

Midway Independent School District

Woodway Elementary

2025-2026 Campus Improvement Plan



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

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Woodway Elementary Needs Assessment Overview (2025-2026)	4
Demographics	5
Demographics	5
Student Achievement	6
Student Achievement	6
STAAR / MAP / LION Performance Summary	6
MAP Reading Spring 2025 Achievement Distribution	6
LION Math On Track (Spring 2025, Grades 2-5)	7
School Culture and Climate	8
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	11
Family and Community Engagement	11
School Organization	12
School Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: ACADEMICS: Meet the academic needs of our diverse student population.	17
Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.	25
Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population. New:	32
Plan Notes	43
Plan Implementation Monitoring	43
Who is Responsible	43
Monitoring Frequency	43
Structures Used for Monitoring and Communication	43

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Woodway Elementary Needs Assessment Overview (2025-2026)

Woodway Elementary is a PK–5 campus serving 547 students, with a diverse student population that includes 31.4% economically disadvantaged students, 14.4% receiving special education services, and 2.2% Emergent Bilingual learners. The campus is dedicated to fostering a culture of academic achievement, student leadership, and inclusivity through strong instructional practices and positive school culture.

A review of multiple data sources—including STAAR, MAP, LION assessments, staff and family surveys, discipline records, and demographic profiles—reveals several strengths and priority areas for continued growth.

Strengths of the campus include:

- A supportive and positive school culture, reflected in high staff pride (98%), strong team relationships (97%), and high scores for school climate (84) and trusting relationships (86) on the Measurable Results Assessment (MRA).
- Strong staff retention and satisfaction, with 95% of staff recommending the campus and district as great places to work.
- Established structures for collaboration (PLCs), intervention (WIN time), and behavior systems (CHAMPS/STOIC).
- Broad family engagement in school events and positive partnerships with the community.

Key needs identified through the data review include:

- Closing achievement gaps in reading and math for economically disadvantaged and special education students, as a significant percentage of students are performing below grade level on MAP, LION, and STAAR assessments.
- Strengthening tier 1 instruction, small-group differentiation, and alignment of curriculum, instruction, and assessment practices to ensure that all students have access to rigorous learning opportunities.
- Increasing consistency in the implementation of schoolwide systems such as CHAMPS/STOIC and PLC data practices to ensure fidelity and impact on student outcomes.
- Expanding opportunities for student empowerment, leadership, and ownership of learning, as reflected in lower MRA scores for student-led practices and empowerment.
- Enhancing teacher capacity to integrate technology in ways that promote critical thinking, collaboration, and student-created products.

This needs assessment provides the foundation for the campus improvement plan, outlining priorities and actions aimed at achieving equity and excellence for all students. The plan focuses on improving student outcomes, strengthening instructional practices, and fostering a positive, high-functioning learning environment.

Demographics

Demographics Summary

Demographics

Data Summary:

- Total enrollment: 547 students
- Economically Disadvantaged: 31.4%
- Special Education: 14.4%
- Emergent Bilinguals: 2.2%
- At Risk: 20.7%
- Ethnic composition: 63% White, 20% Hispanic, 9% Black, 2% Asian, 7% Two or More Races
- 49.7% female / 50.3% male

Identified Needs:

- Address achievement gaps and ensure equitable access to rigorous instruction for economically disadvantaged and special education students.
- Strengthen supports for small but growing Emergent Bilingual population.
- Enhance early interventions for at-risk students.

Demographics Strengths

- Woodway serves a diverse student population with strong inclusion practices (14.4% SPED served primarily in general ed settings).
- Enrollment is steady across grade levels, allowing for program stability.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The academic performance of economically disadvantaged (31.4%) and special education (14.4%) students lags behind that of their peers. There is a need for increased equity in access to high-quality core instruction and targeted intervention.

Student Achievement

Student Achievement Summary

Student Achievement

Data Summary:

- MAP Reading: 35%+ of students below 40th percentile across grades; growth inconsistent, especially grades 3-5.
- LION Math: In grades 2-5, 55%-66% of students are off-track in math.
- STAAR: Economically disadvantaged and SPED subgroups underperform relative to campus and state targets.

Identified Needs:

- Improve tier 1 reading and math instruction to close gaps.
- Strengthen targeted interventions during core and WIN time.
- Increase percentage of students reaching Meets/Masters levels on local, district, and state assessments.

