

# **Midway Independent School District**

## **Castleman Creek Elementary**

### **2025-2026 Goals/Performance Objectives/Strategies**



# Mission Statement

At Castleman Creek Elementary, students develop P.R.I.D.E. in learner-centered environments that are positive, innovative, and collaborative while also being challenged to become forward thinkers preparing for the future.

## Vision

Castleman Creek PDS grows Positive, Responsible, Innovative, Determined, and Empowered (PRIDE) students.

## 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:** Domain 1: LITERACY: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years.

EC-L Goal: The percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 59% to 70% by June 2026

**Evaluation Data Sources:** 2026 STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To address the diverse academic needs of our student population, teachers will integrate question stems from Bloom's Taxonomy, with a particular emphasis on the 'analyze' level, to deepen student understanding and promote critical thinking <b>Strategy's Expected Result/Impact:</b> Campus meets and masters increase by a minimum of 5%. <b>Staff Responsible for Monitoring:</b> Leadership Team, Learning Coaches, Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will utilize the PLC process to address diverse academic needs. PK through 5th-grade teams will regularly analyze TEKS-aligned assessment data and form weekly WIN (What I Need) groups to provide targeted interventions and extensions based on student progress. <b>Strategy's Expected Result/Impact:</b> By June 2026, 100% of teachers will utilize the PLC process and TEKS-aligned assessment data to form weekly WIN groups, aiming for a 5% increase in overall STAAR performance. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Instructional Specialists Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CCPDS will provide Tier 3 instruction to students who qualify through the use of an interventionist position. This interventionist will pull Tier 3 students for intensive, small group tutoring sessions before, during, and after school. The sessions will use research-based instructional strategies, with specific training for teachers and aides on delivering this accelerated instruction. Student progress will be closely monitored through frequent formative assessments. <b>Strategy's Expected Result/Impact:</b> By June 2026, 100% of Tier 3 students will receive targeted instruction in math and reading, leading to a 10% increase in student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Interventionists Teachers  <b>Funding Sources:</b> Interventionist - 211- ESEA, Title I, Part A - \$90,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Castleman Creek instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to teachers focusing on data analysis, intentional interventions, and enrichment to help students reach their full potential. <b>Strategy's Expected Result/Impact:</b> 2025 STAAR 25 - 26 District Assessments & Benchmarks Minimum of 5% Masters increase in 2025 STAAR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus instructional teams will analyze campus trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> Campus Administration Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

**Performance Objective 2:** Domain 1: MATH: HB3 Overall Goal: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) and College, Career, and Military Readiness (annual graduates) each year over the next 5 years.

EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 38% to 60% by June 2026.

**Evaluation Data Sources:** 2026 STAAR Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Castleman Creek instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to teachers focusing on data analysis, intentional interventions, and enrichment to help students reach their full potential <b>Strategy's Expected Result/Impact:</b> 2026 STAAR 2025 - 2026 District Assessments Minimum of 5% Masters increase in 2026 STAAR	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ongoing professional development will be provided for Grades K-5 mathematics teachers, coaches, and principals to use research-based instructional strategies in mathematics to better incorporate the 8 effective teaching strategies from Principles to Action. <b>Strategy's Expected Result/Impact:</b> Evidence will be seen in an increase in T-TESS data walk scores.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model and 6-12-MISD Secondary Instructional Model) in all mathematics classrooms. <b>Strategy's Expected Result/Impact:</b> Evidence will be seen in an increase in the scores for T-TESS data walkthroughs. <b>Staff Responsible for Monitoring:</b> Campus Administration MTSS Facilitator Behavior Coach Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-5. Based on data analysis, district instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> At least twice per year trends in data will be analyzed at a district perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> Campus Administration MTSS Coordinator Learning Coaches	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 3:** Castleman Creek PDS will improve Domain 2, Part A for all Fourth and 5th grade students by exceeding the prior year's level of performance on the 2026 STAAR administration.

