

Midway Independent School District

Speegleville Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

At Speegleville Elementary, our goal is to ensure high levels of learning for all students by providing a learner-centered and supportive environment that prepares our students to excel in a global society.

Vision

A professional learning community united in the mission to provide an educational program that is innovative and committed to excellence.

Value Statement

All students deserve a quality educational experience that is meaningful and focused on meeting their individual academic and social/emotional needs.

Education is a collaborative partnership between students, parents, school, and the community.

The foundation for all educational achievement are positive, caring relationships.

High expectations are essential to learning and all partners must be committed for students to reach high levels of success.

Positive role models committed to providing a safe, nurturing environment for students are critical to the learning process.

High levels of student achievement is ensured when educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable.

Our school is a family where we know our strength comes from our commitment to support each other and our willingness to learn together.

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Goals

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





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

EC-L Goal: The percentage of 3rd-grade students who score "meets grade level" or above on STAAR Reading will increase from 37% to 50% by June 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Speegleville staff will utilize district benchmarks and screeners to track student growth. Through the PLC process, support and training will be provided to classroom teachers, focusing on data analysis, increasing intentional interventions, and enrichment to allow students to reach their highest level of potential. Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR Staff Responsible for Monitoring: Campus Principals SPE Leadership Team Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Speegleville instructional teams will analyze campus trends to evaluate progress toward mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. Strategy's Expected Result/Impact: At least twice per year, an instructional team will analyze trends in campus data to develop action steps to address areas of deficit. Staff Responsible for Monitoring: SPE Leadership Team Learning Coach Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Third grade students, with supports as needed, will independently read grade level material at least once a week. This may be a repeated text, reading with a partner, listening to it before reading it, or other supports as necessary. Strategy's Expected Result/Impact: This will help close any reading gaps and expose all students to the level of reading and comprehension necessary for a third grade level assessment. Staff Responsible for Monitoring: Principal Classroom teacher	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: Meet the academic needs of a diverse population.





Performance Objective 2: Domain 1: MATH: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade).

EC-M Goal: The percentage of 3rd-grade students whose score meets grade level or above on STAAR Math will increase from 34% to 50% by June 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR results





Strategy 1 Details	Reviews			
Strategy 1: Speegleville Elementary's instructional support staff will utilize district benchmarks and screeners to track student growth. Through the PLC process, support and training will be provided to classroom teachers focusing on data analysis, increasing intentional interventions, and enrichment to allow students to reach their highest level of potential. Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR Staff Responsible for Monitoring: Campus Principals SPE Leadership Team classroom teachers Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Speegleville instructional teams will analyze campus trends to evaluate progress toward mastery of math objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. Strategy's Expected Result/Impact: At least twice per year, an instructional team will analyze trends in campus data to develop action steps to address areas of deficit. Staff Responsible for Monitoring: SPE leadership team Learning Coach Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Using a combination of numberless word problems and word problems with numbers, students will complete and discuss at least one word problem each day beginning with the first day of school. Strategy's Expected Result/Impact: Students will grow in their ability to independently understand and solve word problems. Staff Responsible for Monitoring: Principal Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: Meet the academic needs of a diverse population.

Performance Objective 3: STUDENT GROWTH: Speegleville Elem will maintain a Domain 2 part A " B " rating for the 2025-2026 school year.





Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Speegleville Elementary will provide accelerated learning instruction in math and reading by a certified teacher during the 2025-2026 school year, as required by House Bill 1416. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet expected growth on the 25-26 STAAR assessments in math and reading. Staff Responsible for Monitoring: SPE Leadership MTSS HB Intervention Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Speegleville Leadership Team and classroom teachers will regularly analyze screeners and assessments to calculate and create strategies for early targeted intervention and extension related to growth for all students. Strategy's Expected Result/Impact: 90% of all Speegleville students will show academic growth for the 25-26 school year Staff Responsible for Monitoring: Speegleville Leadership Team Classroom teachers	Formative			Summative
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Goal 1: Meet the academic needs of a diverse population.





