

Midway Independent School District
Midway Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Midway Middle School will **motivate, support, and prepare** students to positively impact and contribute to the success of a global community.

Vision

A student-centered community cooperating to successfully educate students to become life-long learners and leaders.

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 Middle School (MMS) serves 6th, 7th, and 8th grade students from feeder schools Spring Valley Elementary, Castleman Creek Elementary, Hewitt Elementary, and Park Hill Elementary. Growth has remained constant over the past several years with around a 2% growth in student population each of those years. There has been a steady shift in demographics as well with increases in African-American, Hispanic, Economically Disadvantaged, and Students with Disabilities. MMS consistently has around 1100 students enrolled.

2025 Student Demographic percentage rates from OnDataSuite:

African-American 16.6%

Hispanic 30.7%

White 41.2%

Asian 5.3%

Two or More Races 5.9%

Economically Disadvantaged 47.03%

Emergent Bilingual 4.84%

Special Education 22.7%

Student Demographic percentage rates from OnDataSuite:

GT 14.8%

At-Risk 42.5%

There are currently 130 total staff members, including 120 professional staff members, 89 of those being teachers.

Teacher Demographic percentage rates from OnDataSuite:

African-American 9.2%

Hispanic 16.2%

White 72.8%

American Indian 0.4%

Teacher years of experience percentage rates from OnDataSuite

Beginning Teachers 6.6%

1-5 Years Experience 40.5%

6-10 Years Experience 18.8%

11-20 Years Experience 25.9%

Over 20 Years Experience 8.0%

Demographics Strengths

Professional staff demographics continue to become more diverse and reflective of student population.

Campus attendance rate continues to improve from pandemic numbers.

Increased parent involvement through school events

Campus leadership is committed to understanding the needs of all demographic groups and providing necessary professional development to teachers to meet the needs of all students

Program and plan in place to assist with the needs of at-risk, economically disadvantaged, and homeless students

PDS partnership with Baylor University continues and benefits the campus through additional resources, staffing, and recruitment opportunities

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MMS is currently experiencing sustained growth alongside a shift in demographics. To effectively address the needs of each individual student within this evolving population, it is essential to enhance Tier 1 instruction and adapt our cultural perspectives.

Root Cause: Increase of economically disadvantaged student population and at-risk student population as feeder campuses are all Title I campuses and the Waco area continues to grow.

Problem Statement 2 (Prioritized): The staff does not currently represent the demographics of its student body.

Root Cause: Teacher shortages and a decline in professional and paraprofessional applications have made it hard to find diversity in staff hiring.

Problem Statement 3 (Prioritized): Having a high number of special students (23% of our student body) served in different special education classrooms poses challenges in providing high-quality, individualized instruction to students.

Root Cause: With many new staff and high numbers of special education students, more resources, tools, and professional development will be needed.

Student Learning

Student Learning Summary

The State of Texas Assessments of Academic Readiness (STAAR) were administered to MMS students during the 2023-2024 school year, including major changes and rewrites to all subject areas. New writing prompts and questions item types were included in all tested areas. Results were reported for students and used to unofficially calculate a "B" accountability rating according to MISD predictions for Midway Middle School. Domain 1 score was 83, Domain 2 Part A was 72, Domain 2 Part B was 80, and Domain 3 was 75. STAAR assessment results will adjust curriculum and instruction and provide intervention support for students as needed during the 2023-2024 school year. Additionally, STAAR scores will focus on interventions for student groups, not closing the achievement gap.

Below are the percentages of all student performance ratings for each test taken at each level: Approaches, Meets, and Masters

Reading 6th Grade: 81/58/27

Math 6th Grade: 73/41/16

Reading 7th Grade: 80/58/20

Math 7th Grade: 64/41/16

Reading 8th Grade: 89/67/42

Math 8th Grade: 70/39/10

Algebra I 8th Grade: 100/99/79

Science 8th Grade: 81/57/27

Social Studies 8th Grade: 68/39/23

Midway Middle School continues to be above the State and Region in most areas on STAAR. However, the campus saw drops in all math and 7th-grade Reading grades. MMS saw gains in all ELAR tests, 8th Science, and 8th SS; however, the 8th SS still remains at a lower, unacceptable level. Additionally, MMS saw continued declines in African-American and Special Education student performance.

