supportive environment to prepare students to excel in a global society.

## Vision

Innovation, Commitment, and Excellence

## Value Statement

Every person has inherent worth.

Every person can learn and has unique academic, social, spiritual and physical needs.

A well-educated citizenry is central to a free society.

Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience.

Rules and laws combined with personal responsibility are the foundation for a quality educational experience.

Efficiency and effectiveness are fundamental to a successful organization.

Personal integrity is essential to maintain trust.

Respect for others is essential for a well-functioning society.

Good role models are crucial to the positive development of our children; parents, guardians and district personnel are among the most influential role models.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Midway ISD is a 6A public school district located in the heart of central Texas. The district includes part of the city of Waco, the neighboring communities of Woodway, Hewitt, and Speegleville, plus parts of McGregor, Lorena, Robinson, and Crawford. The 2025-2026 school year started with an enrollment of approximately 8,824 students (July 9, 2025, OnDataSuite), which is 26 students below the prior year's enrollment. Midway ISD has grown between 1% and 3% each year for several years. Midway ISD's student demographic is a mirror image of McLennan County. Midway ISD's ethnicity, at-risk populations, and special populations have all remained steady over the last five years. The Hispanic population has increased at the highest rate (20%-27%) while the white population decreased (56%-51%)(July 9, 2025, OnDataSuite).

The current demographic percentage rates are listed below:

White-51%

Hispanic-27%

African American-12%

Asian-5%

Two or More Races- 6%

Emerging Bilingual- 5%

Special Education - 16%

Economically Disadvantaged - 37%

At-Risk- 31%

Midway ISD has a total of 1,372 staff members according to the 2024-2025 OnDataSuite report as of July 9, 2025. Professional staff includes 832(61%) of Midway ISD personnel. Midway ISD has a total of 606 (44%) teachers. The demographic

breakdown/percentage rates are listed below (July 9, 2025, OnDataSuite):

White-72.8%

Hispanic- 16.2%

African American- 9.2%

Asian- 1.3%

Teachers by Years of Experience (July 9, 2025, OnDataSuite):

Beginning Teachers 5.5% in 2023-2024 to 7.3% in 2024-2025

1-5 Years Experience 25.9% in 2023-2024 to 26.1% in 2024-2025

6-10 Years Experience 22.2% in 2023-2024 to 20.4% in 2024-2025

11-20 Years Experience 28.6% in 2023-2024 to 28% in 2024-2025

Over 20 Years Experience 17.9% in 2023-2024 to 18.3% in 2024-2025

Number of students per teacher: 14.56

#### **Demographics Strengths**

- The attendance rate dropped after COVID-19 but has steadily increased to 96.2% for 2020-2021, 94.9% for 2021-2022, 95.8% for 2022-2023, and 95.9% for 2023-2024 and 2024-2025, based on OnDataSuite. In the prior years, 2015-2020, the attendance rates ranged between 96.6% and 97.1%.
- Parental involvement is very strong throughout the district.
- Midway ISD accurately reflects the diverse population of Central Texas.
- The Midway teaching population is slowly growing more diverse. The percentage of African American and Hispanic teachers both increased for 2024-2025.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Midway ISD is experiencing moderate growth and will need to manage that growth over the upcoming school years.

**Root Cause:** Midway is located in Central Texas, between Dallas and Austin along Highway 35, and is attracting business, industry, and families to the area.

# Student Learning

## Student Learning Summary

2023 was the first year of the state assessment rewrite, which included significant changes in all subject areas. New item types and writing prompts on all assessments were implemented.

### **Preliminary State Assessment Results:**

The preliminary state assessment results for 2023-2024 for each subject area are available in the student learning strengths section below. The graphs highlight the percentage of students performing at each level: Does Not Meet, Approaches, Meets, and Masters. Additionally, MISD scores are shown compared to the region and the state.

### **Teaching & Learning Department - Needs Assessment for 2024-2025**

This year, the Teaching & Learning Department began identifying priorities throughout the district based on district goals, student performance data, student needs assessments, teacher performance, and administrator and teacher feedback. In our current academic environment, we identified needs in the areas of

- fundamental academic instruction,
- explicit behavior instruction and classroom management skills,
- student motivation and engagement
- social emotional wellness
- teacher motivation and teacher coaching

This year, our areas of focus will include the following:

- 3rd-grade reading
- 6th, 7th, and 8th grade math
- 8th Grade Social Studies
- A multi-tiered system of support (MTSS) is used to help students achieve their best academic, behavioral, and social-emotional outcomes.
- Rigor in all tested areas to assist students in reaching Masters Level Achievement

MISD also recognizes the need for students to be prepared for their next steps in the postsecondary world. College and Career Readiness Standards (CCRS) continue to center district curriculum, instruction, and assessment systems. The STAAR-EOC is wholly aligned with the CCRS, and all STAAR measures students' college readiness, beginning in Grade 3. A continued focus on developing college and career awareness remains at the elementary level through high school by aligning graduation plans and advisement with the state's endorsement programs.

In closing, teaching and learning teams met during the summer and continue to meet during the school year to adjust teaching and learning based on state assessment results. Every campus in MISD has developed intervention plans and processes to address student learning gaps in accordance with House Bill 1416. All campus and district stakeholders are committed to closing achievement gaps to ensure student success.

