

**Midway Independent School District**

**Midway High School**

**2025-2026 Campus Improvement Plan**



# Mission Statement

Midway High School 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

1. Every person has inherent worth.
2. Every person can learn and has unique academic, social, spiritual and physical needs.
3. A well-educated citizenry is central to a free society.
4. 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.
5. Rules and laws combined with personal responsibility are the foundation for a quality educational experience.
6. Efficiency and effectiveness are fundamental to a successful organization.
7. Personal integrity is essential to maintain trust.
8. Respect for others is essential for a well-functioning society.
9. 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

Discipline Numbers

CCMR Data

SPED numbers and GT Numbers

### Demographics Strengths

Our school prides itself on having a diverse demographic that meshes well, creating an inclusive environment for all students. This diversity enriches the learning experience, allowing students to gain a broader perspective and understanding of the world around them. By fostering an environment where students from various backgrounds can interact and learn from one another, we prepare them for the global society they will enter after their education.

In our commitment to inclusivity, we ensure that special education students are fully integrated into the school community. Our dedicated staff works tirelessly to provide the necessary support and resources, ensuring that these students have equal opportunities to succeed alongside their peers. This inclusive approach not only benefits the special education students but also fosters empathy and understanding among all students, promoting a culture of acceptance and support.

Furthermore, we have made it a priority to include diverse cultures within our curriculum. By doing so, we provide students with a comprehensive education that reflects the multicultural world they live in. This approach helps students appreciate and respect different cultures, traditions, and perspectives, which is essential in nurturing well-rounded, culturally aware individuals. Through this inclusive curriculum, we aim to equip our students with the knowledge and skills they need to thrive in an increasingly interconnected world.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Midway High School has a diverse population that has changed over the last ten years. Teachers do not necessarily match the same demographic shift, which has impacted the campus environment, culture, and student academics.

**Root Cause:** The recent development of new housing in our community has led to a significant demographic shift, as families from diverse cultural backgrounds are moving into the area. Families want to provide their children with enhanced educational and life opportunities.

**Problem Statement 2:** We are not purposeful in creating a strategy to include more from the underrepresented subpopulations in Honors, Dual Credit, and AP classes.

**Root Cause:** Lack of intentionality and counseling for students to accelerate to the higher level classes.

# Student Learning

## Student Learning Summary

As a school, we are committed to closely monitoring student achievement and progress through a variety of state and local assessments. These assessments, along with benchmarks, provide us with valuable insights into our students' academic performance and growth over time. We also place a strong emphasis on advanced courses and dual enrollment opportunities, which allow our students to challenge themselves and earn college credits while still in high school.

Our focus on College, Career, and Military Readiness (CCMR) is integral to preparing our students for life beyond graduation. By analyzing grades and graduation plans, we ensure that each student is on track to meet their individual goals. Additionally, we carefully review retention data and dropout rates to identify areas where we can provide additional support and intervention to keep students engaged and on the path to success.

Special education data is crucial in helping us tailor our instructional strategies to meet the diverse needs of our students with disabilities. We are dedicated to providing an inclusive environment where all students can thrive. Furthermore, English language assessments are essential for supporting our English language learners, ensuring they have the resources and instruction necessary to achieve language proficiency and academic success. By utilizing a comprehensive array of data, we strive to create an educational experience that supports every student's journey.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Filling gaps in curriculum and instruction from previous years as well as identifying gaps for new students that have moved into the district.

**Root Cause:** Lack of teacher certification and high levels of instruction in core areas. High levels of mobility also effect student performance.

# Perceptions

## Perceptions Summary

Providing timely feedback is crucial in the educational process as it allows students to understand their progress and areas for improvement promptly. As educators, we must prioritize delivering feedback in a manner that supports student growth and development.

Ensuring consistency in the implementation of the code of conduct is essential for maintaining a fair and respectful learning environment. By applying rules and expectations uniformly, we create a sense of security and trust among students and staff, which is fundamental for fostering a positive school culture.

Timely communication with all staff members is vital for the smooth operation of our school. By keeping everyone informed and engaged, we can work collaboratively to address challenges and celebrate successes. Effective communication ensures that staff members are aligned with the school's goals and objectives, which ultimately benefits our students' educational experiences.