This year, our focus will include the following:

- All grades Math
- 8th Grade Social Studies
- 7th English
- Growth for all students in Reading and Math
- African-American Student Performance
- Special Education Student Performance

Student Learning Strengths

Algebra I results continue to be high performing

Meets and masters on multiple tests went up, including 8th science and social studies

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): Special Education students' academic performance continues to be behind that of all other student groups.

Root Cause: The curriculum for resource classes is not tightly aligned with the general education curriculum, and instruction in resource and co-teach classes is not provided with the rigor necessary to ensure student growth and success.

Problem Statement 3 (Prioritized): 8th Grade Social Studies STAAR scores showed a significant drop in performance level.

Root Cause: There is a lack of consistency in instruction and low instructional rigor that does not align with state assessments.

Problem Statement 4: Student growth in math and ELAR is well below the district average, which has resulted in a rating of a "D" in school progress. Domain 2 Part A

Root Cause: Failure to focus on all students' continued growth and progress and with too much emphasis on students reaching approaches. Interventions and instruction failed to increase instructional rigor to match changing question types and test designs.

Problem Statement 5 (Prioritized): Performance among Hispanic students is significantly lower than other student groups.

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

School Processes & Programs

School Processes & Programs Summary

Midway Middle School serves about 1,100 6th, 7th, and 8th grade students from feeder schools Park Hill Elementary, Spring Valley Elementary, Hewitt Elementary, and Castleman Creek Elementary. MMS has one principal, three assistant principals, three full-time counselors, and one part-time social worker. It utilizes Title 1 Funds to employ two part-time 504 coordinators and one full-time behavior coach.

Safety and security are top priorities for MMS. MMS has a secure front entrance with visitor guidelines for check-in and check-out procedures. All exterior doors are secure and checked weekly. MMS uses the Raptor system to check all visitors and has a strong partnership with Hewitt PD with a full-time SRO from Hewitt PD. Campus safety audits and inspections are continuous and ongoing, with improvements and adjustments made as needed. MMS Emergency Operations Plan is in place and is reviewed frequently by staff and leadership to ensure all are familiar with EOP procedures. EOP drills are conducted frequently, complying with state and local policy.

Additionally, MMS recognizes students' mental and physical health as a priority by ensuring that MMS is a bullying-free campus and that all reports of bullying are addressed thoroughly and quickly. MMS provides a welcoming and inviting environment for our students to report and notify of potential safety or bullying concerns. Students can access the StopIt app, counselors, Community in Schools, and social workers, as well as file incident reports. The BARK human monitoring also provides our district and campus leadership with alerts when students search for, write about, or own documents or images that could threaten a student's safety or well-being. Additionally, MMS utilizes the Character Strong Social Emotional Learning curriculum, CHAMPS, and campus-developed PBIS PANTHER to create and teach positive student behaviors and interactions with all stakeholders. All staff has been trained on suicide prevention and risk and CPS reporting to support our students' safety and health. Additionally, MMS has a student emergency response team for AED use, first-aid administration, and CPR.

As a Professional Development School, MMS's partnership with Baylor University has continued to bring junior-level Teaching Associates and senior-level Interns onto our campus. The PDS partnership with Baylor provides additional support for future teachers, current staff, and students. The partnership also allows for hiring potential future teachers, which allows for a smooth transition from intern to teacher. Additionally, the PDS partnership allows our staff to learn from Baylor students while Baylor students learn from our staff as a reciprocal type of PD. The presence of Baylor professors and students on our campus also leads directly to our college-going culture being promoted by our AVID program.

MMS actively engages in professional learning communities for all core subjects by providing a class period designated for PLC work. Teachers use PLCs to analyze student data and progress, evaluate interventions, technology usage and integration, and improve overall instruction. Additionally, PLC is utilized as an opportunity for PD for all staff. PLC work allows teachers to dive deep into student data, demographic data, and progress monitoring. It benchmarks to evaluate instructional rigor and focuses on student group instruction and intervention.

MMS has a strong mentor program supported by the district mentor program. MMS utilizes the learning coaches assigned to MMS to support all teachers new to the profession and MMS. All new teachers are assigned a campus mentor to support them both instructional and managerially,

MMS will continue to utilize the Insights model for RtI intervention time for the campus and completion of HB1416 advanced learning hours. Insights classes will focus on prescribed interventions and purposeful instruction to support the needs of the students needing intervention.

