Midway Independent School District

Park Hill Elementary School

2025-2026 Goals/Performance Objectives/Strategies

Mission Statement

Midway ISD will maximize the individual potential within a learner-centered and supportive environment to prepare students to excel in a global society.

Vision

Innovation, Commitment, and Excellence

Value Statement

Every person has inherent worth.
Every person can learn and has unique academic, social, spiritual and physical needs.
A well-educated citizenry is central to a free society.
Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience.
Rules and laws combined with personal responsibility are the foundation for a quality educational experience.
Efficiency and effectiveness are fundamental to a successful organization.
Personal integrity is essential to maintain trust.
Respect for others is essential for a well-functioning society.
Good role models are crucial to the positive development of our children; parents, guardians, and district personnel are among the most influential role models.

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Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-2026 summer learning and the school year. **Strategy's Expected Result/Impact:** All students receiving accelerated instruction will meet the minimum passing standard for STAAR.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy 2 Details	**Reviews**			

Strategy 2: Lead Measure: The T & L department will provide on-going training and data analysis for teachers and interventionists on the BOY screeners to calculate and create strategies for early targeted intervention related to growth for all students.
    Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2025-2026 SY.
 	
    Title I:
    2.52, 2.534
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**
Strategy 3 Details	**Reviews**			
Strategy 3: Lead Measure: The T & L and Special Education Departments will work collaboratively to ensure support and alignment of PreK-12 curriculum and assessments in all content areas. **Strategy's Expected Result/Impact:** 100% of all students in all population groups will show academic growth for the 2025-2026 SY.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy 4 Details	**Reviews**			

Strategy 4: Tutoring will be implemented based on Benchmark data to students who need more intervention.
 	
    Title I:
    2.51, 2.53
    Funding Sources: - Title Funds - $1,000
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 5 Details	Reviews			
Strategy 5: Research based and vetted instructional resources will be purchased in grades 3-5 to support growth of students in Math, Reading and Science.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Funding Sources: - Title Funds				

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 2: Park Hill Wildly Important Goal: 100% of students will show measurable growth in writing on the grade-level writing rubric by May, as demonstrated through monthly writing samples. On the 2024-2025 STAAR, 80 zeros were earned by students on their ECR grades 3-5. In addition to 100% growth, Park Hill will decrease the number of zeros on ECRs from 30% to 20%.

Evaluation Data Sources: Student Portfolio WIG evidence

Strategy 1 Details			Reviews			
Strategy 1: Monthly writing samples will be placed in student portfoilios. Peer editing will occur and grading will be based on common rubrics.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**July**
Strategy 2 Details			**Reviews**			
Strategy 2: Gallery walks and teacher led PD will be done at monthly faculty meetings to support our writing WIG.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**July**

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

EC-L Goal: The percentage of 3rd grade students who score "meets grade level" or above on STAAR Reading will increase from 74% to 76% by June 2026.

Evaluation Data Sources: 2025 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: PHE will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to campuses focusing on data analysis, increasing intentional interventions, and enrichment to allow students' to reach their highest level of potential. Each PLC will utilize instructional strategies outlined in Midway Mindset with a focus on increasing student engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR **Staff Responsible for Monitoring:** Teachers tutoring Interventionist Resource teachers Leadership team				

Strategy 2 Details	Reviews			
Strategy 2: All elementary administrators and Grades K-3 teachers will complete the state required Reading Academies by the end of school year 2025-2026.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Student scores will increase on NWEA MAP Growth (universal screening) data in Multiple Genres, Foundational Skills: Vocabulary, and Author's Purpose and Craft. A supplemental program (NWEA MAP Reading Fluency) will assess the five areas of basic reading skills: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency in K-2. **Staff Responsible for Monitoring:** Director of Curriculum Coordinators of Elementary Curriculum Campus Principals				

Strategy 3 Details	Reviews			
Strategy 3: District and campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Director of Curriculum Coordinators of ELAR Curriculum Campus Principals Learning Coaches				

Strategy 4 Details	Reviews			
Strategy 4: The GT Advisory Council will evaluate services for GT students and make recommendations for program adjustments based on feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Evidence will be seen in results from feedback from the 2025-2024 GT Advisory Council meetings. **Staff Responsible for Monitoring:** Directors of Curriculum Coordinator of Curriculum GT Specialists				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 4: Park Hill STAAR Science percentages of achievement will be at least 85% at the Approaches level, 45% at the Meets Level, and 22% at the Masters Level.