**Evaluation Data Sources:** CCPDS will increase the progress measure for math and reading by more than >12 points.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To foster student ownership over their learning progression, students will be equipped with the skills and tools to monitor their own academic growth and set specific, measurable, achievable, relevant, and time-bound (SMART) goals. Teachers will provide guidance on how to track progress, reflect on achievements, and adjust goals as needed. <b>Strategy's Expected Result/Impact:</b> Empowering students to track and understand their own growth will lead to increased engagement and accountability in their academic journeys, contributing to improved performance and self-efficacy. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Coaches, Leadership Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To address the diverse academic needs of our student population, teachers will integrate question stems from Bloom's Taxonomy, with a particular emphasis on the 'analyze' level, to deepen student understanding and promote critical thinking. <b>Strategy's Expected Result/Impact:</b> By June 2026, teachers will integrate Bloom's Taxonomy "apply" level question stems in at least 75% of their lessons, resulting in a 10% increase in the number of students achieving "Meets Grade Level" on the STAAR assessments. <b>Staff Responsible for Monitoring:</b> Leadership Team, Learning Coaches, Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff will utilize the PLC process to address diverse academic needs. PK through 5th-grade teams will regularly analyze TEKS-aligned assessment data and form weekly WIN (What I Need) groups to provide targeted interventions and extensions based on student progress. <b>Strategy's Expected Result/Impact:</b> By June 2025, 100% of teachers will utilize the PLC process and TEKS-aligned assessment data to form weekly WIN groups, aiming for a 5% increase in overall STAAR performance. <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Instructional Specialists Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July





No Progress



Accomplished



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





**Performance Objective 4:** Castleman Creek Elementary will earn an "A" rating in Domain 1 by increasing student performance to over 90% at the Approaches level, 60% at the Meets level, and 30% at the Masters level.

**Evaluation Data Sources:** STAAR 2026 Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilizing district-approved STAAR resources, students will engage with curriculum such as Lowman Education's materials to ensure access to a high-quality, spiraled curriculum. <b>Strategy's Expected Result/Impact:</b> Increase in STAAR performance. <b>Staff Responsible for Monitoring:</b> Administrators MTSS Facilitator  <b>Funding Sources:</b> Lowman Education - Title Funds - \$8,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the district learning coaches to provide timely professional development through lunch-and-learn sessions, learning walks, and evening events to enhance instructional practices. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase as teacher pedagogical knowledge deepens.  <b>Funding Sources:</b> Professional Development Stipends - Title Funds - \$10,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Tutoring will be provided to students as an opportunity to reinforce and extend their learning through targeted support. <b>Strategy's Expected Result/Impact:</b> Growth in student performance. <b>Staff Responsible for Monitoring:</b> Administrations MTSS Facilitator.  <b>Funding Sources:</b> Tutoring Stipend - Title Funds - \$10,000	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 1:** WIG: All MISD students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Measure: Castleman Creek 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. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2026 MRA survey for Leader in Me at least 3 percent in the Leadership category <b>Staff Responsible for Monitoring:</b> Campus Admin.	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Measure: Castleman Creek 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. CCE will provide key Core 2 elements, including: student goal setting at all grade levels and leadership binders/portfolios at the elementary. <b>Strategy's Expected Result/Impact:</b> Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. <b>Staff Responsible for Monitoring:</b> Campus Administration	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 District Average increase from 75 to 77. 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:** Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.

**Evaluation Data Sources:** 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. Participation rate in the TASB Employee Survey will increase from 78% to 85%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teacher turnover rate improves by 5%. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at the district level via the annual conference, Back to School Summit, and the Teacher Leader Academy, as well as serving on district-level committees. <b>Strategy's Expected Result/Impact:</b> Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 3:** All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 Learning Coaches and Behavior Coach.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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 will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey.  <b>Staff Responsible for Monitoring:</b> Campus Administration	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 MTSS Facilitator as Campus Mentor Coordinators who support both mentor teachers and mentees.  <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> Campus Administration	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