School Processes & Programs Strengths

Continued partnership as a Professional Development School with the Baylor University School of Education. Continue to work hand in hand with Baylor University to improve this outstanding program and strengthen its impact on our Baylor students, our MMS teachers, and most importantly, the students in the classrooms of Midway Middle School.

Construction on the complete remodel of MMS has been completed, and all students and staff now have classrooms in the main building.

PLCs are important to student progress, instruction, evaluation, and intervention. They are also a top priority for teacher learning and professional development.

The safety and security of all students and staff are a top priority.

Staff, student, and community feedback and input are sought and utilized in multiple forms.

Administration and staff are committed to understanding and impacting the performance of all students, including meeting the needs of students in all demographic subgroups.

The AVID program continues to grow and expand its focus across the campus.

Wrap-around mental health services are in place and being successful for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Midway Middle School has struggled to build a shared mission, vision, and culture.

Root Cause: Shifting of campus personnel due to restructuring of middle schools, 18 months of construction, and addition of 6th grade to middle school. Lack of consistency and standard practices due to multiple changes.

Problem Statement 2 (Prioritized): Students at risk due to socioeconomic factors perform lower in areas measured for academic reporting.

Root Cause: Approximately 44% of Midway Middle students qualify for free and/or reduced lunch. Students from low-income backgrounds may not have the background experiences or outside support as their peers.

Perceptions

Perceptions Summary

Midway Middle School (MMS) continuously invites feedback from staff, parents, students, and community members through surveys and interviews. Feedback about academic programs, communication, safety, and climate is collected and analyzed. Midway Middle administration will continue to invite and analyze feedback to grow in these areas. MMS has multiple committees, teams, and groups to provide feedback and insight into curriculum, safety, instruction, student life, culture, community involvement, behavior, and many other aspects of MMS.

Instructional Leadership Team- Representatives from each grade level and department bring concerns and solutions to the ILT team for discussion and address. Additionally, this team serves as our CIP approval and evaluation team.

PDS Steering Committee- Guidance from our partnership for setting yearly goals for improving the partnership and ensuring that both parties get as much as possible.

Leadership Principals, APs, Counselors, Behavior coaches, and learning coaches meet weekly to discuss events, concerns, instruction, student data, etc.

EOP team-Representatives plan EOP drills, and procedures, and event analysis

Health/Safety Team- This group of staff members has volunteered to be trained in AED usage and CPR to address student and staff emergency health responses.

PBIS committee- A group of staff members who address student behavior, rewards, commonplace student behaviors, classroom/campus behavior program

Advisory Committee- A group of staff members who guide advisory curriculum and design

Threat/Risk Assessment Team-District and Campus staff to evaluate individual student mental and physical health as well as to measure the risk presented to other students and staff

Multi-cultural Committee-Campus staff who discuss strategies to implement to recognize diverse populations at MMS and how to celebrate cultures and differences

Student Council/NJHS/PALS-Student groups that support all students and staff and provide community service to the school and community.

Multiple Representation on District Committees-multiple staff members represent different departments and teams as well as MMS as a whole on district-level committees.

Perceptions Strengths

Feedback regarding campus and district programs, personnel, student interactions, culture, operations, and anything else regarding day-to-day activities is invited and encouraged by students, staff, parents, and the community. Staff feedback is provided monthly from the Instructional Leadership Team meetings. Student feedback is often gathered through surveys and after-action reports that provide staff feedback regarding events and activities after completion. Parent interaction and communication is a priority for staff. Communication is often and frequent with the community and parents through such means as Parentsquare, campus website, open house events, parent information meetings, VIP nights, notes/messages home, phone calls, emails, schoology, social media, and digital marquee. Parents are encouraged to become part of the educational process and provided multiple opportunities to be involved and provide feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Parent Teacher Association is not currently active at Midway Middle School.

Root Cause: Multiple years of transition between leadership, grade levels, and the opening of a new middle school in the district caused lower participation and involvement with the PTA and a lack of volunteers and parents interested in serving as officers from year to year.