STAAR / MAP / LION Performance Summary

Area	Data Source	Key Findings
Reading	MAP Growth (Spring 2025)	Many students fall below national norms: ~35% below 40th percentile campus-wide; limited high growth across grades.
Math	LION Math	Grades 2–5: >60% of students at or below level; gaps widen in higher grades.
Closing the Gaps	STAAR	Economically disadvantaged & special ed subgroups underperform relative to targets (data aligns with MAP/LION trends).

MAP Reading Spring 2025 Achievement Distribution

Grade	% 1st-20th %ile	% 21st-40th %ile	% 41st-60th %ile	% 61st-80th %ile	% >80th %ile
K	25%	11%	16%	16%	32%
1	20%	23%	18%	19%	20%
2	22%	14%	19%	9%	36%
3	16%	20%	24%	16%	24%
4	12%	16%	29%	24%	19%
5	4%	18%	21%	38%	19%

LION Math On Track (Spring 2025, Grades 2-5)

Grade	% On Track	% Off Track
2	36%	64%
3	45%	55%
4	34%	66%
5	41%	59%

Student Achievement Strengths

- Use of multiple assessments (MAP, LION, STAAR) provides a clear picture of student progress.
- WIN time and core instruction structures are in place for intervention and enrichment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: A significant percentage of students--particularly those who are economically disadvantaged and in special education--are performing below grade level in reading and math. Tier 1 instruction and intervention systems need to be strengthened to close these gaps.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

Data Summary:

- Staff survey: 98% proud to work at Woodway; 97% report positive team relationships; workload concerns noted by 27%.
- MRA: School climate (84), trusting relationships (86) positive; student empowerment (73) and student-led practices (72) lower.
- Discipline: Goal to reduce referrals by 25% compared to Q1 2024-25.

Identified Needs:

- Increase integration of student leadership, voice, and goal setting in classrooms.
- Provide consistent CHAMPS/STOIC implementation to support behavior systems.
- Address staff workload through systems of support and clarity in expectations.

School Culture and Climate Strengths

- Strong trusting relationships: MRA scores of 84 (School Climate) and 86 (Trusting Relationships).
- High staff pride: 98% proud to work at Woodway; 100% positive about coworkers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While culture is strong overall, student empowerment (73) and student-led practices (72) are lower, suggesting that students need more opportunities to take ownership of learning and leadership roles. Additionally, inconsistent CHAMPS/STOIC implementation contributes to uneven behavior expectations and discipline trends.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

Data Summary:

- Retention rates remain strong overall, with high satisfaction (95%+ recommend campus/district).
- Staff report positive relationships but seek more time, resources, and differentiated PD.

Identified Needs:

- Continue intentional support and recognition to retain high-quality staff.
- Provide professional learning focused on differentiation, student engagement, and technology integration.
- Build leadership capacity among teachers to sustain improvement efforts.

Staff Quality, Recruitment, and Retention Strengths

- Strong staff retention and satisfaction, with 95% recommending the campus as a good place to work.
- Positive team dynamics: 97% report their team works well together.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

Data Summary:

- Small group and differentiated instruction inconsistent across classrooms.
- PLCs use data but need tighter alignment to BOY/MOY benchmarks and formative progress monitoring.
- Some evidence of higher-order thinking; needs more consistency.

Identified Needs:

- Strengthen use of data to drive small group plans and tiered instruction.
- Build consistency in high-yield instructional strategies across classrooms.
- Tighten alignment of curriculum, assessments, and daily instruction.

Curriculum, Instruction, and Assessment Strengths

- PLCs meet regularly and have access to assessment data (MAP, LION, STAAR).
- Teachers use curriculum guides and district resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Small-group and differentiated instruction is inconsistent across classrooms. There is a need to align daily instruction and small-group plans more tightly to student data and standards, especially to address achievement gaps for at-risk students.

Family and Community Engagement

Family and Community Engagement Summary

Family and Community Engagement

Data Summary:

- MRA: School-family partnerships (79), family engagement (75), community engagement (72).
- Staff perceive good relationships but report desire to increase family involvement in learning.

Identified Needs:

- Broaden family engagement opportunities, especially around academics and leadership.
- Strengthen communication and partnerships that empower families as collaborators in student learning.

Family and Community Engagement Strengths

- MRA shows positive family partnerships (79) and family engagement (75).
- School has a strong tradition of family events and communications.