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Discontinue

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

**Performance Objective 4:** Focus on the personnel needs based on the campus's diverse student population.

**Evaluation Data Sources:** The staff will begin to represent the diversity found in the demographics of our student body.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the number of teachers with EL certification by following the plan/timeline to have all professional classroom teachers certified before June 2026. <b>Strategy's Expected Result/Impact:</b> 100% of certified classroom staff will be certified by June 2026. <b>Staff Responsible for Monitoring:</b> Principal EL Facilitator District Coordinator of Special Programs  <b>Funding Sources:</b> EL Certification - 263 - Title III, LEP, Study resources for teacher certification (EL)- other reading materials - 263 - Title III, LEP	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Emergent Bilingual students' needs are targeted through classroom teachers completing sheltered instruction training as well as facilitators providing support to high-need students in small group settings. <b>Strategy's Expected Result/Impact:</b> Improvement in EB student TELPAS scoring and reclassification of EB learners. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ESL Coordinator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers not currently in compliance will use receive training through Region 12 prior to the end of the first semester. A substitute can be provided to allow teachers time during the workday to complete this training. <b>Strategy's Expected Result/Impact:</b> 100% of staff will be up to date and in compliance with required training for GT services. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal District Coordinator of Special Programs	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A behavior coach will be employed on campus to support teachers in managing classroom behaviors and implementing effective classroom management strategies. The behavior coach will provide professional development, model best practices, and offer individualized coaching sessions to help teachers create positive classroom environments. The coach will also work directly with students to develop and reinforce positive behavior interventions and supports (PBIS).</p> <p><b>Strategy's Expected Result/Impact:</b> By providing targeted support for classroom management and student behavior, there will be a noticeable improvement in classroom environments, leading to decreased behavior incidents by 10% and increased instructional time. This will result in higher student engagement and academic achievement and staff retention.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team</p> <p><b>Funding Sources:</b> Behavior Coach - 211- ESEA, Title I, Part A - \$60,000, Region 13 Behavior Coach Training - 255- ESEA, Title II Part A - \$1,500</p>	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 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 25 - 26 school year. Ensure instructional time for character education and wellness program is built into the yearly schedule for students at all campuses. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-12 as a needs assessment for program improvements.

- Evaluation Data Sources:** Pre- and Post-Climate Surveys  
Leader in Me Measurable Results Assessment (MRA)  
Staff survey  
Training rosters  
discipline & PBMAS records  
DAEP/Challenge placements  
ISS/OSS placements Campus program evaluations  
Threat Assessments Behavioral RtI records  
Classroom observations/walkthroughs

Strategy 1 Details		Reviews			
<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> Principals Counselors Threat assessment teams MTSS Self-Contained Teachers Behavior Coach Coordinator Support Services		Formative			Summative
		Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Castleman Creek 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 2026 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey. <b>Staff Responsible for Monitoring:</b> Campus Administration Lighthouse 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.

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Castleman Creek classroom teachers will 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 and discretionary DAEP placements by 5%. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks <b>Staff Responsible for Monitoring:</b> MTSS Coordinator Campus Administrators Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Castleman Creek classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data 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> Campus Administrators Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All Castleman Creek discipline referrals will be submitted through TAC and discipline data will be tracked in ESchool. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principal & Assistant Principal MTSS Coordinator Behavior Coach	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 on all campuses, 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

Midway Safety and Security Committee Meeting Agendas Campus Emergency Operation Plan Training

Compliance through Threat Assessment Team rosters for each campus, dates of meetings, threat assessment data through Sentinel Required Drill documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</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 the behavior coach, counselor, and assistant principal 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> Behavior Coach Counselor Campus administration	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</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). 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> MTSS Coordinator Campus Administration Campus Counselor Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
<b>Strategy 3:</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 to students. Threat assessments conducted for direct threats <b>Staff Responsible for Monitoring:</b> Campus Administrators Asst. Supt. Adm. Services Student Support Services Counselors Social Workers		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
<b>Strategy 4:</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 5 Details		Reviews			
<b>Strategy 5:</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> Campus Administrators		Formative			Summative
		Oct	Jan	Apr	July
Strategy 6 Details		Reviews			
<b>Strategy 6:</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> Castleman Creek will have functioning and weekly audited locked exterior doors. CCE will conduct proper visitor admission protocol. CCE will 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 Administration		Formative			Summative
		Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
<b>Strategy 7:</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> Counselors	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:** Castleman Creek Elementary will foster a secure, healthy, and positive environment where students can maximize their learning potential.