Problem Statement 2 (Prioritized): Clear procedures and expectations can become frustrating when not clearly communicated

Root Cause: Processes, systems, and expectations are unclear when significant changes occur. Adoption and implementation may be an ongoing process with new leadership.

Priority Problem Statements

Problem Statement 1: Having a high number of special students (23% of our student body) served in different special education classrooms poses challenges in providing high-quality, individualized instruction to students.

Root Cause 1: With many new staff and high numbers of special education students, more resources, tools, and professional development will be needed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education students' academic performance continues to be behind that of all other student groups.

Root Cause 2: The curriculum for resource classes is not tightly aligned with the general education curriculum, and instruction in resource and co-teach classes is not provided with the rigor necessary to ensure student growth and success.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students at risk due to socioeconomic factors perform lower in areas measured for academic reporting.

Root Cause 3: Approximately 44% of Midway Middle students qualify for free and/or reduced lunch. Students from low-income backgrounds may not have the background experiences or outside support as their peers.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Performance among African American students is significantly lower than other student groups.

Root Cause 4: Education supports, including academic, social, and emotional, for African American students are not individualized and targeted enough to meet their educational needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Performance among Hispanic students is significantly lower than other student groups.

Root Cause 5: Education supports, including academic, social, and emotional, for Hispanic students are not individualized and targeted enough to meet their educational needs.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 8th Grade Social Studies STAAR scores showed a significant drop in performance level.

Root Cause 6: There is a lack of consistency in instruction and low instructional rigor that does not align with state assessments.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Midway Middle School has struggled to build a shared mission, vision, and culture.

Root Cause 7: Shifting of campus personnel due to restructuring of middle schools, 18 months of construction, and addition of 6th grade to middle school. Lack of consistency and standard practices due to multiple changes.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: MMS is currently experiencing sustained growth alongside a shift in demographics. To effectively address the needs of each individual student within this evolving population, it is essential to enhance Tier 1 instruction and adapt our cultural perspectives.

Root Cause 8: Increase of economically disadvantaged student population and at-risk student population as feeder campuses are all Title I campuses and the Waco area continues to grow.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Clear procedures and expectations can become frustrating when not clearly communicated

Root Cause 9: Processes, systems, and expectations are unclear when significant changes occur. Adoption and implementation may be an ongoing process with new leadership.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The staff does not currently represent the demographics of its student body.

Root Cause 10: Teacher shortages and a decline in professional and paraprofessional applications have made it hard to find diversity in staff hiring.

Problem Statement 10 Areas: Demographics

Problem Statement 11: The Parent Teacher Association is not currently active at Midway Middle School.

Root Cause 11: Multiple years of transition between leadership, grade levels, and the opening of a new middle school in the district caused lower participation and involvement with the PTA and a lack of volunteers and parents interested in serving as officers from year to year.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Federal Report Card and accountability data

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

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

Performance Objective 1: WIG: In support of the District WIG, 100% of MMS students will show growth in the area of computation and algebraic relationships in Math by the end of the academic year. (Domain 2 - Student Growth)