School Organization

School Organization Summary

School Organization

Data Summary:

- WIN and core blocks provide structures for intervention/enrichment.
- PLCs meet regularly but need refined focus on individual student data and targeted planning.
- CHAMPS/STOIC systems in place; consistency varies.

Identified Needs:

- Refine PLC processes to ensure data-driven decisions and instructional adjustments.
- Ensure schoolwide systems (CHAMPS/STOIC, attendance plans) are implemented with fidelity.
- Continue to evaluate schedule structures to maximize instructional time and collaboration.

School Organization Strengths

- WIN time, PLCs, and core schedules provide structured opportunities for intervention, enrichment, and collaboration.
- CHAMPS/STOIC systems exist as frameworks to support behavior and consistency.

Problem Statements Identifying School Organization Needs

Problem Statement 1: While systems are in place, there is a need for greater consistency in the implementation of schoolwide systems (PLCs, CHAMPS/STOIC, intervention processes) to ensure fidelity and impact on student outcomes.

Technology

Technology Summary

Data Summary:

- 47% of teachers feel very/moderately prepared to use technology for problem-solving/critical thinking.
- 82% Apple Teacher certified; coding integration interest low.
- Teachers seek PD on using tech for deeper learning.

Identified Needs:

- Provide targeted PD on integrating technology to enhance instruction, engagement, and student-created products.
- Support teachers in managing devices effectively during learning.
- Increase student use of technology for collaboration, creation, and problem-solving.

Technology Strengths

- 82% of staff are Apple Teacher certified; staff have access to devices and tools.
- Teachers express willingness to grow in technology integration.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers report limited confidence and preparation in using technology to support problem-solving, critical thinking, and student-created products. There is a need for targeted professional development to integrate technology into engaging, student-centered learning.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></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).

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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 family nights and PTA events. Strategy's Expected Result/Impact: Family participation increases in family nights. 80% of guardians will attend parent-teacher conferences. Staff Responsible for Monitoring: Teachers PTA Leadership Team	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 4: STUDENT GROWTH: Woodway will achieve a Domain 2 "A" rating for the 2024-2025 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 2024-2025 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 Facilitators 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 Facilitators Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Students in grades 2-5 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 Facilitators Teachers	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 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 a subpopulation. Strategy's Expected Result/Impact: The growth of economically disadvantaged students will match the overall campus growth percentage. Staff Responsible for Monitoring: Campus Principal and AP Campus Interventionists Campus MTSS Facilitators 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 Facilitators Teachers Grade Level PLCs	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: Implement the Leader in Me curriculum district-wide to develop leadership skills in every student. New: 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			
<p>Strategy 1: Woodway will implement the year-long student lessons for the Leader in Me (LiM) curriculum, which focuses on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. New; Lead Measure: All MISD schools 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.</p> <p>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%. New: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators LiM Lighthouse Team</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Woodway will participate in Leader in Me, Seven Habits, Core 1. During Core 1, Woodway will create a LightHouse Team to oversee the implementation of Leader in Me for the SY. New: Lead Measure: All MISD schools 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. Campuses will provide key Core 2 elements, including: student goal setting at all grade levels, leadership binders/portfolios at the elementary and middle school levels, and micro-credentials at the high school level.</p> <p>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%. New: Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%.</p> <p>Staff Responsible for Monitoring: Campus Administrators LiM Lighthouse Team</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: New: Instructional staff will receive training and ongoing coaching in the implementation of 7 Habits of Highly Effective People, and Core 2 of LiM. Strategy's Expected Result/Impact: Spring 2026 MRA District Average increase from 75 to 77. Professional Learning Survey feedback on readiness and support related to LiM implementation. Staff Responsible for Monitoring: Learning Coaches Campus Counselors	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 2: Provide influential role models through the retention and support of highly qualified faculty and staff.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities to improve teacher turnover by 5%. New: 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 teacher turnover rate by 5%. Strategy's Expected Result/Impact: Exit interview responses and TASB Employee Survey results will show improvement in the areas of working conditions (81%), relationship with supervisors (80%), relationship with coworkers (89%), campus environment (87%), and teaching & learning (79%) when comparing data from 2024 with data from 2025. New: Teacher turnover rate, including special education teachers, will decrease to 15% by the start of the 2025-2026 school year. Staff Responsible for Monitoring: Campus Administrators New: Assistant Superintendent for HR	Formative			Summative
	Oct	Jan	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Instructional Leadership Team will actively and intentionally support teachers biweekly through Leading Rounds. New: 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%.</p> <p>Strategy's Expected Result/Impact: When comparing data from 2024 with data from 2025, exit interview responses and TASB Employee Survey results show improvement in working conditions (81%), relationships with supervisors (80%), campus environment (87%), and teaching and learning (79%).</p> <p>New: 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 2024 with data from 2025. Participation rate in the TASB Employee Survey will increase from 78% to 85%.</p> <p>New: 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 2024 with data from 2025. Participation rate in the TASB Employee Survey will increase from 78% to 85%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>New: Assistant Superintendent for HR</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: New: 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.</p> <p>Strategy's Expected Result/Impact: New: Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.</p>	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 3: Eighty percent of educators will benefit from job-embedded support and targeted professional learning opportunities to bolster effective classroom practices. New: 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. New: All staff will benefit from job-embedded support and targeted professional learning opportunities designed to bolster effective classroom practices.