#### Student Learning Strengths

STAAR results were reported for student performance using the approaches, meets, and master levels:

- **APPROACHES GRADE LEVEL** - Students are likely to succeed in the next grade or course with targeted academic intervention. Students generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **MEETS GRADE LEVEL** - Students have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Students generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **MASTERS GRADE LEVEL** - Students are expected to succeed in the next grade with little or no academic intervention. Students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

[Results by grade level and content areas are listed in this report.](#)

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Performance among African American students is significantly lower than other student groups.

**Root Cause:** Education supports, including academic, social, and emotional, for African American students are not individualized and targeted enough to meet their educational needs.

**Problem Statement 2 (Prioritized):** Performance among Emerging Bilinguals is significantly lower than that of other student groups.

**Root Cause:** Education supports for student demographic groups, including intervention and enrichment, are present but may not be individualized to their specific needs.

**Problem Statement 3 (Prioritized):** Students with economically disadvantaged backgrounds continue to perform lower than their peers.

**Root Cause:** Education supports, including academic, social, and emotional, for low-income students are present but may not be individualized or targeted to their specific needs.

**Problem Statement 4 (Prioritized):** Special Education students' academic performance continues to be behind that of all other student groups.

**Root Cause:** The special education curriculum is not tightly aligned with the general education curriculum or is inconsistent throughout the district. Staff are not adequately trained to handle the severe behavior issues that commonly arise in some of the special/general education classrooms.

## District Processes & Programs

### District Processes & Programs Summary

Midway ISD has eleven traditional campuses (eight elementary schools, two middle schools, and one comprehensive high school campus). The campus administrative teams at elementary schools consist of a principal, an assistant principal, and a counselor. Our secondary campuses have administrative teams comprised of a principal, multiple assistant principals, and multiple counselors—the central office houses the superintendent, four assistant superintendents, directors, and coordinators.

The culture and climate of our school are closely tied to the district's overall quality. Ensuring safe and secure facilities is a top priority. All campuses feature secure entrances and established visitor guidelines, which include check-in and check-out procedures. We utilize the Raptor System to screen visitors against the Sex Offender Database. MISD has also formed a police department and continues to foster strong partnerships with the Hewitt and Woodway Police Departments to enhance safety and security across all campuses. Ongoing safety audits and inspections are conducted, with necessary improvements implemented continually. All campuses comply with new protocols for checking exterior doors, ensuring that building personnel perform regular checks. Systems are in place to teach and model safe and respectful behaviors.

The entire school district has reviewed the MISD Emergency Operations Plan and the individual campus plans. All campuses have adopted the Incident Command System (ICS) structure to manage emergencies before first responders arrive. Two committees, the School Safety and Security Committee and the Emergency Operations Planning Team, meet regularly to develop proactive strategies for addressing negative behaviors and planning for emergencies. Team members have completed between one and five safety certifications through the National Incident Management System. In June 2025, the Emergency Operations Planning Team coordinated and completed a Reunification Exercise at Midway High School.

Student safety and protection from bullying are paramount. MISD is dedicated to fostering a safe and welcoming environment for every student. We have successfully implemented an online bullying reporting system and a Human Monitoring System that monitors student emails, data, and documents, alerting the student support services team to student searches, possession, or creation of materials that may threaten their safety or well-being. Furthermore, the district has introduced an evidence-based suicide risk assessment, and all staff have received training in Trust-Based Relational Intervention to better support students with trauma histories.

During the 2024-2025 school year, all campuses implemented the Leader Me curriculum. Leader in Me focuses on developing leadership and life skills in students. It is based on the principles of Stephen Covey's "7 Habits of Highly Effective People" and aims to cultivate a leadership-based culture in schools. The program empowers students to become leaders of their own learning, fostering academic achievement, improved behavior, and increased engagement.



## Curriculum & Instruction

The District MAST Committee reports that our overall curriculum, instruction, and assessment are strong. Still, intentional collaboration is essential for implementing more research-based instructional practices at all levels to prepare students for the rigor of the STAAR Assessment. We have identified a set of research-based, high-yield instructional strategies known as the Midway Mindset, which will be used throughout the district. The District Leadership Team is committed to ensuring solid instructional practices, particularly for our African-American, low-SES, and Special Education sub-populations. Our initiatives will continue to emphasize Professional Learning Communities, data-driven instruction, technology integration, and instructional coaching, fostering a collaborative environment to enhance classroom instruction.

Ongoing, research-based professional development for all instructional staff is critical for growth and for meeting the diverse needs of our students. Collaboration among professional staff is vital, as is ensuring alignment between the written, taught, and tested curriculum. We will continue to adjust, analyze, and update resources and materials throughout the year.

Integrating technology, pedagogy, and content knowledge is central to our district's implementation of innovative classroom technologies. This year marks the 12th year of Midway ISD's one-to-one device initiative, ensuring that all technology systems, digital tools, hardware, and infrastructure support a safe and secure learning environment. Our instructional technology professional development opportunities for teachers are pedagogy-focused, job-embedded, collaborative, ongoing, and modeled by experts. We are committed to the ongoing evaluation of our equipment and systems to provide students, teachers, and staff with the necessary tools and training to prepare our students for success in a global society.

Midway High School, Midway Middle School, Spring Valley Elementary, Castleman Creek Elementary, and Hewitt Elementary serve as professional development schools in partnership with Baylor University. Baylor provides teaching assistants at these campuses and year-long interns at most schools in the district.