Evaluation Data Sources: STAAR/EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: MMS 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 academic year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Lead Measure: The T & L and Special Education Departments will work collaboratively to ensure support and alignment of 6-8 curriculum and assessments in all content areas. Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2025-2026 SY. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Lead Measure: The T & L department will provide ongoing 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. Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2025-2026 SY. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Midway Middle School Leadership will provide teachers training in curriculum, instruction, and assessment practices to increase STAAR student achievement and obtain a campus score of 90% approaches on all STAAR assessments. Strategy's Expected Result/Impact: Increased Domain I performance Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Lead4ward Literacy Academy for 7 staff members - 211- ESEA, Title I, Part A - \$5,075	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: MMS staff and students will utilize planners to organize their daily schedule, homework, classwork, notes, etc. to improve upon their practices and experience overall growth and success. Strategy's Expected Result/Impact: Improved organization, improved student academic growth Staff Responsible for Monitoring: Principal Assistant Principals Counselors Funding Sources: Planners for each student - 211- ESEA, Title I, Part A - \$8,300	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 2: STUDENT GROWTH: Midway Middle School will achieve a Domain 2 " A " rating for the 2024-2025 school year.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details		Reviews			
Strategy 1: Midway Middle School will provide accelerated learning instruction by a certified teacher in math and reading during the 2024-2025 school year, as required by House Bill 1416. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers Funding Sources: Additional tutorials afterschool outside of daily workday pay for extra duty - 211- ESEA, Title I, Part A - \$11,250		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Midway Middle School will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement. Strategy's Expected Result/Impact: 2025 STAAR 2024-2025 District Assessments & Benchmarks Minimum of 5% Masters increase in 2025 STAAR Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Solution Tree PLC's at work conference - 211- ESEA, Title I, Part A - \$5,000		Formative			Summative
		Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Midway Middle School PLC teams will analyze trends to evaluate progress towards mastery of RLA objectives for students in Grades 6-8. Based on data analysis, district action plans will be created. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Solution Tree Literacy PLC at work conference - 211- ESEA, Title I, Part A - \$2,400	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Midway Middle School PLC teams will analyze trends to evaluate progress towards mastery of mathematics objectives for students in Grades 6-8. Based on data analysis, instructional action plans will be created. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Lead4ward ePLC's for math - 211- ESEA, Title I, Part A - \$525	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: Domain 3: Midway Middle School will achieve an "A" rating in Domain 3- Closing the Gaps. At least 75% of MISD campuses will also achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Midway Middle School Leadership will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers Funding Sources: Lead4ward Administrator Accountability training - 211- ESEA, Title I, Part A - \$350	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: MMS will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Midway Middle School teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students. Strategy's Expected Result/Impact: All students will have access to high-quality lessons. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach 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 4: MMS 8th grade Social Studies STAAR percentages of achievement will be at least 80% at the Approaches level, 50% at the Meets Level, and 30% at the Masters Level.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: MMS and T&L will provide ongoing training and data analysis for teachers and interventionists on the district assessments to calculate and create strategies for early targeted intervention related to growth for all students. Strategy's Expected Result/Impact: 50% of 8th grade students will meet the passing standard. Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator 8th grade teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: MMS Teachers will provide tutoring after school focusing on specific TEKS identified by district assessment data and benchmarks. Strategy's Expected Result/Impact: 50% of 8th-grade students will meet the passing standard Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator 8th grade teachers Funding Sources: Extra Duty Pay for Qualified Instructors - 211- ESEA, Title I, Part A - \$1,500	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: MMS will incorporate Social Studies primary source texts into Insights classes for students receiving targeted reading instruction. Strategy's Expected Result/Impact: All students receiving reading interventions will meet the minimum passing standard for STAAR Social Studies. Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator 8th Grade Teachers Insights Teacher	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished







Continue/Modify



Discontinue

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





Performance Objective 1: Implement Leader in Me curriculum district-wide to develop leadership skills in every student.

Strategy 1 Details		Reviews			
Strategy 1: Lead Measure: Midway Middle School will implement the year-long student lessons for the Leader in Me (LiM) curriculum (direct teach), which will focus on developing the mindsets, behaviors, and skills of students, adults, and community members to be influential lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals by 5%. Maintain or exceed an average of 4 on the SEL walkthrough reports. Staff Responsible for Monitoring: LiM Team Campus Administrators MTSS and Learning Coach TEA Priorities: Improve low-performing schools		Formative			Summative
		Oct	Jan	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Midway Middle School will participate in Leader in Me, Seven Habits, Core 1. During Core 1, MMS will create a LightHouse Team to oversee the implementation of Leader in Me for the SY. Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals by 5%. Staff Responsible for Monitoring: LiM Team Campus Administrators MTSS and Learning Coach TEA Priorities: Improve low-performing schools		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 recruiting, retaining, and supporting highly qualified faculty and staff.

