Midway Independent School District

Park Hill Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Park Hill Elementary School opened its doors for students in August of 2022 as Midway's brand new campus. PHE has Pre-K 4 classes, which serve four-year-old students through 5th grade. The school has many special programs, including Emerging Bilinguals (EB), Gifted and Talented (GT), and special education programs - Early Childhood Special Education (ECSE), Self Contained Special Education teachers, and Intensive Behavior Intervention and Supports Program (IBIS).

Park Hill Elementary is a diverse campus with 688 students. The August 2025 breakdown by grade level is as follows:

- PreK: 44
- Kinder: 104
- 1st Grade: 124
- 2nd Grade: 90
- 3rd Grade: 115
- 4th Grade: 102
- 5th Grade: 109

Park Hill Elementary comprises 96 staff members, of which 45 are certified teachers. 22 instructional paraprofessionals are on staff, of which nine work directly to support our special education classrooms. The school has three non-instructional support staff for campus clerical and administrative purposes. Our auxiliary staff includes five custodial members and four cafeteria members. Park Hill Elementary also shares staff with other MISD campuses, including our GT, Dyslexia teacher, Campus Safety Specialist and 504 Coordinator. Student and staff demographic information was unavailable at the time of this plan submission. This plan will be updated after we receive that information.

Demographics Strengths

RTI Programs, accelerated instruction, and a social-emotional focus on the "whole student" are in place to help at-risk students in demographic groups who historically may have struggled academically. Campus administration is committed to a focus on understanding the needs of all sub-populations and providing necessary training to meet the challenges of a continually changing population.

- An increase in diversity provides opportunities for students at a young age to become aware and more accepting of differences among people.
- Programs are established to assist at-risk students in demographic groups who may struggle academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are certain challenges related to the number of students we have on our campus this year.
Root Cause: The rapid growth of our attendance zone was not predictable and continues to cause concern.

Student Learning

Student Learning Summary

STAAR results were reported using the approaches, meets, and master levels:

- **APPROACHES GRADE LEVEL** - Students will likely succeed in the next grade or course with targeted academic intervention. Students generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **MEETS GRADE LEVEL** - Students have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Students generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **MASTERS GRADE LEVEL** - Students are expected to succeed in the next grade with little or no academic intervention. Students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

STAAR Reading Grade 3:

91% approaches
74% meets
34% masters

STAAR Reading Grade 4:

90% approaches
68% meets
29% masters

STAAR Reading Grade 5:

94% approaches
78% meets
51% masters

STAAR Math Grade 3:

82% approaches
67% meets
31% masters

STAAR Math Grade 4:

86% approaches
66% meets
32% masters

STAAR Math Grade 5:

98% approaches
79% meets
43% masters

STAAR Science Grade 5:

84% approaches
40% meets
16% masters

Park Hill has developed intervention plans through campus WIN times, RTI, and processes to address student learning gaps under the guidelines of House Bill 1416. In addition, an interventionist was hired using Title 1 funds to serve students and support teachers. All campus stakeholders are committed to closing achievement gaps to ensure the success of all students.

Student Learning Strengths

Park Hill is invested in the growth of ALL students. We are very proud of the significant growth that was achieved this past year, with our campus earning a 95 in Domain 2 Part A: Student Growth.

School Processes & Programs

School Processes & Programs Summary

Programs

- Project Lead the Way (PLTW)
- Leader In Me
- Apple Learning (Instructional help delivered by Apple)
- Character Strong - Social/Emotional and Character Curriculum
- UIL Academic Competitions
- Gifted and Talented Services
- Self Contained Special Education classes (Kindergarten - 5th Grades)
- Early Childhood Special Education Classroom (3 yr. old)
- Intensive Behavior Interventions and Support Classroom (Kindergarten - 5th Grades)
- 4K Pre-Kindergarten Classrooms
- National STEM certification