Midway ISD has established a mentoring program for new teachers, which is divided into two categories: teachers new to the district and those new to the profession. New district teachers with prior experience will receive mentorship for one year, while new educators will be mentored for two years. The mentoring program includes an instructional coaching model that has been in place since the 2018-2019 school year and continues to thrive.

### **District Processes & Programs Strengths**

- District-wide MTSS Programs support students with academic, behavioral, and social-emotional needs. MTSS includes accelerated instruction, remediation programs, and social-emotional programs that help at-risk students in demographic groups who continue to struggle academically, emotionally, and behaviorally.
- The district administration is committed to focusing on understanding the needs of all subpopulations and providing

necessary training to meet the challenges of a continually changing population.

- The district implements the Safe and Civil Schools behavior program, enhancing classroom management and student expectations on all campuses.
- The district will implement the Leader in Me program on all campuses this year to focus on student character and leadership skills.
- Midway provides students and families with mental health, social services, and behavior support provided by our campus counselors, behavior coaches, mentors, and social workers. Additionally, the district partners with community agencies (Communities in Schools, KLARAS, TCHAT, Baylor, Tarleton) to support our students' social and emotional needs.
- Midway supports our students with housing and food insecurity needs through various district services and community partners, including Hunger Free MISD, McKinney-Vento, The Cove, and mentor programs.
- Every August, a successful new teacher orientation is completed with overwhelmingly positive participant feedback, followed by a year-long high-quality mentor program.
- The curriculum department offers various staff development options each summer and throughout the school year.
- Exit surveys help us understand why employees leave the district and provide feedback on how to improve.
- High innovation and alignment with our district's state standards are already in place.
- Targeted programs such as Project Lead the Way and AVID support our students' academic success.
- Continuously evolving Professional Learning Communities (PLC) at every campus help improve planning and instruction.
- Continuing PD offerings on effective instructional strategies will continue to be a point of emphasis for curriculum coordinators and instructional specialists.
- The district has excellent support built into its operations and systems.
- The district is committed to providing our students and staff with innovative technology tools, resources, and training to meet 21st-century demands.

# Perceptions

## Perceptions Summary

Midway ISD regularly engages parents and community members at a high level. Through committees, community and staff surveys, anecdotal feedback, and professional development involvement, Midway's Board of Trustees and administration can responsibly, comprehensively, and prudently respond to urgent needs, concerns, public opinion, staff requests, and changing educational environments.

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## MONTHLY COMMITTEES (OR MORE OFTEN)

### Board of Trustees (School Board)

The seven-member Midway ISD Board of Trustees is our district's policy-making body and meets at least monthly. The MISD Board works with the superintendent and staff to set the school district's direction with the education and well-being of school children as its primary focus. Responsibilities include, but are not limited to, hiring and evaluating the superintendent, establishing the tax rate, adopting the district vision statement, adopting the budget, collaborating with the superintendent, and adopting policy. The board consists of seven trustees serving terms of three years, with elections held annually.

### Emergency Operations Planning Team

Comprised of a campus representative from each of the 11 campuses in the district, school police officers, school safety specialists, and the emergency management coordinator. Provides input and direction by disseminating information and providing the appropriate training for staff and practice drilling for staff and students.

### Midway Academic Strategic Team (MAST)

This district-level committee advises the school board and/or its designee on establishing and reviewing the district's educational goals, objectives, and primary district-wide classroom instructional programs. The committee shall serve exclusively in an advisory role, except that it shall approve district-wide staff development. The MAST committee assists with forming the school calendar and maintaining the District Improvement Plan.

### Midway Education Foundation Board

Essentially the "booster club for academics," the Midway ISD Education Foundation Board comprises volunteer community members who recruit community support for educational programs for students and staff of the Midway ISD. The Foundation provides funds to enhance academic programs and activities beyond the regular operating budget. By funding classroom grants, the Foundation Board can choose to add curriculum in classrooms as requested by teachers and approved by community

members.

### **Parent-Teacher Association (PTA)**

Through collaboration, commitment, diversity, respect, and accountability, the campus PTAs bring the home and the school into closer relation so that parents and teachers may cooperate intelligently in the education of children and youth and develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

### **School Health Advisory Council (SHAC)**

Comprised of parents, community members, and staff, the SHAC ensures that local community values are reflected in the District's health education instruction. It reviews the amount and level of physical activity, including recess, provided to elementary and middle school students, develops nutrition guidelines and wellness goals, and recommends the appropriate grade levels and methods of instruction for human sexuality instruction.

### **School Safety & Security Committee**

Provides the district with information on support services, develops and implements emergency plans, and oversees emergency response operations. This includes our ISD police, local police officers, and representatives from the District in public relations, hazard materials/maintenance, technology, safety, and emergency management.

### **Superintendent Communication**

The district Superintendent collects questions and feedback monthly during the school year and then broadcasts a video message to all staff to answer questions and provide updates.

### **Technology Committee**

Midway ISD's District Technology Committee evaluates the district's current use of technology, provides input on future initiatives, and assists in developing the technology plan based on feedback gathered from all campuses and the administration. The committee—comprised of teachers, administrators, parents, and students—is overseen by the technology and instructional technology departments.

## **ANNUAL COMMITTEES (OR LESS OFTEN)**

### **Benefits Committee**

Staff representatives from every campus serve on a committee that evaluates district insurance and benefits annually. This committee also receives presentations from financial administrators when bids are open.