Performance Objective 4: Domain 3: Speegleville Elem will maintain a "B" rating in Domain 3- Closing the Gaps.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Speegleville Elementary will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress and intervention and extension activities. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: SPE Leadership Team Learning Coach Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: Meet the academic needs of a diverse population.





Performance Objective 5: All SPE students will show growth in ELAR and math by the end of the academic year. (Domain 2 - Student Growth)

Strategy 1 Details	Reviews			
Strategy 1: SPE administration and MTSS will train and collaborate with classroom teachers on screener data to create targeted intervention for all students. Strategy's Expected Result/Impact: All students will show growth Staff Responsible for Monitoring: SPE Admin MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: SPE Admin, classroom teachers, and sped teachers will work collaboratively to monitor sped student growth and determine needed interventions for growth. Strategy's Expected Result/Impact: All sped students will make growth in ELAR and math. Staff Responsible for Monitoring: SPE Admin classroom teachers resource staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Through PLC and planning sessions, SPE admin and classroom teachers will analyze and monitor student understanding of RLA and math skills/TEKS and use this data to drive Tier 1 instruction, intervention, and extension. Strategy's Expected Result/Impact: All students will grow in RLA and math. Staff Responsible for Monitoring: SPE Admin; classroom teachers	Formative			Summative
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Goal 1: Meet the academic needs of a diverse population.





Performance Objective 6: WIG: All SPE students, kinder through 5th grade, will increase their performance on math district assessments and screeners.

Evaluation Data Sources: math district assessments and screeners

Strategy 1 Details	Reviews			
Strategy 1: All core classes will complete cross-curricular writing at least once a week. All specials classes will complete cross-curricular writing at least once a grading period. Strategy's Expected Result/Impact: student understanding of math concepts and math assessment scores will improve Staff Responsible for Monitoring: SPE admin classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Resource teachers will meet with grade level teachers at least once a grading period to discuss individual student goals, progress on goals, and use of accommodations. Strategy's Expected Result/Impact: all sped students will grow in math assessment scores Staff Responsible for Monitoring: SPE Admin classroom teachers resource teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Through PLC and planning sessions, admin and teachers will analyze student mastery of math skills/TEKS and utilize that data to plan for Tier 1 instruction, intervention, and extension. Strategy's Expected Result/Impact: Instruction will be more purposeful and effective, growing student understanding. Staff Responsible for Monitoring: SPE admin; classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
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Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

Performance Objective 1: Provide influential role models through the retention and support of highly qualified faculty and staff.

Strategy 1 Details		Reviews			
Strategy 1: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teachers have a positive perception of the campus as evidenced through an increase in a campus survey similar to the TASB survey and the MRA Leader in Me data under Staff Leadership and Staff Voice. Strategy's Expected Result/Impact: Campus Survey results and the LiM survey results will show improvement in the areas of job satisfaction, relationships with supervisors , campus environment, and student discipline when comparing the 25 and 26 data. Staff Responsible for Monitoring: Principal Assistant Principal		Formative			Summative
		Oct	Jan	Apr	July
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Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.





Performance Objective 1: Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning on all campuses during the 2025-2026 school year. Ensure instructional time for character education and wellness program 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 3-5 as a needs assessment for program improvements.

Evaluation Data Sources: Pre- and Post Student Climate Surveys; Leader in Me MRA assessment; staff survey; training roster, discipline records, ISS/OSS placements, campus program evaluation, threat assessments, behavior RtI records, classroom observation/walkthrough

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, PBIS, 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; increase in positive culture; increased sense of safety as reported on MRA Staff Responsible for Monitoring: SPE leadership team, threat assessment teams, teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Speegleville 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 LIM by at least 2 points for each area decrease the number of discipline referrals by 5% Staff Responsible for Monitoring: SPE Leadership team; teachers	Formative			Summative
	Oct	Jan	Apr	July
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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 2: All SPE students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year evidenced through student documentation of academic growth and goal progress. Our "academic" section on the MRA will grow from 74 to at least 76.