The timeliness of grades is an important aspect of the academic process, as it provides students and parents with a clear understanding of academic performance. Prompt grading allows students to reflect on their achievements and areas needing improvement, while also enabling parents to support their children's learning journey effectively. As educators, we must strive to deliver grades in a timely manner to support student success.

## Perceptions Strengths

Teachers are proud to affirm that our school provides a safe environment for both staff and students. We prioritize safety by implementing comprehensive security measures and fostering a culture of vigilance and care. This commitment ensures that everyone can focus on teaching and learning without concerns for their well-being.

Our school has cultivated a positive reputation, and we are pleased to hear that staff members would recommend our campus to other colleagues. This endorsement reflects the supportive and collaborative atmosphere we have worked hard to create, where educators feel valued and inspired to contribute to our shared mission of excellence in education.

Respect is a cornerstone of our school culture, and we are gratified to know that our staff feels treated with dignity and consideration. We strive to maintain open lines of communication and mutual respect among all members of our school community, recognizing that this is essential for a harmonious and productive work environment.

Finally, we are committed to ensuring that our staff feels secure in their employment. We provide clear communication regarding job expectations and performance, as well as opportunities for professional growth and development. This stability allows our educators to focus on their important work with confidence and dedication.

# Priority Problem Statements





# Goals

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

**Performance Objective 1:** WIG: 100% of Midway High School students will increase the frequency of their writing by engaging in structured writing activities at least three times per week across academic content areas.

**High Priority**

**Evaluation Data Sources:** Writing samples, observations, and walkthroughs are ways to monitor progress.  
Should see improvement on test scores and improvement in writing across the content areas (IXL tests, TSIA, EOC, Edify tests, CBAs, AP, SAT, and ACT).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide core content, CTE, and Fine Art teachers with high-level question stems that encourage higher-order thinking. Create warm up, closure, and extension activities that encourage students to write. Provide professional development to all teachers on the benefits of writing across contents, as well as implementation. <b>Strategy's Expected Result/Impact:</b> Increased assessment scores/student growth, increased problem solving skills; students will be able to improve conventions, fluency, and organization. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, learning coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







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

**Performance Objective 2:** Midway High School will perform at or above a scale score of 94% in Academic Achievement: STAAR Performance, 90% in School Progress, and 92% in Closing the Gaps.

**High Priority**

**Evaluation Data Sources:** STAAR EOC Results, TEA Accountability Rating System

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase 9th and 10th grade students' IXL scores by 2% in ELA. <b>Strategy's Expected Result/Impact:</b> Reading Screeners will show increased individual student reading levels from BOY to EOY for IXL, and targeted students will show growth in their EOC scores <b>Staff Responsible for Monitoring:</b> NWEA screener, 9th/10th-grade teachers, Resource English/Reading classes, PATH  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student average scores in mathematics, by 10% from the BOY to the EOY assessment. <b>Strategy's Expected Result/Impact:</b> Individual students will show an increase in math levels for 9th graders in the BOY to EOY. Select 10th-grade students will show an increase in math skills in Algebraic Reasoning using district-developed assessments. These targeted students will show growth in their EOC scores. <b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring PATH teachers, resource math teachers, Algebraic Reasoning teachers, and Algebra 1 teachers Campus Administrators Math Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the number of students achieving the Masters level on EOC Assessments by 5% and increase student performance on Advanced Placement (AP) tests by 3%. <b>Strategy's Expected Result/Impact:</b> Increased the number of students achieving the master's level of performance on EOC exams by 5% in the category of ALL TESTS. Increase the number of students who score 3 or higher on AP exams by 3% and increase the number of students who participate in taking the AP exam by 3%. <b>Staff Responsible for Monitoring:</b> MHS Principals, Teachers, Learning Coaches, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide effective and targeted interventions, accommodations, and progress monitoring for special populations, including At-Risk, Special Education, Economically Disadvantaged, 504, RTI, and Emerging Bilingual students. Review the fidelity of student accommodations and interventions in each student's annual IEP meeting. <b>Strategy's Expected Result/Impact:</b> Campus Benchmarks, NWEA, District Created BOY, MOY, and EOY assessment, EOCs, TELPAS, and TSI screeners will show improvement in achievement scores for students in special populations. <b>Staff Responsible for Monitoring:</b> MHS Principals, Teachers, PATH Teachers, CoTeachers, Resource Teachers, ELDA Teacher, and Learning Coaches, MTSS Coach	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:** Midway High School will perform at or above a scale score of 98% in Domain I -Graduation Rate.