## Teacher of the Year Committee

Campus teachers of the year are selected by their campus peers, and they go on to compete for the district-level elementary and secondary teachers of the year. A committee of current and retired teachers, plus parent representatives, selects the district teachers of the year. They are evaluated by the quality of their personal essay and recommendations.

## Bond Steering Committees

When the school board considers calling for a school bond election, it works with a larger group of nominated taxpayers, parents, and staff representatives to analyze all the components of the bond package fully. The Steering Committee makes a final recommendation to the Board regarding details of the bond package that should or should not be included. A new steering committee is nominated for each bond election to represent stakeholders fully in the components of the bond package.

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## QUANTITATIVE FEEDBACK

### Surveys

At both the district and campus levels, MISD regularly uses online tools such as Google Forms or Thought Exchange to gather input for decisions and feedback of programs and initiatives. This data is essential for serving our community's priorities, and we encourage your participation in every form, survey, or exchange.

### Perceptions Strengths

Parent and community engagement is one of the district's most significant strengths, with continued opportunities. Numerous committees cultivate high levels of understanding with informed decision-making. Wide-spread surveys enable involvement without restrictions of meeting in person, work schedules, or even language barriers. It is an expectation that input/feedback is gathered for all district-wide decisions.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Political climates continue influencing perceptions, discussions, reputation, false information, and other intangible factors affecting public education.

**Root Cause:** Heightened political polarization / conflicting thought processes, values and priorities of segments within our community (and state and nation)

# Priority Problem Statements

**Problem Statement 1:** Performance among African American students is significantly lower than other student groups.

**Root Cause 1:** Education supports, including academic, social, and emotional, for African American students are not individualized and targeted enough to meet their educational needs.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Performance among Emerging Bilinguals is significantly lower than that of other student groups.

**Root Cause 2:** Education supports for student demographic groups, including intervention and enrichment, are present but may not be individualized to their specific needs.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students with economically disadvantaged backgrounds continue to perform lower than their peers.

**Root Cause 3:** Education supports, including academic, social, and emotional, for low-income students are present but may not be individualized or targeted to their specific needs.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Special Education students' academic performance continues to be behind that of all other student groups.

**Root Cause 4:** The special education curriculum is not tightly aligned with the general education curriculum or is inconsistent throughout the district. Staff are not adequately trained to handle the severe behavior issues that commonly arise in some of the special/general education classrooms.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



# Goals





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

**Performance Objective 1:** WIG: 100% of MISD students will show growth in ELAR and Math by the end of the academic year. (Domain 2 - Student Growth)

**High Priority**

**Evaluation Data Sources:** TEA Accountability

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Lead Measure: All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-2026 during summer learning and the school year. <b>Strategy's Expected Result/Impact:</b> All students receiving accelerated instruction will meet the minimum passing standard for STAAR. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Coordinator of MTSS Campus Principals Campus Interventionists Campus MTSS Facilitators Teachers		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Lead Measure: The T & L department will provide on-going training and data analysis for teachers and interventionists on the BOY screeners to calculate and create strategies for early targeted intervention related to growth for all students. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 SY. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Director of Special Education Coordinators of Special Education Campus Administrators Learning Coaches Teachers & Interventionists		Formative			Summative
		Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Lead Measure: The T & L and Special Education Departments will work collaboratively to ensure support and alignment of PreK-12 curriculum and assessments in all content areas. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 SY. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning Director of Curriculum Coordinators of Curriculum Director of Special Education Coordinators of Special Education Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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





**Performance Objective 2:** Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years. (Domain 1 - LITERACY - HB3 Overall Goal)

EC-L Goal: The percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 65% to 70% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** 2025 STAAR Results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> MISD campuses and District instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.  <b>Strategy's Expected Result/Impact:</b> 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR  <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Campus Principals Learning Coaches MTSS Facilitators		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All elementary administrators and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2025-2026.  <b>Strategy's Expected Result/Impact:</b> Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Elementary Curriculum Campus Principals		Formative			Summative
		Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> District and campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of ELAR Curriculum Campus Principals Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The GT Advisory Council will evaluate services for GT students and make recommendations for program adjustments based on feedback. <b>Strategy's Expected Result/Impact:</b> Evidence will be seen in results from feedback from the 2025-2024 GT Advisory Council meetings. <b>Staff Responsible for Monitoring:</b> Directors of Curriculum Coordinator of Curriculum GT Specialists	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 3:** Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years. (Domain 1 - MATH - HB3 Overall Goal).

EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 62% to 75% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** 2026 STAAR Results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> MISD campuses and District instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.  <b>Strategy's Expected Result/Impact:</b> 2026 STAAR, 2025-2026 District Assessments Minimum of 5% Masters increase in 2026 STAAR  <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Campus Principals Learning Coaches MTSS Facilitators		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Ongoing professional development will be provided for Grades K-12 mathematics teachers, coaches, and principals to use research-based instructional strategies in mathematics to better incorporate the 8 effective teaching strategies from Principles to Action.  <b>Strategy's Expected Result/Impact:</b> Evidence will be seen in an increase in T-TESS data walk scores.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinator of Math Curriculum Learning Coaches		Formative			Summative
		Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model and 6-12-MISD Secondary Instructional Model) in all mathematics classrooms. <b>Strategy's Expected Result/Impact:</b> Evidence will be seen in an increase in the scores for T-TESS data walkthroughs. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Math Curriculum Campus Principals Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> District and campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Math Curriculum Campus Principals Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 4:** 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).**