- Evaluation Data Sources:** Safety meeting agendas  
 EOP plan  
 Safety surveys  
 Information provided by parents, teachers, and students related to safety and security  
 Nurse logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Castleman Creek will utilize a variety of programs, materials, and procedures to ensure a safe dismissal at the end of the day that also helps to maximize instructional minutes.  <b>Strategy's Expected Result/Impact:</b> These systems will ensure that every student is always accounted for during the dismissal process. It will increase the safety of our students, and provide additional instructional minutes at the end of the day.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Instructional Coaches Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Integrate a robust Positive Behavioral Interventions and Supports (PBIS) system that complements the character traits program, reinforcing positive behavior and providing structured interventions for students in need.  <b>Strategy's Expected Result/Impact:</b> A significant reduction in behavioral incidents and disruptions, fostering a more conducive learning environment. Enhanced student engagement, self-regulation, and positive peer interactions.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Using a token economy with our Panther PRIDE Passes, we will keep open a Panther PRIDE store for students to cash in their passes for prizes as an extrinsic reward for their hard work and positive behavior. <b>Strategy's Expected Result/Impact:</b> Improved behavior as students see the tangible benefits of their hard work. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Behavior Coach Teachers  <b>Funding Sources:</b> Token Economy Resources - 211- ESEA, Title I, Part A - 6399 - \$2,000	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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





**Performance Objective 5:** The incidents of iPad misuse will decrease by 5% from the 2024 - 2025 school year.

**Evaluation Data Sources:** ESchool Discipline Referrals  
iPad Fines

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will be trained in Apple Classroom and Moysle Manager for iPad management. <b>Strategy's Expected Result/Impact:</b> Student device distraction will decrease and academic engagement will increase. <b>Staff Responsible for Monitoring:</b> Campus Administration Behavior Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Twice a six weeks, camera roll and search histories will be checked by the behavior team. <b>Strategy's Expected Result/Impact:</b> Inappropriate use of cameras and searches will decrease. <b>Staff Responsible for Monitoring:</b> Campus Administration Behavior Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will receive digital citizenship instruction twice a six weeks through the library. <b>Strategy's Expected Result/Impact:</b> Students' understanding of the comments of digital citizenship will increase and incidents of misuse will decrease. <b>Staff Responsible for Monitoring:</b> Campus Administration Behavior Team Librarian	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 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.

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> Campus Administration	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> Campus Administration	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Castleman Creek Elementary will establish parents as partners and foster robust community collaborations.

**Performance Objective 1:** Teachers will enhance communication channels with student families through diverse methods including newsletters, emails, phone conversations, written notes, and scheduled conferences.





**Evaluation Data Sources:** Parent Climate Surveys  
Parent Square  
Social Media

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will host parent conferences in the fall after the first 6-weeks of school to discuss progress, strengths, weaknesses, and goals for the student. <b>Strategy's Expected Result/Impact:</b> Increase in MRA survey results for parent communication with the school. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Instructional Coaches Team Leaders Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host regular parent and family engagement opportunities on-campus events tailored to engaging parents in areas such as literacy, math, social-emotional learning, and community building. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement and participation, leading to stronger school-community relationships and an enhanced support system for student learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors Teachers  <b>Funding Sources:</b> Resources for Parent Engagement Events - 211- ESEA, Title I, Part A - 6399 - \$2,500	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** Castleman Creek Elementary will establish parents as partners and foster robust community collaborations.

**Performance Objective 2:** Castleman Creek Elementary will establish community partnerships with local organizations in order to bring outside resources and speakers onto campus to provide quality learning opportunities for our students.

**Evaluation Data Sources:** Teachers will conduct formative assessments of student understanding following a guest speaker or the implementation of resources.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will invite guest speakers to facilitate student learning regarding goal setting, mental well-being, safety, and motivation. <b>Strategy's Expected Result/Impact:</b> Students will understand the value and importance of what is being presented and be able to make lasting changes in their own behavior and lives. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Teachers Behavior Coach  <b>Funding Sources:</b> Camp Careful - 211- ESEA, Title I, Part A - 6299 - \$150	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				