Strategy 1 Details	Reviews			
Strategy 1: Provide 6 weeks science vertical planning to bring awareness and knowledge of the 5th-grade science expectations and STAAR preparation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Awareness and knowledge to K-4 grade teachers of 5th-grade science expectations, vocabulary, and labs. **Staff Responsible for Monitoring:** Teachers Learning Coaches Principal **Title I:** 2.51, 2.53				

Strategy 2 Details	Reviews			
Strategy 2: The newly added STEM class that will be embedded into the specials rotation will foster more Science alignment and vocabulary exposure.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Science test scores will increase when students' abilities to problem-solve, engineer and construct will increase as they make connections to science. **Staff Responsible for Monitoring:** Principal Instructional Math Coach Team Leaders **Title I:** 2.51, 2.53 **Funding Sources:** - Title Funds				

Strategy 3 Details	Reviews			
Strategy 3: Our STEM club led by two teachers to meet bi-weekly beginning in the Fall.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Weaving of curriculum into multiple disciplines.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal AP MTSS Learning Coaches STEM club teachers **Title I:** 2.51, 2.53 **Funding Sources:** - Title Funds - $800				

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

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

Performance Objective 5: Students will meet or exceed annual targets related to Early Childhood Mathematics proficiency (3rd grade) (Domain 1 - MATH - HB3 Overall Goal).

EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 67% to 70% by June 2026.

Strategy 1 Details	Reviews			

Strategy 1: 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. (Domain 1 - MATH - HB3 Overall Goal).
 	
EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 60% to 75% by June 2026.
    Strategy's Expected Result/Impact: 2026 STAAR,
2025-2026 District Assessments
Minimum of 5% Masters increase in 2026 STAAR
    Staff Responsible for Monitoring: MTSS
Interventionist
Learning Coach
Principal
AP
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: Ongoing professional development will be provided for Grades K-12 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. **Strategy's Expected Result/Impact:** Evidence will be seen in an increase in T-TESS data walk scores.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize research-based instructional models (K-5-Guided Math Instructional Model and 6-12-MISD Secondary Instructional Model) in all mathematics classrooms. **Strategy's Expected Result/Impact:** Evidence will be seen in an increase in the scores for T-TESS data walkthroughs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: District and campus instructional teams will analyze district trends to evaluate progress towards mastery of mathematics objectives for students in Grades K-12. Based on data analysis, district instructional action plans will be created.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 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.				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 6: Midway ISD will ensure the development and implementation of processes and structures designed to increase academic achievement for all students. (Domain 1 - Student Achievement)

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: All MISD campuses will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2026 STAAR		**Oct**	**Jan**	**Apr**	**July**

Strategy 2 Details		Reviews			
Strategy 2: MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Domain I performance		**Oct**	**Jan**	**Apr**	**July**

Strategy 3 Details		Reviews			
Strategy 3: MISD Leadership will provide teachers and administrators training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Domain I performance		**Oct**	**Jan**	**Apr**	**July**

Strategy 4 Details		Reviews			
Strategy 4: MISD Leadership will provide teachers and administrators training to transform assessment practices into an integrated, cohesive system that provides an effective measurement practice to meet student learning goals.		**Formative**			**Summative**
Strategy's Expected Result/Impact: A 5% increase in the number of students who are MASTERS on the state assessment in May 2026.		**Oct**	**Jan**	**Apr**	**July**

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 7: Park Hill will achieve an "A" rating in Domain 3. We will also achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year. (Domain 3 - Closing the Gaps)