**HB3 Goal**  
**Evaluation Data Sources:** CCMR accountability criteria

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<b>Strategy 1:</b> CCMR Strategy: Track CCMR indicators on each high school student by cohort in order 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).  <b>Strategy's Expected Result/Impact:</b> All students groups will be supported in working toward meeting CCMR criteria; CCMR Outcomes Bonuses will increase; 95% of graduates will be CCMR ready.  <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness Director of Curriculum Coordinator of Assessment  <b>Funding Sources:</b> TSIA Resources, ACT/SAT Resources, Dual Credit support - 199- General Fund				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> CCMR Strategy: Increase the percentage of 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. <b>Strategy's Expected Result/Impact:</b> All student groups will be supported in working toward meeting CCMR criteria. CCMR Outcomes Bonuses will increase. <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness Director of Curriculum Coordinator of Assessment High School Administrators  <b>Funding Sources:</b> - 199- General Fund		Formative			Summative
		Oct	Jan	Apr	July
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> CCMR Strategy: Embed career education and employability skills into the K-12 curriculum to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities (including high school student led elementary career days, campus tours, use of Eduthings for 8-12, Panther Pathways, Programs of Study/ Endorsement offerings, College & Career Center at MHS, Character Traits TEKS, Leader in Me Curriculum, and Employability Skills Rubrics). <b>Strategy's Expected Result/Impact:</b> All student groups and grade levels will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase; 95% of students will be CCMR. <b>Staff Responsible for Monitoring:</b> Director of College & Career Readiness Elementary and Secondary Counselors Director of Curriculum		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> CCMR Strategy: Ensure middle school and 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, access to Xello, College & Career Center at MHS). <b>Strategy's Expected Result/Impact:</b> All student groups grades 8 - 12 will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness College & Career Advisor Secondary Counselors		Formative			Summative
		Oct	Jan	Apr	July







Strategy 5 Details	Reviews			
<b>Strategy 5:</b> CCMR Strategy: Improve dynamics of the CTE Excellence Team by increasing business/industry advisory relationships in order to gain opportunities for student internships/work-based learning experiences and curriculum guidance for all Career & Technical Education (CTE) programming.  <b>Strategy's Expected Result/Impact:</b> Increased number of students participating in work-based learning experiences and earning of industry based certifications for all student groups grades 9 - 12. <b>Staff Responsible for Monitoring:</b> Director of College & Career Readiness CTE Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 5:** Midway ISD will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. Midway will achieve a 60% Masters performance district average for the 2025-2026 school year.  
(Domain 1 - Student Achievement)

**Evaluation Data Sources:** STAAR/EOC Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All MISD campuses will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY level. <b>Strategy's Expected Result/Impact:</b> A 5% increase of students at the MASTERY level for the 2026 STAAR. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Teaching and Learning Director of Curriculum Coordinators of Curriculum Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased Domain I performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning Director of Curriculum Coordinators of Curriculum Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased Domain I performance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning Director of Curriculum Coordinators of Curriculum Campus Principals	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> MISD Leadership will provide teachers and administrators training to transform assessment practices into an integrated, cohesive system that provides an effective measurement practice to meet student learning goals. <b>Strategy's Expected Result/Impact:</b> A 5% increase in the number of students who are MASTERS on the state assessment in May 2026. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning Director of Curriculum Coordinators of Curriculum Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 6:** Midway ISD will achieve an "A" rating in Domain 3. In addition, at least 80% of campuses will also achieve an "A" rating in Domain 3 for the current school year. (Domain 3 - Closing the Gaps)





**Evaluation Data Sources:** TEA Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MISD Leadership will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators. <b>Strategy's Expected Result/Impact:</b> All students will reach achievement targets as specified in Domain 3. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Campus Principals Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-26 school year. <b>Strategy's Expected Result/Impact:</b> All students receiving accelerated instruction will meet the minimum passing standard for STAAR. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Campus Principals Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All MISD campuses will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities. <b>Strategy's Expected Result/Impact:</b> All students will reach achievement targets as specified in Domain 3. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Learning Coaches Campus Principals Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> MISD teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students. <b>Strategy's Expected Result/Impact:</b> All students will have access to high-quality lessons. <b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinators of Curriculum Campus Principals Mentor Teachers Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Measure: All MISD schools will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2026 MRA survey for Leader in Me by at least 3 percent in the Leadership category. Maintain or exceed an average of 4 on the SEL walkthrough reports. <b>Staff Responsible for Monitoring:</b> Teaching and Learning Department Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Measure: All MISD schools will participate in the Leader in Me program and develop a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. Campuses will provide key Core 2 elements, including: student goal setting at all grade levels, leadership binders/portfolios at the elementary and middle school levels, and micro-credentials at the high school level. <b>Strategy's Expected Result/Impact:</b> Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. <b>Staff Responsible for Monitoring:</b> Teaching and Learning Department Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional staff will receive training and ongoing coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM. <b>Strategy's Expected Result/Impact:</b> Spring 2026 MRA District Average increase from 75 to 77. Professional Learning Survey feedback on readiness and support related to LiM implementation. <b>Staff Responsible for Monitoring:</b> Teaching and Learning Dept Learning Coaches Campus Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2: LEADERSHIP:** Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

**Performance Objective 2:** Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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%. <b>Strategy's Expected Result/Impact:</b> Teacher turnover rate, including special education teachers, will decrease to 15% by the start of the 2025-2026 school year. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for HR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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%. <b>Strategy's Expected Result/Impact:</b> Exit interview responses and TASB Employee Survey results will show improvement in the areas of working conditions (83%), relationships with supervisors (82%), compensation and benefits (64%), communication (84%), teaching & learning (77%), and student discipline (74%) when comparing data from 2024 with data from 2025. Participation rate in the TASB Employee Survey will increase from 78% to 85%. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for HR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at the district level via the annual conference, Back to School Summit, and the Teacher Leader Academy, as well as serving on district-level committees. <b>Strategy's Expected Result/Impact:</b> A three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: LEADERSHIP:** Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.