- High Priority**
- Evaluation Data Sources:** Professional Learning end-of-year survey
- Kick Up
- Professional Learning Platform
- New: Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Behavior Interventionist Counselor</p> <p>New: Assistant Superintendent for T&L Director of Special Education Coordinator of MTSS Campus Administrators</p>				

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
<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 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, e.g., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior Interventions, wraparound services for highest-risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.</p> <p>New: 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</p> <p>A 5% decrease in the number of discipline incidents.</p> <p>Trauma-Informed approach to disciplinary interventions</p> <p>Support for teachers</p> <p>An increase in the positive culture-increased sense of safety, as reported on the MRA</p> <p>New: A MISD System for MTSS/RtI processes for behavior will be implemented at all campuses</p> <p>A 5% decrease in the number of discipline incidents and discretionary DAEP placements. Trauma-Informed approach to disciplinary interventions</p> <p>Support for teachers in de-escalation strategies</p> <p>An increase in the positive culture-increased sense of safety as reported on the MRA</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>MTSS Facilitator</p> <p>Campus Counselor</p> <p>WBIT Team</p> <p>Instructional Interventionists</p> <p>Threat Assessment Team</p> <p>New: Asst. Supt. Adm. Services Principals</p> <p>Counselors</p> <p>Threat assessment teams MTSS Coordinator Support Services</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the year-long student lessons for the Leader in Me (LiM) curriculum, which focuses on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders.</p> <p>New: 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.</p> <p>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% New: 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%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor Teachers New: Teaching and Learning Department</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<p>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.</p> <p>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%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor WBIT Team</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.
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			
	Formative			Summative
	Oct	Jan	Apr	July
<p>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.</p> <p>New: All MISD classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidents by 5%. Increase each area of the Leader In Me survey by 2 points. Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks.</p> <p>New: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Facilitator Campus Counselor New: Asst. Super. for Admin. Services MTSS Coordinator Campus Administrators</p>				