**High Priority**

**Evaluation Data Sources:** District Attendance Accounting Data

State Attendance Reports





TEA Accountability Rating System

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increased attendance rates for students enrolled at Midway High School on average daily attendance by 0.5%. <b>Strategy's Expected Result/Impact:</b> Through monitoring and communication regarding school attendance, student attendance rates will continue to increase. <b>Staff Responsible for Monitoring:</b> MHS Principals, MHS Teachers, Attendance Clerks, Truancy Officer, HORIZONS teachers and staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student course completion toward the foundation graduation plan with endorsements and performance acknowledgments with an increased focus on pathway completion. <b>Strategy's Expected Result/Impact:</b> Through individual advisement and communication regarding the completion of courses within graduation plans, student graduation rates will increase. <b>Staff Responsible for Monitoring:</b> MHS Principals, MHS Counselors, HORIZONS teachers and staff	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 4:** MHS will maintain an "A" rating in Domain 3. MHS will meet at least 85% of the specific targets the Federal Government sets for economically disadvantaged students as measured by Domain 3 for the current school year.





**Evaluation Data Sources:** EOC, TEA Accountability Rating System

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide effective intervention, accommodation, and progress monitoring for special populations, including At-Risk, Special Education, 504, DAEP students, and RTI students. Provide Supplemental tutoring, language-specific for Emerging Bilingual (EB) students.  <b>Strategy's Expected Result/Impact:</b> Campus Benchmarks, EOCs, TELPAS, and TSI screeners will show improvement in achievement scores for students in special populations. <b>Staff Responsible for Monitoring:</b> MHS Principals, Teachers, Learning Coaches, and DAEP teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize PLC time daily to create common assessments, assess student data, and plan differentiated lessons to achieve student engagement levels of 95%. Engagement will be measured via T-TESS and Academic walkthroughs completed by administrators.  <b>Strategy's Expected Result/Impact:</b> District Common Assessments, Campus Benchmarks, EOCs, and campus screeners will show improvement in achievement scores for all students. <b>Staff Responsible for Monitoring:</b> MHS Principals, Learning Coaches, Teachers, Curriculum Coordinators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CTE teachers have developed a recruitment strategy to encourage student retention within programs of study in an effort to become completers for CCMR.  <b>Strategy's Expected Result/Impact:</b> programatic growth, CCMR percentage improvement <b>Staff Responsible for Monitoring:</b> CTE Director, principal, associate principal	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 5:** Utilize resources to provide for the social-emotional well-being of Midway High School students throughout the school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Midway High School will utilize the Leader in Me curriculum weekly to ensure that teachers encapsulate the whole child in the education process. <b>Strategy's Expected Result/Impact:</b> Develop more future-ready leaders committed to the learning process. <b>Staff Responsible for Monitoring:</b> MHS Administrators, MHS counselors, MHS teachers, Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and support the Community in Schools and the LEAD program to allow the program to serve a maximum of 200 students from a social-emotional perspective. <b>Strategy's Expected Result/Impact:</b> Develop more future-ready leaders committed to the learning process, in addition to evaluating student survey data. <b>Staff Responsible for Monitoring:</b> MHS Administrator, MHS counselors, Communities in School reps	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 6:** Students will meet or exceed annual targets related to Early Childhood Literacy and Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next five years. (Domain 1 - CCMR - HB3 Overall Goal)