Strategy 1 Details	Reviews			
Strategy 1: MISD Leadership will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and administrators. **Strategy's Expected Result/Impact:** All students will reach achievement targets as specified in Domain 3.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: All MISD campuses will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-26 school year. **Strategy's Expected Result/Impact:** All students receiving accelerated instruction will meet the minimum passing standard for STAAR.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 3 Details	Reviews			
Strategy 3: All MISD campuses will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities. **Strategy's Expected Result/Impact:** All students will reach achievement targets as specified in Domain 3.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: MISD teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students. **Strategy's Expected Result/Impact:** All students will have access to high-quality lessons.	**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 PHE students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year

Strategy 1 Details				Reviews			
Strategy 1: Lead Measure: Park Hill 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.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase the spring 2026 MRA survey for Leader in Me at least 3 percent in the Leadership category. Grow in the areas of Positive Wellbeing and Self-Advocacy that dropped from 2024-2025 data.							

Strategy 2 Details				Reviews			
Strategy 2: Lead Measure: PHE 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. Our campus will provide key Core 2 elements, including: student goal setting at all grade levels, leadership binders/portfolios.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. Show growth in the areas of Academic Self-Efficacy and Student goals that dropped from 2024-2025 data. **Staff Responsible for Monitoring:** Teaching and Learning Department Campus Administrators							

Strategy 3 Details				Reviews			
Strategy 3: Instructional staff will receive training and on going coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Spring 2026 MRA Campus Average increase from 79 to 81. Professional Learning Survey feedback on readiness and support related to LiM implementation. **Staff Responsible for Monitoring:** Teaching and Learning Dept Learning Coaches Campus Counselors							

○ 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 2: All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices

Strategy 1 Details		Reviews			
Strategy 1: 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.		**Formative**			**Summative**
		Oct	Jan	Apr	July

Strategy's Expected Result/Impact: 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: Behavior Coach
Leadership Team
 	
    Title I:
2.53					

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Staff Responsible for Monitoring: Learning Coaches					

Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
		Oct	Jan	Apr	July
"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. **Staff Responsible for Monitoring:** MTSS facilitator Campus mentors					

○ 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 3: Increase the number of teachers who obtain TIA designation to support HB intervention and student growth.

Strategy 1 Details	Reviews			
Strategy 1: PLC focuses on NWEA map growth	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accountability measures will ensure certification will be completed by June 2023.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal Assistant Principal MTSS				

Strategy 2 Details	Reviews			
Strategy 2: Learning walks will be facilitated twice yearly for teachers to observe and learn from each other	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will apply relevant learnings to their practice.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal MTSS Intervention team				

○ 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 4: The culture and climate will be created and maintained at a level where teachers feel a high level of satisfaction, as reported by TASB survey data, through morale boosters, recognitions, celebrations, communication efforts, fellowship opportunities, professional growth opportunities, and the campus's overall ability to provide a family-like atmosphere.

    Evaluation Data Sources: 85% of staff will remain employed at PHE.
    Staff exiting does so because of major life changes that are not due to work-related issues.
    Overall positive staff climate survey

Strategy 1 Details	Reviews			
Strategy 1: Weekly-Wrap-ups will go out weekly to staff highlighting important events coming up at school, need-to-know information, staff and student focus section, and celebrations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: There is clarity in the events, procedures, and expectations at PHE.
     Staff Responsible for Monitoring: Principal
     PHE Leadership Team				

Strategy 2 Details	Reviews			
Strategy 2: Teacher-led PD will empower teachers by valuing their professional gifts and strengths.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher Leader capacity will grow.	**Oct**	**Jan**	**Apr**	**July**
Teacher retention will be high due to the feeling of respect for teachers' professionalism in education. **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
Strategy 3: Focusing on student behaviors utilizing CHAMPS will help teachers and paraprofessionals feel supported and valued.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Teacher and paraprofessional retention
     Staff Responsible for Monitoring: Asst. Principal
     Principal
     IBIS Teacher				

    ◯ 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 Character Strong) and support for social-emotional learning on all campuses during the 2025-2026 school year. Ensure instructional time for character education and wellness program is built into the yearly schedule for students at all campuses. Conduct student climate surveys and the Leader in Me Measurable Results Assessment (MRA) in grades 3-5 as a needs assessment for program improvements.