Strategy 2 Details	Reviews			
Strategy 2: Woodway classroom teachers implement the MISD MTSS tiered behavior plan, providing support and intervention for tier 2 and 3 students. New: All MISD classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3. Strategy's Expected Result/Impact: Decrease the number of discipline incidents by 5%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. New: 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 New: MTSS Coordinator Director of Special Education Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Utilize eSchool to enter all discipline and behavior data for the 24-25 school year. New: All MISD discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool. Strategy's Expected Result/Impact: Ability to review reports and data for six weeks for all campuses. Improve the consistency of consequences and due process for discipline incidents. New: 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 New: Asst. Supt. Adm. Services Campus Principals & Assistant Principals MTSS Coordinator	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 24-25 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: Offer multiple approaches to provide timely and relevant information to students regarding aggressive behaviors. 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. New: 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: Data showing a reduction in aggressive behaviors. Attendance/parent participation in MISD VIP nights & Woodway Parent Nights. Partnerships with community agencies. New: 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 Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Campus Safety Specialist Campus Counselor New: Campus Admin Asst. Supt. Adm. Services District Maintenance Dept. MISD Chief of Police Campus Safety Specialists		Formative			Summative
		Oct	Jan	Apr	July
Strategy 4 Details		Reviews			
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: Train teachers and staff annually on grief, trauma-informed care, positive behavior interventions, and support. Provide community resources and include information in VIP nights. Provide annual training on suicide risk assessment (SRA) to all teachers. Follow procedures for parental notification of suicidal ideation and a connection to community resources and support.</p> <p>New: 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 New: 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 New: Director of Support Services Asst. Supt. Adm. Services Counselors SHAC Social workers Director of Communications</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 6 Details		Reviews			
<p>Strategy 6: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hotline phone messages. The administration will ensure that staff has been trained to identify and report bullying and suicidal ideation.</p> <p>New: 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: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats</p> <p>New: Small group interventions Reduction in the number of students returning to DAEP</p> <p>Reduce the number of students assigned to DAEP by 5% Reduce behavior incidents by 5%</p> <p>Restorative behavior and transition plans Character Education lessons with DAEP students</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Campus Assistant Principal</p> <p>Campus Counselor</p> <p>New: Director of Support Services Asst. Supt. Adm. Services</p> <p>MTSS Coordinator DAEP Facilitator Behavior Coaches Social workers Counselors</p> <p>Campus administration</p>		Formative			Summative
		Oct	Jan	Apr	July
Strategy 7 Details		Reviews			
<p>Strategy 7: New: 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.</p> <p>Strategy's Expected Result/Impact: New: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies</p> <p>Appropriate disciplinary approaches</p> <p>MTSS Behavior Response and Intervention Connection to support and resources</p> <p>Staff Responsible for Monitoring: New: Asst. Supt. Adm. Services Director of Special Education</p> <p>Director of Support Services</p> <p>MTSS Coordinator</p> <p>Campus Administration Campus Counselors</p>		Formative			Summative
		Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
Strategy 8: New: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats Staff Responsible for Monitoring: Campus Administrators Asst. Supt. Adm. Services Student Support Services Counselors Social Workers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: New: 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: New: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. Staff Responsible for Monitoring: New: Campus Administration Campus Counselors Support Services Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
Strategy 10: New: Provide Emergency Operations training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: New: Increased safety and security awareness Compliance with all applicable safety laws and policies Staff Responsible for Monitoring: New: Assistant Superintendent for Administrative Services District Department Directors Campus Administrators MISD Chief of Police	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 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 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: 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>				

Plan Notes

Plan Implementation Monitoring

The implementation of Woodway Elementary's Campus Improvement Plan will be actively monitored to ensure that strategies are executed with fidelity, progress toward goals is measured consistently, and adjustments are made based on data to improve outcomes for all students.

Who is Responsible

The monitoring of plan implementation is a shared responsibility, led by:

- **Principal (Nicole Grygar):** Oversees all aspects of plan execution and ensures alignment with district priorities and TEA requirements.
 - **Assistant Principal (Lauren Phipps):** Supports implementation monitoring, especially in areas of instruction, behavior systems, and attendance.
 - **Instructional Leadership Team (ILT)/MTSS Team:** Reviews academic and behavior data, ensures intervention systems are in place, and supports teacher teams.
 - **PLC Leads / Grade-Level Team Leaders:** Facilitate grade-level monitoring of instructional practices and progress toward student goals.
 - **Campus Improvement Team (CIT):** Provides oversight, stakeholder input, and guidance during formal review checkpoints.
-

Monitoring Frequency

- **Weekly:** Administration conducts walkthroughs, reviews lesson plans, monitors small group instruction, and checks data trackers.
 - **Biweekly:** PLCs review formative data, student growth trackers, and adjust instruction and groups as needed.
 - **Monthly:** Discipline and attendance data are reviewed to monitor progress on behavior and attendance goals.
 - **Quarterly (at minimum):** Formal CIP/TIP reviews by the CIT, with updated data shared with staff and stakeholders.
-

Structures Used for Monitoring and Communication

- **PLC Meetings:** Weekly/biweekly structured meetings where grade-level teams review data, progress on 90-day actions, and make instructional adjustments.
- **ILT / MTSS Meetings:** Biweekly meetings to analyze campus-wide data, monitor intervention effectiveness, and address barriers.
- **Walkthrough & Observation Tools:** STOIC walkthroughs, CHAMPS checklists, instructional observation forms used to provide feedback and guide coaching.
- **Progress Trackers:** Data binders, small group rosters, WIN group plans, formative assessment logs, and discipline/attendance reports.

- **Stakeholder Updates:**

- Monthly updates in staff meetings and newsletters.
- Quarterly updates to the Campus Improvement Team (CIT).
- Progress highlights shared with families via newsletters, social media, and parent events.
- Reports provided to district leadership as required.

These structures ensure that the plan remains a dynamic, data-informed guide for continuous improvement and that all stakeholders are engaged in supporting student success.