Process Highlights

- PHE is aligned with state/district curriculum standards and has established essential standards for each grade level in math and RLA.
- All teachers are using the district curriculum with fidelity.
- Pk-Kinder incorporated a systematic phonemic awareness component to build a strong foundation in Early Childhood (Heggerty Phonics)
- Pre-K 4 use the adopted "Frog Street" curriculum
- Kindergarten-5th are utilizing district assessments and CFA's to monitor student progress and mastery of the student academic standards.
- HB1416 groups meet according to the schedule of services to meet the state-required tutorials
- The school operates as a professional learning community (PLC), whereas grade levels focus on student data and use Robert DuFour's four critical questions to improve instruction and increase student achievement.
- WIN time is scheduled into the master schedule for all grade levels to intervene on grade-level skills that show a need.
- Teachers consistently monitor student progress and performance through student data tracking across all grade levels in literacy and math.
- Campus-level RtI processes are in place and ensure proper interventions and services are provided to all students.
- Student focus groups for 4th and 5th-grade students are formed to help empower leadership skills.
- Committees have been created to help meet the needs of the school and its students, such as Sunshine, Multicultural and Awareness, and academic content.
- Accelerated Reader is used as a motivational reading tool to help those students who benefit from the program.
- Staff-led professional development opportunities occur monthly to help empower teachers, as well as increase the quality and effectiveness of tier 1 instruction.

Core Processes at PHE

Instructional

Teachers have a fifty-five-minute planning period per day (or 550 minutes every ten days). Grade-level teams meet and have collaborative discussions focused on student data. During PLC meetings on Wednesdays, each grade-level team meets to review the curriculum and state standards, analyze student data, develop common formative assessments, and design intervention and extension plans. Grade-level meetings are also held weekly for teachers to meet as teams to plan the next week's instruction and to complete administrative tasks.

In an effort to meet the needs of the students on campus, intervention and extension time have been built into the master schedule. Referred to as "WIN" (What I Need), teachers

design lessons for students that remediate and extend students' knowledge and skills.

PTA/Parent Involvement Highlights

The teachers, staff, and parents are encouraged to join the Park Hill Elementary PTA. By participating in the PTA, campus stakeholders are more actively involved in the life of the school. PTA launched its first membership meeting in August and held its first fundraiser in September. The association will help the school provide students with experiences and resources that we could not provide through our regular allotted funding.

PTA will help create and structure classroom room parents who will work with the teachers and PTA to meet the needs of our PK - 5th-grade classes during the school year. The room parents will help organize classroom parties, field trip volunteers, and other events.

Park Hill plans to host regular parent involvement activities during the school year, including lunch visitors, a fall open house, curriculum nights, grade-level music programs, book fairs, etc. The school uses a multi-faceted approach to communicating with parents through the use of Parent Square, electronic mail, a website, and social media. Parent Square, Facebook and Instagram will highlight positive things happening on campus, as well as give small, bite-sized information to subscribers.

Culture and Climate

Safe and secure buildings are a priority. Park Hill Elementary has secure entrances and visitor guidelines, including check-in and check-out procedures. Our campus safety specialist plays a huge role in this. Each campus utilizes the Raptor system which provides a way to check visitors through the Sex Offender Database. Park Hill has a strong partnership with the Hewitt Police Department and Fire Department to enhance safety and security services on campus. The building safety audits/inspections are ongoing, with improvements made continually when warranted. The campus adheres to the new exterior door checks by providing minimum checks to all exterior doors by building personnel. Systems are in place to teach and model safe and respectful behaviors.

Safety/Security

The entire school district has reviewed the MISD Emergency Operations Plan and campus-level plans. Park Hill implemented the ICS Structure to manage an emergency before emergency services arrive on the scene.

Physical safety and freedom from bullying are always at the forefront of student needs. MISD is committed to providing a safe and welcoming environment for all students. An online bully reporting system (WeTip) has been successfully implemented. Park Hill Elementary utilizes the Leader In Me Character Strong SEL curriculum to teach positive, proactive, and relational behaviors to counteract ostracism and bullying. The district implemented an evidence-based suicide risk assessment, which is also utilized when needed at PHE. All staff participated in training on Trust-Based Relational Intervention to address the unique needs of students with a history of trauma.