Strategy 1 Details	Reviews			
Strategy 1: Partner with Baylor University through the PDS program to utilize teacher interns and Teaching Associates as instructional support in classrooms, be a resource to our teachers, students, and families, and benefit from the partnership by recruiting qualified teaching candidates for future employment. Strategy's Expected Result/Impact: Increased number of qualifies, prepared candidates for future open positions. Staff Responsible for Monitoring: Principal PDS site Coordinator TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities to improve teacher turnover by 5%. Strategy's Expected Result/Impact: Exit interview responses and TASB Employee Survey results will show improvement in working conditions (84%), relationships with supervisors (77%), communication (70%), teaching and learning (77%), and student discipline (62%) when comparing data from 2024 with data from 2025. The participation rate in the TASB Employee Survey will increase from 78% to 85%. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Midway Middle School will employ additional staff to support student academic growth, students mental and physical needs, and to address high areas of need across the campus. Strategy's Expected Result/Impact: Additional qualified staff and personnel employed by Midway Middle School Greater student success and growth in multiple areas Staff Responsible for Monitoring: Principal Assistant Superintendent of HR Assistant Superintendent of Finance Funding Sources: Hiring of additional staff - 211- ESEA, Title I, Part A	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
Strategy 4: Provide and encourage 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. Strategy's Expected Result/Impact: Three percent increase in the Culture category on the Spring 2026 MRA data. Increased opportunities for teacher leadership. Staff Responsible for Monitoring: Principal Assistant Principal MTSS Coordinator Learningn Coach TEA Priorities: Recruit, support, retain teachers and principals	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 3: Eighty percent of educators will benefit from job-embedded support and targeted professional learning opportunities to bolster effective classroom practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Campus and district leadership, Learning Coaches, and Behavior Coaches will provide support for all teachers. Strategy's Expected Result/Impact: Reduced disciplinary incidents by 5% and physical restraint incidents by 20% for the SY. Increased student engagement will increase Domain 2 average scores for all teachers on 2024-2025 TTESS data walks and formula observations. Increased student engagement will increase the district's overall state accountability rating. Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment. Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning. Staff Responsible for Monitoring: Campus Admin Learning Coaches MTSS	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Support new classroom teachers through an effective mentor program staffed by the MTSS Facilitators as Campus Mentor Coordinators who support mentor teachers and mentees. "New to the profession" teachers will be provided three half-day opportunities during the SY to participate in district-wide learning walks and professional learning to improve their instruction and classroom management skills. Strategy's Expected Result/Impact: The new hire retention rate will increase by 10%, and program adjustments will be made using needs assessment feedback provided by mentors and mentees. Staff Responsible for Monitoring: MTSS campus coordinator Principal Assistant Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Create campus-wide professional learning opportunities that provide teachers choice in their professional growth. Strategy's Expected Result/Impact: Teachers better prepared for everyday classroom management and instruction Staff Responsible for Monitoring: MTSS campus coordinator Learning Coach Principal Assistant Principals	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 2024-2025 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			
Strategy 1: Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, e.g., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior Interventions, wraparound services for highest-risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong. Strategy's Expected Result/Impact: Improved MTSS/RtI processes for behavior A 5% decrease in the number of discipline incidents. Trauma-Informed approach to disciplinary interventions Support for teachers An increase in the positive culture-increased sense of safety as reported on the MRA. Staff Responsible for Monitoring: Principals Counselors Threat assessment teams MTSS Coordinator Support Services TEA Priorities: Improve low-performing schools		Formative			Summative
		Oct	Jan	Apr	July





Strategy 2 Details	Reviews			
Strategy 2: All MISD schools 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, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals by 5% Staff Responsible for Monitoring: Principal Assistant Principals MTSS Campus Coordinator Learning Coach TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><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 2: During the 2024-2025 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