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

Strategy 1 Details	Reviews			
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 Heath Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: A MISD System for MTSS/RtI processes for behavior will be implemented. 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				

Strategy 2 Details	Reviews			
Strategy 2: PHE 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey. Decrease in the number of discipline referrals and discretionary DAEP placements by 5%				

Strategy 3 Details		Reviews			
Strategy 3: All MISD schools will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. **Strategy's Expected Result/Impact:** Increase the spring 2025 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey. Decrease in the number of discipline referrals and discretionary DAEP placements by 5%		**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 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			
Strategy 1: All MISD classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
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.							

Strategy 2 Details				Reviews			
Strategy 2: All MISD classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
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.							

Strategy 3 Details				Reviews			
Strategy 3: All MISD discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool.				**Formative**			**Summative**
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.				**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. .

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing campus safety audits and required safety drills throughout the 25-26 school year as required by law to ensure all facilities are secure and required practices are in place.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 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				

Strategy 2 Details	Reviews			
Strategy 2: 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	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Counseling services provided for students struggling with substance use Follow-up data showing reduction in risky behaviors Continued attendance/parent participation in VIP nights Continued partnerships with community agencies				

Strategy 3 Details	Reviews			
Strategy 3: Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
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				

Strategy 4 Details				Reviews			

Strategy 4 Details	Reviews			
Strategy 4: 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	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. **Strategy's Expected Result/Impact:** Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Ensure all Midway Independent School District campuses have a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. **Strategy's Expected Result/Impact:** Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
Strategy 7: 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	**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 4: Increase parent involvement to support student growth academically, emotionally, and socially.

Evaluation Data Sources: PTA with a membership of at least 300 members.
Mentor group from Brazos Meadows and Crossroads implementation (sign-in logs)
Parent Square Analytical Data
Social Media Following on Facebook, Instagram, and Twitter
Events attendance (Open House, Musicals, Conferences, Lunch Visits, etc.)
Volunteer logs

Strategy 1 Details	Reviews			
Strategy 1: PTA will help Park Hill Elementary supplement our needs as a campus by providing funding for field trips, morale boosters, resources, and volunteers as needed to help with school functions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Meetings will consistently meet and have quorum during monthly board and membership meetings. Agendas will be kept as documentation. **Staff Responsible for Monitoring:** Principal PTA President				

Strategy 2 Details	Reviews			
Strategy 2: Volunteers from partnership churches will be organized by the school counselor to help meet our students' social-emotional and academic needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Volunteers will routinely serve as mentors (sign-in sheets). Meetings with counselors regarding the progress of mentorship. Student and mentor surveys will show positive feedback.				

Strategy 3 Details	Reviews			
Strategy 3: Implement at least two evening activities a semester that provide parent and family engagement opportunities and resources to visit Park Hill and learn how to support their students at home.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Sign-in sheets and flyers
     Staff Responsible for Monitoring: Campus administration, PTA
 	
     Funding Sources: - 211- ESEA, Title I, Part A - 2114 - $1,000				

○ 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 5: PHE will increase the efficiency and effectiveness of campus operations in support of student achievement.

    Evaluation Data Sources: Training for office staff on federal programs and documentation
Attendance logs

Strategy 1 Details	Reviews			
Strategy 1: Ensure timely, accurate communication, documentation, and compliance for federally funded programs	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal Office Staff	**Oct**	**Jan**	**Apr**	**July**
Title I: 2.52, 2.53 **Funding Sources:** - Title Funds				

Strategy 2 Details	Reviews			
Strategy 2: Maintain appropriate technology infrastructure to support administrative processes related to instruction and compliance	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Title I: 2.51, 2.53, 2.531 **Funding Sources:** - Title Funds				

    ◯ 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 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			
Strategy 1: Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills. **Strategy's Expected Result/Impact:** An increase in teachers' scores for Domain 2 in the TTESS data walk and formal observation. Increased Elements of Frequency scores on the Apple Education Survey.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy 2 Details		Reviews			
Strategy 2: Increase opportunities for students to develop digital literacy and digital citizenship competencies. **Strategy's Expected Result/Impact:** Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**

◯ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✖ Discontinue