

Midway Independent School District

South Bosque Elementary

2025-2026 Goals/Performance Objectives/Strategies



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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Goals

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

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

Evaluation Data Sources: TEA Accountability





| Strategy 1 Details | Reviews | | | |
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| Strategy 1: South Bosque Elementary will use MAPS/LION assessments, reports, and data in Kindergarten Through 5th grade to assess students' academic needs in reading and plan targeted instruction accordingly. Strategy's Expected Result/Impact: An increase in the percentage of SBE students demonstrating a year's growth on benchmark assessments Staff Responsible for Monitoring: Principal, Asst. Principal, MTSS Specialist, Classroom Teachers | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Targeted Small Group Instruction: Provide daily small group interventions/enrichment during Panther Intervention time based on student performance data; Ensure GT, Special Education, and EL students receive tailored instruction to meet individual learning needs. Strategy's Expected Result/Impact: All students will demonstrate a year's growth based upon universal screening data and STAAR testing data Staff Responsible for Monitoring: Principal, Asst. Principal, MTSS Specialist, classroom teachers | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Administer STAAR Benchmark assessments and analyze results with grade level teams during Professional Learning Community (PLC) meetings to provide targeted instructional interventions for 3rd - 5th-grade students. Strategy's Expected Result/Impact: 100% of SBE students demonstrating growth on the STAAR Reading & Math tests. Staff Responsible for Monitoring: 3rd - 5th grade Teachers, MTSS Specialist, Assistant Principal, Principal | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| Strategy 4: Progress Monitoring and Goal Setting: Have students track their own growth using visual trackers, goal-setting binders, or digital portfolios; Teachers and students engage in regular conferencing to reflect on progress and set actionable academic goals. Strategy's Expected Result/Impact: - All students will demonstrate growth on Universal Screener data (MAPS & Lion data) Staff Responsible for Monitoring: K-5th grade teachers, MTSS Specialist, Assistant Principal, Principal | Formative | | | Summative |
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 2: The percentage of 3rd grade students who score "masters" on STAAR Reading will increase from 67% to 70% by June 2026.





Evaluation Data Sources: TEA Accountability Reports

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Utilize MAPS assessments, reports, and data in Kindergarten - 5th grade to assess students' academic needs in math and plan targeted instruction. Strategy's Expected Result/Impact: The end-of-year assessment results demonstrated student mastery of all kindergarten - 5th-grade math objectives. A reduction in the number of students in need of Tier 2 and Tier 3 RTI interventions Staff Responsible for Monitoring: Classroom Teachers, MTSS Specialist, Assistant Principal, Principal | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Administer STAAR Benchmark assessments and analyze results with grade-level teams during Professional Learning Community (PLC) meetings to provide targeted instructional interventions for 3rd--5th-grade students. Strategy's Expected Result/Impact: An increase in the percentage of SBE students scoring in the approaching meets and masters levels on the 2023 STAAR Math test. Staff Responsible for Monitoring: Grade 3-5 Teachers, MTSS Specialist, Assistant Principal, Principal | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implement a campus-wide Progress Monitoring and Goal Setting expectation: All students will students track their own growth using visual trackers, goal-setting binders, or digital portfolios; Teachers and students will engage in regular conferencing to reflect on progress and set actionable academic goals. Strategy's Expected Result/Impact: - All students will demonstrate growth on Universal Screener data (MAPS data) - A reduction in the number of students in need of Tier 2 and Tier 3 RTI interventions Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, MTSS Specialist | Formative | | | Summative |
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 3: The percent of 3rd grade students who score "Masters Level" on STAAR Math will increase from 56% to 60% by June 2026.





Evaluation Data Sources: TEA Accountability Reports

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Utilize LION assessments, reports, and data in Kindergarten - 5th grade to assess students' academic needs in math and plan targeted instruction. Strategy's Expected Result/Impact: Improved percentage of students scoring "master's" level on STAAR math will increase. Staff Responsible for Monitoring: Classroom teachers, MTSS Specialist, Asst. Principal, Principal | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Administer STAAR Benchmark assessments and analyze results with grade-level teams during Professional Learning Community (PLC) meetings to provide targeted instructional interventions for 3rd--5th-grade students. Strategy's Expected Result/Impact: Increased percentage of students scoring "master's" level on STAAR math test.. Staff Responsible for Monitoring: Classroom teachers, MTSS Specialist, Asst. Principal, Principal | Formative | | | Summative |
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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: All South Bosque students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.