Strategy 1 Details	Reviews			
Strategy 1: All Midway Middle School classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents by 5%. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Campus Administrators Campus Behavior Specialist Learning Coach MTSS Specialist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All Midway Middle School classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention, and collecting data for Tier 2 and 3 students. Strategy's Expected Result/Impact: Decrease the number of discipline incidents and discretionary DAEP placements by 5%. Decrease the number of physical restraints by 10%. Decrease the number of TIER 3 Behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Campus Administrators Campus Behavior Specialist Learning Coach MTSS Specialist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Train all teachers to utilize the Teacher Access Center for discipline referral and consequence assignment procedures and processes. Strategy's Expected Result/Impact: Ability to review reports and data for six weeks for all campuses. Improve the consistency of consequences and due process for discipline incidents. Staff Responsible for Monitoring: Campus Principals & Assistant Principals MTSS Coordinator	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details		Reviews			
Strategy 4: All Midway Middle School teachers will use an iPad monitoring application, Apple Classroom or Mosyle Manager, to monitor all students using the iPad and ensure they remain engaged and on task with the lesson. Strategy's Expected Result/Impact: Decrease in behavior referrals for inappropriate use of iPads and increased number of students on task and engaged. Staff Responsible for Monitoring: Principal Assistant Principals Behavior Coach Funding Sources: Purchase Screentime to monitor student ipads during instruction - 211- ESEA, Title I, Part A - \$1,200		Formative			Summative
		Oct	Jan	Apr	July
Strategy 5 Details		Reviews			
Strategy 5: Midway Middle School will utilize a behavior management tracking system to address student expectations such as dress code, tardies, and ID's, while increasing time spent in the classroom for instruction by reducing time spent in hallways and restrooms. Additionally, the system will be utilized to support positive behavior rewards and support through the awarding of points for positive behaviors. Strategy's Expected Result/Impact: Increased in class instructional time by decreasing behaviors and time spent addressing behaviors and reducing time out of class for restroom and walking hallways Increased positive behaviors by rewarding and recognizing positive behaviors in students Staff Responsible for Monitoring: Principal Assistant Principal Behavior Coach Counselors Funding Sources: Minga tracking system - 211- ESEA, Title I, Part A - \$7,315		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 2024-2025 school year, we will enhance school safety measures on all campuses, encompassing safe and secure facilities and 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
 Required Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing campus safety audits throughout the 25-26 school year as required to ensure all facilities are secure and required practices are in place. Strategy's Expected Result/Impact: MMS will have weekly audits of locked exterior doors MMS will conduct proper visitor admission protocol MMS will pass the State Intruder Safety Audit Increased preparedness for students and staff Opportunities to refine safety protocols and procedures Staff Responsible for Monitoring: Campus Admin Asst. Supt. Adm. Services Student Support Services District Maintenance Dept. MISD Chief of Police	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage the use of restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Behavior coaches, counselors, and assistant principals align disciplinary strategies to implement effective behavioral plans and provide a restorative review in disciplinary placements.</p> <p>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</p> <p>Staff Responsible for Monitoring: Asst. Supt. Adm. Services MTSS Coordinator DAEP Facilitator Behavior Coaches Social workers Counselors Campus administration</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Asst. Supt. Adm. Services Student Support Services Counselors Social Workers</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: 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 Counselors Campus Admin Social workers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports. Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources Staff Responsible for Monitoring: MTSS Coordinator Campus Administration Campus Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: MMS will 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	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



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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 4: Midway Middle School will increase parent and family engagement opportunities.





Evaluation Data Sources: Parent sign-ins and Agendas from parent meetings

Strategy 1 Details	Reviews			
Strategy 1: Midway Middle School will host 4 (2 per semester) parent and family engagement opportunities to inform and discuss Title I initiatives that impact student learning, growth, and development. Strategy's Expected Result/Impact: MMS will have increased participation and involvement through these events Title 1 Information night Successful Middle School Experience Keeping Students Safe and Healthy Preparing for next year Staff Responsible for Monitoring: Principal Assistant Principal Counselors MTSS campus coordinator Learning Coach Funding Sources: Supplies for parent meetings and cost of speakers to present - 211- ESEA, Title I, Part A - \$2,500	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Midway Middle School will support the re-establishment of the Parent-Teacher Association. Strategy's Expected Result/Impact: Increase parent involvement and engagement Staff Responsible for Monitoring: Principal	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 5: To equip future-ready leaders, Midway will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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 Campus Admin	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Campus Funding Summary

211- ESEA, Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lead4ward Literacy Academy for 7 staff members		\$5,075.00
1	1	5	Planners for each student		\$8,300.00
1	2	1	Additional tutorials afterschool outside of daily workday pay for extra duty		\$11,250.00
1	2	2	Solution Tree PLC's at work conference		\$5,000.00
1	2	3	Solution Tree Literacy PLC at work conference		\$2,400.00
1	2	4	Lead4ward ePLC's for math		\$525.00
1	3	1	Lead4ward Administrator Accountability training		\$350.00
1	4	2	Extra Duty Pay for Qualified Instructors		\$1,500.00
2	2	3	Hiring of additional staff		\$0.00
3	2	4	Purchase Screentime to monitor student ipads during instruction		\$1,200.00
3	2	5	Minga tracking system		\$7,315.00
3	4	1	Supplies for parent meetings and cost of speakers to present		\$2,500.00
Sub-Total					\$45,415.00