**Performance Objective 3:** All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

**High Priority**

**Evaluation Data Sources:** Professional Learning end-of-year survey  
Kick Up  
Professional Learning Platform

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement will lead to higher average scores for all teachers in Domain 2.5 on the 2025-2026 TTESS data walks and formal observations. This improvement in engagement will also contribute to an increase in the district's overall state accountability rating. Additionally, better management of Tier 1 behaviors will be reflected in Domain 3 of the TTESS data walks and formal observations, with teachers reaching or maintaining an average score of 3.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for T&L Director of Special Education Director of Professional Learning Coordinator of MTSS Campus Administrators  <b>Funding Sources:</b> - 199- General Fund	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey.  <b>Staff Responsible for Monitoring:</b> Director of Professional Learning  <b>Funding Sources:</b> - 199- General Fund	Formative			Summative
	Oct	Jan	Apr	July







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees. <b>Staff Responsible for Monitoring:</b> Coordinator of Mentor & Induction Director of Professional Learning Coordinator of MTSS  <b>Funding Sources:</b> - 199- General Fund	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create district-wide professional learning opportunities that provide teachers choice in their professional growth. <b>Staff Responsible for Monitoring:</b> Director of Professional Learning	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2025-2026 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 Sources:** 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 RtI records  
Classroom observations/walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> A MISD System for MTSS/RtI 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</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services Principals Counselors Threat assessment teams MTSS Coordinator Support Services</p>				





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2025 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% <b>Staff Responsible for Monitoring:</b> Teaching and Learning Department	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with local universities to utilize social work and LPC interns to assist students in meeting Social Emotional needs and to connect families with community support. <b>Strategy's Expected Result/Impact:</b> Referral system to monitor requests for supports and follow-through with connection to services Increased opportunities for students to receive school-based supports <b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services Director of Support Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide education, support, and connection with community agencies to ensure healthy pregnancies and graduation completion for our pregnant and parenting teens. <b>Strategy's Expected Result/Impact:</b> Maintain record of students receiving services for PEIMS Increased graduation rates Students connected to applicable resources <b>Staff Responsible for Monitoring:</b> PEP Coordinator Support Services Asst. Supt. Adm. Services	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3: CULTURE:** Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

**Performance Objective 2:** During the 2025-2026 school year, MISD will implement district-wide classroom and behavior management plans to provide safe and supportive learning environments.

**Evaluation Data Sources:** Referral and student discipline data - campus and district  
 Behavioral Walkthrough data  
 Empower student data  
 T-TESS Domain 3 data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All MISD classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Asst. Super. for Admin. Services MTSS Coordinator Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> MTSS Coordinator Director of Special Education Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All MISD discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services Campus Principals & Assistant Principals MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: CULTURE:** Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

**Performance Objective 3:** By the end of the 2025-2026 school year, we will enhance school safety measures on all campuses, encompassing safe and secure facilities, as well as comprehensive training and support services for student needs.

**Evaluation Data Sources:** 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 through Sentinel





Required Drill documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain the Midway ISD Police Department for the 2025-2026 school year. <b>Strategy's Expected Result/Impact:</b> Increase in cooperation and coordination between law enforcement and campus/district administration. Consistent law enforcement presence at secondary campuses with the ability to offer support at elementary campuses. <b>Staff Responsible for Monitoring:</b> MISD Chief of Police Superintendent Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Safety Specialists and campus administration coordinate school safety for assigned campus including protocols, training, and compliance and provide support at after hours events. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services MISD Chief of Police Campus Principal Campus Assistant Principals Campus Safety Specialists  <b>Funding Sources:</b> Funding for 212 Contract Positions - 199- General Fund	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct ongoing campus safety audits and required safety drills throughout the 25-26 school year as required by law to ensure all facilities are secure and required practices are in place. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Admin Asst. Supt. Adm. Services District Maintenance Dept. MISD Chief of Police Campus Safety Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Examine policies, practices and procedures for alignment with TASB and Texas School Safety center models or updates. <b>Strategy's Expected Result/Impact:</b> Aligned practice and procedures <b>Staff Responsible for Monitoring:</b> MISD Adm. Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Director of Support Services Asst. Supt. Adm. Services Counselors SHAC Social workers Director of Communications	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Director of Support Services  Asst. Supt. Adm. Services  MTSS Coordinator  DAEP Facilitator  Behavior Coaches  Social workers  Counselors  Campus administration</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services  Director of Special Education  Director of Support Services  MTSS Coordinator  Campus Administration  Campus Counselors</p>	Formative			Summative
	Oct	Jan	Apr	July







Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation.  <b>Strategy's Expected Result/Impact:</b> Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats  <b>Staff Responsible for Monitoring:</b> Campus Administrators Asst. Supt. Adm. Services Student Support Services Counselors Social Workers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.  <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors Support Services Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide Emergency Operations training for all staff to ensure a safe, secure environment.  <b>Strategy's Expected Result/Impact:</b> Increased safety and security awareness Compliance with all applicable safety laws and policies  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services District Department Directors Campus Administrators MISD Chief of Police	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3: CULTURE:** Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

**Performance Objective 4:** All district employees who interact with students will be trained in Youth Mental Health First Aid. The District will partner with the Local Mental Health Authority to meet the training requirements. Additionally, District employees will become official trainers of YMHFA to increase training opportunities throughout the school year and summer.

