

Midway Independent School District

Woodway Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

At Woodway Elementary, our mission is to empower families as active partners in their children's education and to ensure growth and success for all student groups.

Vision

At Woodway Elementary, we believe in fostering a diverse and inclusive community where teamwork, effective instruction, and a focus on continuous growth empower every student to achieve success.

Value Statement

Teamwork: We believe in the power of collaboration and teamwork, fostering a supportive environment where students, staff, and parents work together to achieve common goals and celebrate shared successes.

Trust: We value trust as the foundation of our community, ensuring that every interaction is rooted in honesty, respect, and integrity, creating a safe and nurturing space for all.

Effectiveness: We are committed to delivering effective instruction and innovative practices that drive student achievement and inspire a lifelong love of learning.

Growth: We embrace a growth mindset, encouraging continuous improvement and resilience, recognizing that challenges are opportunities for development.

Diversity: We celebrate diversity in all its forms, honoring the unique backgrounds, perspectives, and abilities of each individual and fostering an inclusive culture where everyone feels valued and respected.

Table of Contents

Goals 4

Goal 1: ACADEMICS: Meet the academic needs of our diverse student population. 4

Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population. 13

Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population. New: 19

Goals

Goal 1: ACADEMICS: Meet the academic needs of our diverse student 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 77% to 80% by June 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Woodway instructional staff will implement and analyze district assessments and screening tools to monitor student progress. Professional Learning Communities (PLCs) will be used to strengthen data-driven instructional practices and refine intervention (WIN) and enrichment strategies that enhance student engagement. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Improved TTESS walkthrough scores Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Campus Lighthouse Team will conduct trend analyses of reading performance data in grades K-5 to evaluate student mastery of grade-level standards at least twice a semester. Findings will inform the development of action plans focused on targeted instructional improvements. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: All reading classrooms will consistently implement the district's Guided Reading instructional framework to ensure high-quality differentiated instruction. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Improved TTESS walkthrough scores Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student 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 who score "meets grade level" or above on STAAR Math will increase from 66% to 75% by June 2026.

HB3 Goal

Evaluation Data Sources: 2026 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Woodway educators will utilize district mathematics assessments to evaluate student growth. PLCs will engage in ongoing training to strengthen instructional decision-making, intentional interventions, and strategies that foster student engagement. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Improved TTESS walkthrough scores Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All K-5 mathematics teachers will participate in sustained professional learning centered on research-based instructional practices aligned to math standards and student needs. Strategy's Expected Result/Impact: Improved TTESS walkthrough scores Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Teachers will deliver instruction aligned to the Guided Math framework in all math classrooms, ensuring systematic small group instruction and targeted support. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Improved TTESS walkthrough scores Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Campus Lighthouse Team will conduct trend analyses of math performance data in grades K-5 to evaluate student mastery of grade-level standards at least twice a semester. Findings will inform the development of action plans focused on targeted instructional improvements. Strategy's Expected Result/Impact: Increase in STAAR Meets and Above Level 5% increase in STAAR Master's Level Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Learning Coach Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 3: Domain 1: Woodway will ensure the development and implementation of processes and structures designed to increase academic achievement for all students.

Evaluation Data Sources: STAAR/EOC Scores





Strategy 1 Details	Reviews			
Strategy 1: Woodway will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY levels. Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2025 STAAR. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Teacher PLCs	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Woodway leaders will train teachers in curriculum, instruction, and assessment practices to increase STAAR student achievement and obtain a campus score of 90% on all STAAR assessments. Strategy's Expected Result/Impact: Increased Domain I performance Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Teacher PLCs	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Woodway leaders will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 60% meets on all STAAR assessments. Strategy's Expected Result/Impact: Increased Domain I performance Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus MTSS Specialist Teacher PLCs	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Strengthen partnerships with families and the community to support student learning and well-being through student-led conferences - informal at Open House and formal in the spring semester. Strategy's Expected Result/Impact: Family engagement and participation in students' learning and progress. 80% of guardians will attend parent-teacher/student-led conferences. Staff Responsible for Monitoring: Teachers PTA Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 4: STUDENT GROWTH: Woodway will achieve an "A" rating in Domain 2: Part 1 and 2 for the 2025-2026 school year.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Woodway will provide accelerated learning instruction by a certified teacher in math and reading during the 2025-2026 school year, as required by House Bill 1416. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Campus Principal and AP Campus Interventionists Campus MTSS Facilitator Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Students in grades K-5 will use personal data trackers to monitor data from district benchmarks and universal screeners to track growth. Strategy's Expected Result/Impact: All students will show academic growth by the end of the school year. Staff Responsible for Monitoring: Campus Principal and AP Campus MTSS Facilitator Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Students in grades K-5 will participate in student-led conferences with their parent(s)/guardian(s). Strategy's Expected Result/Impact: All students will show academic growth by the end of the school year. Staff Responsible for Monitoring: Campus Principal and AP Campus MTSS Facilitator Teachers	Formative			Summative
	Oct	Jan	Apr	July
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Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 5: Domain 3: Woodway will achieve an "A" rating in Domain 3- Closing the Gaps.