Strategy 1 Details	Reviews			
Strategy 1: Speegleville Elem staff will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the Spring 2026 MRA survey for Leader in Me at least 2 points for each area (academics, leadership, and culture) on the measured survey. Decrease in the number of discipline referrals by 5%. Staff Responsible for Monitoring: SPE Leadership team classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All staff and students will create, maintain, and track growth on at least one academic WIG related to a campus and/or classroom WIG. Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 2 points for each area of academics on the measured survey. Staff Responsible for Monitoring: SPE Leadership Team Lighthouse Team Classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
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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 3: During the 2025-2026 school year, Speegleville will implement campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Sources: Referral and student discipline data; behavior walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: All Speegleville classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents by 5%. Increase each area of the Leader In Me survey by 2 points. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: SPE Leadership Team Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All Speegleville classroom teachers implement the MISD MTSS tiered behavior plan, with a behavior coach providing support and intervention for students in tier 2 and 3. Strategy's Expected Result/Impact: Decrease the number of discipline incidents by 5%. Decrease the number of physical restraints by 20%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: SPE Leadership Behavior Coach Teachers Funding Sources: - Title Funds - \$71,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: SPE discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool. Strategy's Expected Result/Impact: Ability to review reports and data for six weeks on campus. Improve the consistency of consequences and due process for discipline incidents. Staff Responsible for Monitoring: SPE Admin classroom teachers	Formative			Summative
	Oct	Jan	Apr	July
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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: By the end of the 2025-2026 school year, we will enhance school safety measures at Speegleville, encompassing safe and secure facilities and comprehensive training and support services for student needs.

Evaluation Data Sources: Campus safety audits
 TXSSC Intruder Audit feedback
 Campus Emergency Operation Plan Training
 Compliance through Threat Assessment Team rosters for SPE, 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: SPE has functioning and weekly audited locked exterior doors SPE conducts proper visitor admission protocol SPE passes the State Intruder Safety Audit Staff Responsible for Monitoring: SPE Leadership Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Encourage using restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Align disciplinary strategies among the behavior coach, counselor, assistant principal, and principal to implement effective behavioral plans and provide a restorative review in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduce behavior incidents by 5% Restorative behavior and transition plans Staff Responsible for Monitoring: SPE Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Speegleville will participate and provide documentation of at least the minimum number of required safety drills during the 25-26 school year. Strategy's Expected Result/Impact: Increased preparedness for both students and staff Staff Responsible for Monitoring: SPE Leadership Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
Strategy 4: SPE 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. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated, and interventions are provided to students--threat assessments are conducted for direct threats. Staff Responsible for Monitoring: SPE Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Ensure all Midway Independent School District campuses have a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. Staff Responsible for Monitoring: Campus Admin Campus Counselor	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Provide EOP training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: increased safety and security awareness compliance with all applicable laws and policies Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: 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: counselor	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
Strategy 8: 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. 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: SPE Admin counselor	Formative			Summative
	Oct	Jan	Apr	July
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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 5: Campus leadership will host parent and family engagement opportunities throughout the year, during which SPE will discuss Title I initiatives that impact student learning, growth, and development.

Evaluation Data Sources: SPE will have increased participation and involvement through STEAM night, Literacy night, and parent education events.

Strategy 1 Details	Reviews			
Strategy 1: Speegleville staff will host at least two parent involvement events, including Literacy and STEAM Night. Strategy's Expected Result/Impact: Families will participate in activities that can be recreated at home to improve student academic growth Staff Responsible for Monitoring: SPE Leadership Team Classroom teachers Funding Sources: - Title Funds - \$1,000	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			
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: 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: Campus Admin	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>				