**HB3 Goal**

**Evaluation Data Sources:** Professional Development records  
Course Completion Certificates from YMHFA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MISD will partner with ESC Region 12 and LMHA to offer the YMHFA trainings throughout the year. <b>Strategy's Expected Result/Impact:</b> At least 25% of MISD staff will be trained by the end of the 25-26 school year. <b>Staff Responsible for Monitoring:</b> Director of Support Services Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Goal 3: CULTURE:** Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

**Performance Objective 5:** Improve the district's cybersecurity posture by reducing cyber risk exposure and increasing cyber resilience through measurable improvements in staff training, technical safeguards, and response readiness.

**High Priority**

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff with annual cybersecurity training; achieve 100% staff completion rate. <b>Strategy's Expected Result/Impact:</b> Reduction in cybersecurity events Increased awareness for potential cybersecurity events <b>Staff Responsible for Monitoring:</b> Executive Director of Technology District Technology Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain MFA coverage for 100% of staff and administrative accounts. <b>Strategy's Expected Result/Impact:</b> Reduction in staff and administrative account breaches Reduction in compromised accounts <b>Staff Responsible for Monitoring:</b> Executive Director of Technology District Technology Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct two cybersecurity incident response tabletop exercises during the 25-26 school year. <b>Strategy's Expected Result/Impact:</b> 10% improvement in post-exercise evaluations between exercises Evaluate district's response to cybersecurity events Identify any vulnerabilities in district cybersecurity <b>Staff Responsible for Monitoring:</b> Executive Director of Technology District Technology Staff	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Remediate 95% of identified critical vulnerabilities within 15 days of detection. <b>Strategy's Expected Result/Impact:</b> Improve district security posture through remediation of vulnerabilities <b>Staff Responsible for Monitoring:</b> Executive Director of Technology District Technology Staff	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3: CULTURE:** Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.

**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 Sources:** Classroom observations/walkthroughs  
Professional Learning end-of-year survey  
Professional Learning Platform  
Instructional Platform Lesson Data  
Apple Learning Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Director of Professional Learning Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for students to develop digital literacy and digital citizenship competencies. <b>Strategy's Expected Result/Impact:</b> Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2. <b>Staff Responsible for Monitoring:</b> Director of Professional Learning	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Enhance teachers' confidence in using technology by expanding access to integration training and resources. <b>Strategy's Expected Result/Impact:</b> Apple Learning Survey 5% increase in "Teachers' sense of preparedness for teaching with technology". Kickup Coaching Logs	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


**Goal 4: ADVOCACY:** Represent stakeholders to governing authorities and community infrastructure organizations regarding issues in public education to ensure maximum effectiveness and benefit to students.


**Performance Objective 1:** Impact education-supportive policy, funding priorities, and mutually-beneficial initiatives by partnering with local municipalities and organizations.


**Evaluation Data Sources:** District administration and trustees meet regularly with city and county representatives, and community organizations like Chambers of Commerce. District representatives are consulted regarding the impact on the school community.


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will develop and communicate a Board approved set of legislative priorities that will be used to advocate for and educate about the needs of public schools in general and Midway ISD in particular. <b>Strategy's Expected Result/Impact:</b> Raise awareness about detrimental outcomes of legislative action and inaction. <b>Staff Responsible for Monitoring:</b> Chris Allen and Emily Parks	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Address lack of funding by educating local, regional, and State leaders about school funding needs, how lack of funds are undermining the District's ability to fulfill its educational mission, and inviting them to be active in understanding and communicating about the District's om-going needs. <b>Strategy's Expected Result/Impact:</b> Identify the appropriate meetings, venues, and events at which to provide education related to the District's funding needs and impact of continued lack of action to address school resource allocations. <b>Staff Responsible for Monitoring:</b> Chris Allen and Emily Parks	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with chambers of commerce and other civic organizations to inform and align school district initiatives with community and business initiatives. <b>Strategy's Expected Result/Impact:</b> Business partnerships expand, CCMR aligns with community employment needs, donors and sponsors increase in quantity and amount, and opinion leaders are aware and informed of district issues and initiatives. The superintendent will serve as a participant with the Greater Waco Education to Workforce committee and other civic groups working to meet community and business needs. <b>Staff Responsible for Monitoring:</b> Chris Allen, Jess Wheeler, Ashley Futris, and Emily Parks  <b>Funding Sources:</b> Dues, event costs (hosting, sponsorships, and attendance) - 199- General Fund - \$5,000	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The District will partner with local businesses, post-secondary education providers, and volunteer organizations to fund and provide highly engaging and relevant "capstone" experiences for the District's Career Pathways (Programs of Study).  <b>Strategy's Expected Result/Impact:</b> Collaborate with local business partners to identify experiences/projects that will challenge students who have completed a program of study to apply what they learned in an authentic context (capstone projects) . Partner with the Midway Education Foundation to secure funding for these innovative learning experiences, and develop agreements with post-secondary education providers to "credential" students for completion of the capstone projects. (NOTE *This goal is at-risk of failure without increased funding from the State and/or a significant influx of teachers.*)  <b>Staff Responsible for Monitoring:</b> Jess Wheeler, Alison Smith, Ashley Futris, and Chris Allen	Formative			Summative
	Oct	Jan	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Plan Notes

## Appendix

### State Requirements

#### Child Abuse, including Sexual Abuse and Sex Trafficking

All district staff members will be trained in recognizing and reporting child abuse, including sexual abuse and sex trafficking before the beginning of the school year on an annual basis. The Administrative Services office is responsible to fulfill this requirement. Online training, as well as, face-to-face training will be available.