Evaluation Data Sources: - MRA Survey Results
- ESchool Discipline referrals

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: All K-5th grade classrooms at SBE 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. 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: Campus Lighthouse Team, Campus Counselor, Campus Administrators | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: South Bosque will continue to implement the Leader in Me program and will provide key Core 2 elements, which will include: student goal setting at all grade levels, as well as leadership binders/portfolios in all kindergarten - 5th grade classrooms. 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: Campus Lighthouse Team, Campus Counselor, Campus Administrators | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: All instructional staff will receive training and on-going coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM. Strategy's Expected Result/Impact: Spring 2026 MRA School Average increase from 78 to 80. Staff Responsible for Monitoring: Lighthouse Team, Learning Coach, Principal | Formative | | | Summative |
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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 2: Provide influential role models through recruiting, retaining, and supporting highly qualified faculty and staff.

Evaluation Data Sources: - number of staff returning at the end of 2024-2025

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Implement effective Instructional Coaching plans to support all SBE teachers in areas related to curriculum, instruction, classroom management, managing challenging student behavior, and improving professional practices. Strategy's Expected Result/Impact: - Increased teacher retention - improved campus culture Staff Responsible for Monitoring: Campus administrators, Instructional Coach | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Retention efforts will focus on improving relationships between administrators and staff, improving support for student behavior, and providing meaningful feedback on instruction so that teacher turnover rates improve by 5%. Strategy's Expected Result/Impact: Our retention rate will improve by 5% over 2024. Staff Responsible for Monitoring: Campus administrators | Formative | | | Summative |
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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: 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.

Evaluation Data Sources: - Pre- and Post-Climate Surveys

- Leader in Me Measurable Results Assessment (MRA)





- TASB staff survey

- discipline referrals

- Threat Assessments

- Behavioral RtI records





- Classroom observations/walkthroughs

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, i.e. Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior and Mental Health Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong. Strategy's Expected Result/Impact: -A MISD System for MTSS/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 Staff Responsible for Monitoring: Campus Administrators, LiM Lighthouse Team, Campus Counselor, MTSS Specialist | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: South Bosque 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 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. Staff Responsible for Monitoring: Campus Administration, Campus LiM Lighthouse Team, Campus Counselor | Formative | | | Summative |
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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: During the 2025-2026 school year, South Bosque Elementary will implement campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

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

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: All SBE classroom teachers will 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 - Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Campus Counselor | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: All MISD classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3. Strategy's Expected Result/Impact: - Decrease the number of discipline incidents - 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: - MTSS Coordinator - Campus Administrators | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: All MISD 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 campus data by six weeks - Improve the consistency of consequences and due process for discipline incidents. - Improve the details for each discipline incident in ESchool. Staff Responsible for Monitoring: Campus Administration, MTSS Specialist | Formative | | | Summative |
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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: By the end of the 2025-2026 school year, we will enhance school safety measures at South Bosque, 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

- Campus Emergency Operation Plan Training

- Threat assessment data

- Required Drill documentation (Catapult EMS)

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: 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. Strategy's Expected Result/Impact: - All campus doors are functioning properly, and all exterior doors remain locked - All campus visitors follow proper visitor admission protocols (Raptor sign-in) - South Bosque will pass the State Intruder Safety Audit Staff Responsible for Monitoring: Campus Administrators, Campus School Safety Specialist | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: South Bosque will 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: Campus Administrators, School Counselor | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| Strategy 3: Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements. Strategy's Expected Result/Impact: - Small group interventions - Reduce behavior incidents by 5% - Restorative behavior and transition plans Staff Responsible for Monitoring: Campus Administrators, CSS | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: SBE will 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: Campus Administrators, Campus Counselor, CSS | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: 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. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats Staff Responsible for Monitoring: Campus Administrators, Campus Counselor, CSS | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: South Bosque will provide Emergency Operations training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: - Increased safety and security awareness - Compliance with all applicable safety laws and policies Staff Responsible for Monitoring: Campus administrators & CSS | Formative | | | Summative |
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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: South Bosque 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
- Instructional Platform Lesson Data

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: South Bosque will use our assigned Learning Coach to provide professional learning opportunities for our teachers that promote best practices in 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. - Improved student achievement Staff Responsible for Monitoring: Campus Administrators, MTSS Specialist, Learning Coach | Formative | | | Summative |
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| 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 administration | Formative | | | Summative |
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