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

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

**HB3 Goal**  
**Evaluation Data Sources:** CCMR Accountability Criteria

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> CCMR Strategy: Each semester and at each college readiness test window, track CCMR indicators on each high school student by cohort to provide data to counselors and administrators that will inform decisions/strategies related to student secondary and postsecondary planning (including college prep course enrollment, dual credit enrollment, TSIA practice) to achieve 95% CCMR.  <b>Strategy's Expected Result/Impact:</b> All students groups will be supported in working toward meeting CCMR criteria; CCMR Outcomes Bonuses will increase  <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness Director and Coordinators of Secondary Curriculum Coordinator of Assessment  <b>TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CCMR Strategy: Increase by 2% annual graduates that meet the TSI threshold in both ELA/R and Math by providing curricular support (college prep courses, math, and English courses), test preparation activities, and testing opportunities for TSIA/ACT/SAT during the school day.  <b>Strategy's Expected Result/Impact:</b> All student groups will be supported in working toward meeting CCMR criteria. CCMR Outcomes Bonuses will increase.  <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness Director and Coordinators of Secondary Curriculum Coordinator of Assessment High School Administrators HORIZONS teachers and staff  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCMR Strategy: Ensure high school students, teachers, counselors, and parents understand higher education admissions and financial aid opportunities and how to make informed curricular choices to be personally prepared for success beyond high school (including 4-year planning, work-based learning experiences, dual credit opportunities, college application support, FAFSA information, and access to EduThings, College & Career Center at MHS).  <b>Strategy's Expected Result/Impact:</b> All student groups grades 9 - 12 will be supported in working to meet CCMR criteria in high school; CCMR Outcomes Bonuses will increase  <b>Staff Responsible for Monitoring:</b> Director and Coordinator of College & Career Readiness College & Career Advisor Secondary Counselors  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> CCMR Strategy: Improve dynamics of the CTE Excellence Team by increasing business/industry advisory relationships to gain opportunities for a 7% increase in student internships/work-based learning experiences and curriculum guidance for all Career & Technical Education (CTE) programming.  <b>Strategy's Expected Result/Impact:</b> Increased number of students participating in work-based learning experiences and earning of industry based certifications for all student groups grades 9 - 12.  <b>Staff Responsible for Monitoring:</b> Director of College & Career Readiness CTE Teachers  <b>TEA Priorities:</b> Connect high school to career and college	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:** WIG: All Midway High School students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

**High Priority**

**Evaluation Data Sources:** Leader in Me MRA survey. Walkthroughs by Administration

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Midway High School will implement the year-long student lessons for the Leader in Me (LiM) curriculum, which focuses on developing the mindsets, behaviors, and skills of students and adults to be effective lifelong leaders. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2026 MRA survey for Leader in Me at least 3 % in a leadership category on the measured survey. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Midway High School will participate in the Leader in Me program and create and develop a LightHouse Team to oversee the implementation of Leader in Me throughout the school year. MHS will provide key Core 2 elements, including: Student goal-setting at all grade levels and microcredentials at the High School level. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2026 MRA survey for Leader in Me by at least 3% in the academic category's goal achievement section. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional staff will receive training and on going coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM. <b>Strategy's Expected Result/Impact:</b> Spring 2026 MRA MHS Average increase 74 to 76. Professional Learning Survey feedback on Readiness and support related to LiM implementation. <b>Staff Responsible for Monitoring:</b> Campus Administration	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:** Midway High School will assist, recruit, and retain 85% of highly qualified educators, advocates, and role models who relate well with all populations in our diverse student demographics.

**Evaluation Data Sources:** Staff retention rates for 2022-2023 was 84% (135 out of 160 teachers stayed at MHS).  
Staff retention rate for 2023-2024 will be 86%.  
Staff retention rate of 2024-2025 will be 84% (143 of 170 stayed)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MHS will work to recruit strong teaching candidates and support them through the Mentor/Mentee system in their first two years on our campus. Instructional Rounds will be provided for all new teachers two times before February 1, 2026, to provide examples of excellent student engagement, classroom management, and instructional strategies. <b>Strategy's Expected Result/Impact:</b> The teaching staff is highly qualified, and teacher retention increases <b>Staff Responsible for Monitoring:</b> MHS Principals, District Mentor Coordinator, Campus mentors, Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so the teacher turnover rate improves by 3%. <b>Strategy's Expected Result/Impact:</b> Staff surveys will show improvement in the areas of communication (92%), relationships with supervisors (89%), working conditions (85%), and campus environment (92%). <b>Staff Responsible for Monitoring:</b> Campus administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at campus level meetings, Back to School Summit, and participate in the Teacher Leader Academy, as well as serve on campus-level committees. <b>Strategy's Expected Result/Impact:</b> 3% increase on the mRA survey in the Leadership category. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Lead Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 3:** Midway High School educators will benefit each month from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train and support all teachers/staff monthly on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Campus and district leadership and learning coaches will provide support for all teachers. <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Reduced disciplinary incidents, physical interventions, and reduce restraints. Increased student engagement and achievement. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Professional Development Leadership Team, MTSS Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the Learning Coaches monthly to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment to support a focus on student learning and engagement. <b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Utilize KickUp and Professional Learning platform to measure impact of professional learning and Performance Matters to measure student outcomes. <b>Staff Responsible for Monitoring:</b> MHS Principals, Learning Coaches, APs Increase scores in the Apple learning surveys.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support new classroom teachers through the provision of an effective mentor program staffed by the Learning Coach as Campus Mentor Coordinators who support both mentor teachers and mentees.  "New to the profession" teachers will be provided two half-day opportunities during the SY to participate in district wide learning walks and professional learning to improve instruction and classroom management skills. <b>Strategy's Expected Result/Impact:</b> New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees. <b>Staff Responsible for Monitoring:</b> Coordinator of Mentor and Induction, Director of Professional Learning	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