#### Dating Violence

Students will receive instruction in dating violence in the 8<sup>th</sup> grade Panther Pathways course and the high school health course. Positive relationships will be taught through the Character Strong social-emotional learning curriculum at all campuses.

#### Drug Prevention

Drug awareness and prevention is addressed through the SHAC and governed by the Administrative Services office. SROs, social workers, and local resources aid in the process. Drug testing incorporates education and restorative components. Vaping has become a growing concern and is being addressed in a variety of ways, including awareness campaigns, and informational Very Important Parent (VIP) events throughout the school year.

#### School Resource Officer Duties

The duties to be performed by the SRO include, but are not limited to, the following:

1. Patrolling areas within or in the vicinity of the geographical boundaries of Midway ISD to protect all students, personnel, and visitors. Patrol and other law enforcement duties of the SROs shall be performed with the use of City-owned vehicles;
2. Being a visible presence during the school day in order to assist the Midway ISD administration with general public safety services during school hours;
3. Helping Midway ISD administrators maintain the peace and/or address a breach of the peace as needed;
4. Engaging in all law enforcement activities arising from the enforcement of criminal laws or Midway ISD policies and rules that pertain maintaining a safe and orderly school environment, including, but not limited to, intervening in and investigating alleged crimes or violations of Midway ISD rules that pertain to maintaining a safe and orderly school environment, issuing citations, transporting arrested persons, completing follow-up activities, filing of affidavits and complaints, and participating in legal proceedings resulting from the law enforcement services provided in accordance with this Agreement. However, violations of Midway ISD policies and rules that are strictly personnel or student discipline matters and non-criminal in nature will only be assigned to the SRO for investigation at the specific direction of the Midway ISD Superintendent's designee



- and with approval of the respective Chief;
5. Responding to calls for services during the course of the regular school day or when serving in support of an official Midway ISD extracurricular or after-school activity;
  6. Assisting in providing security as needed for after-hour activities and events taking place at Midway ISD facilities;
  7. Assisting with student truancy, including detaining or escorting a student alleged to have violated Chapter 25 of the Texas Education Code;
  8. Mediating disputes on campus that could otherwise impact the safe and orderly school environment, including working with students to help solve disputes in a non-violent manner;
  9. Accompanying outside service providers, upon request, as the service provider conducts random canine searches on Midway ISD property;
  10. Preventing property loss due to theft or vandalism;
  11. Providing traffic control as needed;
  12. Assisting Midway ISD with its Emergency Operation Plan;
  13. Assisting with school safety projects, scheduling and maintaining emergency drills, emergency response, and after-action reviews within Midway ISD;
  14. Providing training for staff as requested by the Midway ISD Superintendent's designee;
  15. Serving as a resource for law enforcement education at the request of school staff, such as speaking to classes on the law, search and seizure, drugs, or motor vehicle laws;
  16. Maintaining the confidentiality of student records as required by the Family Educational Rights and Privacy Act;
  17. Preparing reports and documentation related to law enforcement events occurring within the geographic boundaries of Midway ISD; and
  18. Performing other duties that may be assigned from time to time by their applicable Chief in consultation with the Midway ISD Superintendent's designee.

#### School Health Advisory Council (SHAC)

The SHAC will meet a minimum of four times per year and will provide an annual report to the board at the end of the school year. The majority of the council will be comprised of parents. The Administrative Services office is responsible for the SHAC requirements.

#### Suicide Prevention

All district staff members will be trained on an annual basis in suicide awareness and prevention before the beginning of the school year. The Administrative Services office is responsible for fulfilling this requirement. MISD utilizes the TEA-approved Lifelines program by the Hazelden Foundation. Online training, as well as face-to-face training, will be available.

#### Trauma-Informed Care

All instructional, administrative, and counseling staff will receive training in trauma-informed care, utilizing certified trainers from the Methodist Children's Home. The Trust Based Relations Intervention (TBRI) curriculum is the research-based program that will be used. TBRI is designed for children from "hard places" such as abuse, neglect, and/or trauma. Because of their histories, it is often difficult for these children to trust the loving adults in their lives, which often results in perplexing behaviors. TBRI offers practical tools for parents, caregivers, teachers, or anyone who works with children, to see the "whole child" in their care and help that child reach his highest potential. These practices will be incorporated into school-wide trauma-informed environments, discipline measures, and counseling and social work interventions and programs.

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

199- General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	TSIA Resources, ACT/SAT Resources, Dual Credit support		\$0.00
1	4	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
3	3	2	Funding for 212 Contract Positions		\$0.00
4	1	3	Dues, event costs (hosting, sponsorships, and attendance)		\$5,000.00
Sub-Total					\$5,000.00