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional teams will monitor data from district benchmarks and universal screeners to track the growth of students in our Focus Group. Strategy's Expected Result/Impact: The growth of our students in our Focus Group will match the overall campus growth percentage. Staff Responsible for Monitoring: Campus Principal and AP Campus Interventionists Campus MTSS Facilitator Teachers Grade Level PLCs	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Campus grade-level PLCs will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress and intervention and extension activities to be implemented during WIN time. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Campus Principal and AP Campus Interventionists Campus MTSS Facilitator Teachers Grade Level PLCs	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Students in the Focus Group will have a staff mentor (who is separate from the student's teacher) who will serve as their "Champion" on campus. Champions will be intentional and focused on giving time, support, and encouragement to their student to ensure all students have someone on campus championing for them. Strategy's Expected Result/Impact: All students in the Focus Group will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Campus Principal and AP Woodway Teachers and Staff	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



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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: WIG: Woodway students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Evaluation Data Sources: Leader in Me MRA Survey
Leadership Portfolios
Discipline Referrals





Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: Woodway 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 2026 MRA survey for Leader in Me at least 3 percent in the Leadership category. Maintain or exceed an average of 4 on the SEL walkthrough reports. Decrease in the number of discipline referrals by 5%. Staff Responsible for Monitoring: Campus Administrators LiM Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Lead Measure: Woodway will participate in the Leader in Me program and develop a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. Woodway will provide key Core 2 elements, including student goal setting at all grade levels and leadership binders/portfolios. Strategy's Expected Result/Impact: Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. Decrease in the number of discipline referrals by 5%. Staff Responsible for Monitoring: Campus Administrators LiM Lighthouse Team	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Woodway's Behavior Intervention Team will meet monthly to monitor student and teacher needs in terms of student discipline, classroom management, STOIC, CHAMPS, and classroom/campus culture. 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 Administrators Lighthouse Team Campus Counselor Woodway Behavior Intervention Team Behavior Interventionist MTSS Facilitator	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 the retention and support of highly qualified faculty and staff.

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

Strategy 1 Details	Reviews			
Strategy 1: Recruitment efforts focused on compensation, including a competitive pay/benefits plan, employee incentives such as National Board Certification and Teacher Incentive Allotment, and staff referral bonuses, will help improve the teacher turnover rate by 5%. Strategy's Expected Result/Impact: Teacher turnover rate, including special education teachers, will decrease to 15% by the start of the 2026-2027 school year. Staff Responsible for Monitoring: Campus Administrators Assistant Superintendent for HR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that the teacher turnover rate improves by 5%. Strategy's Expected Result/Impact: Exit interview responses and TASB Employee Survey results will show improvement in the areas of working conditions (83%), relationships with supervisors (82%), compensation and benefits (64%), communication (84%), teaching & learning (77%), and student discipline (74%) when comparing data from 2025 with data from 2026. Staff Responsible for Monitoring: Campus Administrators Assistant Superintendent for HR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Provide professional growth opportunities for instructional staff through meaningful leadership roles, including hosting campus PD sessions, serving on district-level committees, and participating in learning walks. Strategy's Expected Result/Impact: 3% increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.	Formative			Summative
	Oct	Jan	Apr	July
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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 3: All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

Evaluation Data Sources: Walkthrough & TTESS Data
3% increase in the Culture category on the Spring 2026 MRA data