**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 support for social-emotional learning during the 2025-2026 school year. Ensure instructional time for character education and wellness programs is built into the weekly schedule for students. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) as a needs assessment for program improvements.

- Evaluation Data Sources:** Pre- and Post-Climate Surveys
- Staff survey
  - DAEP/Challenge placements
  - ISS/OSS placements
  - Campus program evaluations
  - Threat Assessments
  - Behavioral RtI records
  - Classroom observations/walkthroughs
  - Leader in Me (MRA)
  - Student Climate Survey (Spring)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices, i.e. Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior and Mental Heath Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.  <b>Strategy's Expected Result/Impact:</b> A MISD System for MTSS/RtI processes for behavior will be implemented at all campuses A 5% decrease in the number of discipline incidents and discretionary DAEP placements. Trauma-Informed approach to disciplinary interventions Support for teachers in de-escalation strategies An increase in the positive culture-increased sense of safety as reported on the MRA  <b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services Principals Counselors Threat assessment teams MTSS Coordinator Support Services	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MHS will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2025 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey. Decrease in the number of discipline referrals and discretionary DAEP placements by 5% <b>Staff Responsible for Monitoring:</b> Teaching and Learning Department	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Improve parent involvement by hosting MHS parent meetings twice a semester. These meetings will discuss programs (Parent Square, BARK, Home Access Center, etc.) that are essential to student success and other essential high school information and current trends on campus. <b>Strategy's Expected Result/Impact:</b> Increased monitoring by parents of their child's grades and attendance and parent involvement of their child's education. Improved relationships between stakeholders. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, District Student Services, Communities in Schools	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MHS classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline incidents 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. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Midway High School classroom teachers will implement the MISD MTSS tiered behavior plan, providing support and intervention for students in tier 2 and tier 3. <b>Strategy's Expected Result/Impact:</b> Decrease the number of discipline incidents and discretionary DAEP placements by 5%. Decrease the number of physical restraints by 10%. Decrease the number of tier 3 behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> MTSS Coach Campus Administrators Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> MHS discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool for the 25-26 school year. <b>Strategy's Expected Result/Impact:</b> Ability to review reports and data for six weeks for all campuses. Improve the consistency of consequences and due process for discipline incidents. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers Mentors Mentor Coordinator	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue



**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 MHS, encompassing safe and secure facilities and comprehensive training and support services for student needs. We will measure this goal by assessing and documenting the improvements in school safety measures.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct weekly campus safety audits throughout the 25-26 school year to ensure all facilities are secure and the required practices are in place. <b>Strategy's Expected Result/Impact:</b> Weekly audited locked exterior doors Proper visitor admission protocol Pass the State Intruder Safety Audit <b>Staff Responsible for Monitoring:</b> Administrators, MISD Chief of Police, Safety Specialists, Teachers, Students	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Safety Specialists and campus administration coordinate school safety for the assigned campus, including protocols, training, and compliance. Coordinate security needs for the campus's extracurricular events and assigned evening activities. <b>Strategy's Expected Result/Impact:</b> none <b>Staff Responsible for Monitoring:</b> Principal, Safety Coordinator, Chief of Police	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Conduct ongoing campus safety audits and required safety drills throughout the 25-26 school year as required by law to ensure all facilities are secure and required practices are in place. <b>Strategy's Expected Result/Impact:</b> All campuses have functioning and weekly audited locked exterior doors All campuses conduct proper visitor admission protocol All campuses pass the State Intruder Safety Audit Increased preparedness for students and staff Opportunities to refine safety protocols and procedures <b>Staff Responsible for Monitoring:</b> Campus Admin Asst. Supt. Adm. Services District Maintenance Dept. MISD Chief of Police Campus Safety Specialists		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. <b>Strategy's Expected Result/Impact:</b> Counseling services provided for students struggling with substance use Follow-up data showing reduction in risky behaviors Continued attendance/parent participation in VIP nights Continued partnerships with community agencies <b>Staff Responsible for Monitoring:</b> Director of Support Services Asst. Supt. Adm. Services Counselors SHAC Social workers Director of Communications		Formative			Summative
		Oct	Jan	Apr	July

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.  <b>Strategy's Expected Result/Impact:</b> Small group interventions Reduction in the number of students returning to DAEP Reduce the number of students assigned to DAEP by 5% Reduce behavior incidents by 5% Restorative behavior and transition plans Character Education lessons with DAEP students  <b>Staff Responsible for Monitoring:</b> Director of Support Services Asst. Supt. Adm. Services MTSS Coordinator DAEP Facilitator Behavior Coaches Social workers Counselors Campus administration		Formative			Summative
		Oct	Jan	Apr	July
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports.  <b>Strategy's Expected Result/Impact:</b> Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources  <b>Staff Responsible for Monitoring:</b> Asst. Supt. Adm. Services Director of Special Education Director of Support Services MTSS Coordinator Campus Administration Campus Counselors		Formative			Summative
		Oct	Jan	Apr	July





Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Midway High School will participate in and document (at least) the minimum number of required safety drills during the 25-26 school year. <b>Strategy's Expected Result/Impact:</b> An increase in preparedness for both students and staff. Opportunities for Campus Administration, CSS, and MISD Police to refine safety Practices <b>Staff Responsible for Monitoring:</b> Campus Administration CSS MISD Police	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. <b>Strategy's Expected Result/Impact:</b> Reports of bullying, school safety issues, and suicidal ideation are investigated, and interventions are provided. Threat assessments conducted for direct threats and suicide risk assessments <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors Social Workers Student Support Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Ensure all Midway Independent School District campuses have a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. <b>Strategy's Expected Result/Impact:</b> Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors Support Services Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide Emergency Operations training for all staff to ensure a safe, secure environment. <b>Strategy's Expected Result/Impact:</b> Increased safety and security awareness Compliance with all applicable safety laws and policies <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services District Department Directors Campus Administrators MISD Chief of Police	Formative			Summative
	Oct	Jan	Apr	July
<div><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 4:** All MHS employees who interact with students will be trained in Youth Mental Health First Aid. The MHS will partner with the Local Mental Health Authority to meet the training requirements. Additionally, school employees will become official trainers of YMHFA to increase training opportunities throughout the school year and summer.

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





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

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

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

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff with annual cybersecurity training; achieve 100% staff completion rate. <b>Strategy's Expected Result/Impact:</b> Reduction in cybersecurity events Increased awareness for potential cybersecurity events <b>Staff Responsible for Monitoring:</b> Executive Director of Technology District Technology Staff	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 6:** To equip future-ready leaders, Midway will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills. <b>Strategy's Expected Result/Impact:</b> An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation. Increased Elements of Frequency scores on the Apple Education Survey. <b>Staff Responsible for Monitoring:</b> Director of Professional Learning Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for students to develop digital literacy and digital citizenship competencies. <b>Strategy's Expected Result/Impact:</b> Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2. <b>Staff Responsible for Monitoring:</b> Director of Professional Learning	Formative			Summative
	Oct	Jan	Apr	July
<div><div></div>No Progress<div></div>Accomplished<div>→</div>Continue/Modify<div>✗</div>Discontinue</div>				



# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Increase 9th and 10th grade students' IXL scores by 2% in ELA.
1	2	2	Increase student average scores in mathematics, by 10% from the BOY to the EOY assessment.

# State Compensatory

## Budget for Midway High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

## Personnel for Midway High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lenoy Jones	Credit Recovery Teacher	1