Strategy 1 Details		Reviews			
Strategy 1: Campus leadership, learning coaches, and the Woodway Behavior Intervention Team will train and support all teachers and staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. New: Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. Support for all teachers will be provided by campus and district leadership, Learning Coaches and Behavior Coaches. Strategy's Expected Result/Impact: Reduced disciplinary incidents by 5%. Increased student engagement will increase Domain 2 average scores for all teachers on 2024-2025 TTESS data walks and formula observations. Increased student engagement will increase the district's overall state accountability rating. New: Increased student engagement will lead to higher average scores for all teachers in Domain 2.5 on the 2025-2026 TTESS data walks and formal observations. This improvement in engagement will also contribute to an increase in the district's overall state accountability rating. Additionally, better management of Tier 1 behaviors will be reflected in Domain 3 of the TTESS data walks and formal observations, with teachers reaching or maintaining an average score of 3. Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Behavior Interventionist Counselor New: Assistant Superintendent for T&L Director of Special Education Coordinator of MTSS Campus Administrators		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details		Reviews			
<p>Strategy 2: Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment.</p> <p>New: Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment.</p> <p>Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning.</p> <p>New: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management.</p> <p>Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning.</p> <p>Increase scores in the Apple Learning Survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator New: Director of Professional Learning</p>		Formative			Summative
		Oct	Jan	Apr	July
Strategy 3 Details		Reviews			
<p>Strategy 3: Utilize campus teacher leaders to deliver professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in an afterschool learning environment (WIN+).</p> <p>New: Support new classroom teachers through the provision of an effective mentor program staffed by the MTSS Facilitators as Campus Mentor Coordinators who support both mentor teachers and mentees. "New to the profession" teachers will be provided two half-day opportunities during the SY to participate in district wide learning walks and professional learning to improve instruction and classroom management skills.</p> <p>Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning.</p> <p>New: New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator Teachers New: Coordinator of Mentor & Induction Director of Professional Learning Coordinator of MTSS</p>		Formative			Summative
		Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
<p>Strategy 4: Support new classroom teachers through the provision of an effective mentor program staffed by the MTSS Facilitators as Campus Mentor Coordinators who support both mentor teachers and mentees.</p> <p>"New to the profession" teachers will be provided three half-day opportunities during the SY to participate in district-wide learning walks and professional learning to improve instruction and classroom management skills. New teachers will also participate in a coaching cycle with District Learning Coaches at least once per semester.</p> <p>New: Create district-wide professional learning opportunities that provide teachers choice in their professional growth.</p> <p>Strategy's Expected Result/Impact: New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees.</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator New: Director of Professional Learning</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Veteran teachers will be provided at least one opportunity per semester to participate in campus--or district-wide learning walks to improve their instruction and classroom management skills.</p> <p>Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator</p>	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.
New:

Performance Objective 1: Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning on all campuses during the 2025-2026 school year. Ensure instructional time for character education and wellness programs is built into the master schedule for students. 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-Climate Surveys
Leader in Me Measurable Results Assessment (MRA)
Discipline records
DAEP
ISS/OSS placements
Campus program evaluations
Threat Assessments
Behavioral RtI records
Classroom observations/walkthroughs

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved MTSS/RtI processes for behavior A 5% decrease in the number of discipline incidents. Trauma-Informed approach to disciplinary interventions Support for teachers An increase in the positive culture-increased sense of safety, as reported on the MRA New: A MISD System for MTSS/RtI processes for behavior will be implemented at all campuses A 5% decrease in the number of discipline incidents and discretionary DAEP placements. Trauma-Informed approach to disciplinary interventions Support for teachers in de-escalation strategies An increase in the positive culture-increased sense of safety as reported on the MRA</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Campus Counselor WBIT Team Instructional Interventionists Threat Assessment Team Asst. Supt. Adm. Services Counselors Support Services</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Woodway 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.</p> <p>Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me by 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%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Teachers Teaching and Learning Department</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Woodway's Behavior Intervention Team will meet monthly to monitor student and teacher needs in terms of student discipline, classroom management, STOIC, CHAMPS, and classroom/campus culture. Strategy's Expected Result/Impact: Increase the spring 2026 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 Administrators Campus Counselor WBIT Team	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.
New:

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

Evaluation Data Sources: Referral and student discipline data - campus and district
Behavioral Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Woodway 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 and discretionary DAEP placements by 5%. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Campus Counselor New: Asst. Super. for Admin. Services MTSS Coordinator Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Woodway 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 and discretionary DAEP placements by 5%. Decrease the number of physical restraints by 10%. Decrease the number of Tier 3 behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Campus Counselor Behavior Interventionist WBIT Team Director of Special Education	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Woodway 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 by six weeks for all campuses and the district. Improve the consistency of consequences and due process for discipline incidents. Improve the details for each discipline incident in ESchool. Staff Responsible for Monitoring: Campus Administrators Behavior Interventionists MTSS Facilitator Teachers Asst. Supt. Adm. Services	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: By the end of the 2025-2026 school year, Woodway will enhance school safety measures, encompassing safe and secure facilities and comprehensive training and support services for student needs.





Evaluation Data Sources: Local campus safety audits
TXSSC Intruder Audit feedback
Woodway Safety and Security Committee Meeting Agendas
Campus Emergency Operation Plan Training
Compliance through Threat Assessment Team rosters, dates of meetings, threat assessment data
Required Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety Specialist coordinates school safety for Woodway, including protocols, training, and compliance, and provides support at after-hours events. Strategy's Expected Result/Impact: Consistency in safety protocols and processes. Increased security presence at Woodway. Additional administrative support at the campus level for all drill coordination and ongoing campus security checks. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Conduct ongoing campus safety audits throughout the 25-26 school year as required to ensure Woodway is secure and required practices are in place. Strategy's Expected Result/Impact: Woodway has functioning and weekly audited locked exterior doors. Woodway conducts proper visitor admission protocol. Woodway will pass the State Intruder Safety Audit. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: 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: Functioning and weekly audited locked exterior doors Conduct proper visitor admission protocol Pass the State Intruder Safety Audit Increase preparedness for students and staff Opportunities to refine safety protocols and procedures Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Safety Specialist Campus Counselor Asst. Supt. Adm. Services District Maintenance Dept. MISD Chief of Police		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
Strategy 4: Encourage using restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals 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: Campus Principal Campus Assistant Principal Behavior Interventionist Campus Counselor		Formative			Summative
		Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>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 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</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Counselor Director of Support Services Asst. Supt. Adm. Services SHAC Social workers Director of Communications</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.</p> <p>Strategy's Expected Result/Impact: Small group interventions Reduction in the number of students returning to DAEP Reduce the number of students assigned to DAEP by 5% Reduce behavior incidents by 5% Restorative behavior and transition plans Character Education lessons with DAEP students</p> <p>Staff Responsible for Monitoring: Director of Support Services Asst. Supt. Adm. Services MTSS Coordinator DAEP Facilitator Behavior Interventionist Counselors Campus Administration</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 7 Details		Reviews			
Strategy 7: 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: Asst. Supt. Adm. Services Director of Special Education Director of Support Services MTSS Coordinator Campus Administration Campus Counselor		Formative			Summative
		Oct	Jan	Apr	July
Strategy 8 Details		Reviews			
Strategy 8: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hotline phone messages. Administration ensures staff have 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 Asst. Supt. Adm. Services Student Support Services Counselor Social Workers		Formative			Summative
		Oct	Jan	Apr	July
Strategy 9 Details		Reviews			
Strategy 9: Ensure Woodway has a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. Staff Responsible for Monitoring: Campus Administration Campus Counselor Support Services Asst. Supt. Admin. Services		Formative			Summative
		Oct	Jan	Apr	July

Strategy 10 Details	Reviews			
Strategy 10: 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: 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.
New:

Performance Objective 4: To equip future-ready leaders, Woodway 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

Strategy 1 Details	Reviews			
Strategy 1: Utilize the campus leaders 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: Teachers' scores for Domain 2 increased in the TTESS data walk and formal observation. Staff Responsible for Monitoring: Campus Administrators District Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize iPad Check-ins during PLCs to determine what programs and apps are being used, vet iPad programs to ensure quality instruction and learning opportunities, and limit screen time to adhere to safe digital usage. Strategy's Expected Result/Impact: Increase iPad usage in the SAMR areas of augmentation, modification, and redefinition. Decrease iPad usage in the SAMR area of substitution and gaming. Staff Responsible for Monitoring: Campus Administrators District Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				