School Processes & Programs Strengths

Instructional

- Universal screeners are given three times yearly for data collection and progress monitoring.
- Data is analyzed during PLCs to determine the instructional and academic needs of the campus.
- The student intervention team (SIT) determines the need for special education testing to diagnostically determine learning challenges/disabilities (Child Find).
- Instructional time is maximized through intentional planning and the school's master schedule.
- Teachers are volunteering to lead professional development (strength-based).
- The district and campus lead mentor program supports new teachers.
- Teachers increasingly lead PLCs, CFA's are created, and data is analyzed to improve student achievement.

- GT is meeting on campus, therefore reducing the instructional time lost in transition.
- SEL curriculum, Leader in Me, Character Strong, improves relationships and helps meet the needs of all students.
- Team leaders are also supported and empowered to become PLC facilitators and instructional leaders.
- Recording and analyzing multiple data points on digital data cards helps teachers comprehensively view students' strengths and weaknesses and assists with goal setting.

SEL/Safety

Teachers and students participate in the Character Strong Program and look for opportunities to promote character traits in our school in a variety of ways such as announcements and positive student character trait shout-outs.

Special Education/504

Park Hill Elementary has the privilege of serving two self contained classrooms, one early childhood special education classroom (ECSE), one intensive behavior and intervention support classroom (IBIS), and two resource classrooms to serve students with identified disabilities in ELAR/Math. Our Section 504 program serves students who qualify. Park Hill has students who receive dyslexia services through Special Education or 504.

English Learner Program

Park Hill Elementary serves over 100 students with a total of 20 different native languages. The program offers families support through workshops and training, as well as informational meetings.

Perceptions

Perceptions Summary

School Facility

Park Hill Elementary is a newly constructed facility with over 104,500 square feet and will house up to 750 students in grades PreK4-5th. The new elementary school places the library at the heart of the building, serving as the school's core and main circulation hub. It includes a maker space and associated support spaces on the lower level, with a green room and a literacy library on the second floor. An elevated walkway spans the north wall of the library and opens directly onto an exterior patio, allowing for connection and visibility into interior/exterior spaces. The exterior patio shares direct access with the science room allowing students the ability to conduct experiments outdoors in a controlled and protected environment. Both the volume and visibility of this space lend to the library's emphasis on this project and allow for its prominence, visual connectivity, and flexibility.

The academic areas are grouped into three blocks. PreK4-1st has its own drop-off/pick-up entrance facing Ritchie Road, and 2nd/3rd and 4th/5th grades are stacked in a 2-story space east of the library with their own drop-off/pick-up. Special learning programs are woven into each of the blocks. Additional spaces are centrally located in proximity to the administration.

- The art classroom is adjacent to the library, allowing a visual connection between the spaces.
- A fine arts courtyard located directly outside the art and music rooms can serve as a performance stage as well as an extension of the classroom.
- The music room will have direct access to the stage and can be used as a green room for performances.
- The dining area contains a movable partition that can separate it from the gym, allowing the flexibility of expanding the space for extra seating during schoolwide events.
- The main courtyard serves as an outdoor learning environment and the larger playground area. It also will serve as a reading garden/playing area for the library.
- A separate bus loop leads to the back of the school near the gym area for early arrival or after-school pick-up. The bus loop can be gated off after early drop-off and can double up as an outdoor play court.

Academic Perceptions

- It is noted that there are varied perceptions among students, parents, and staff regarding academics at Park Hill Elementary. The emphasis is on creating a balance between maintaining academic rigor and providing a supportive environment for students.

- **Student Perspectives**: Based on our Measureable Results Assessment given to our 3rd-5th students in the Spring, students feel as if they have trusted relationships with staff and a strong school climate.

- **Parent Perspectives**: Based on our Measureable Results Assessment, parents expressed that there is a strong school and family partnership as well as opportunities for community engagement.

- **Teacher Perspectives**: Based on our Measureable Results Assessment, teachers feel as if they have opportunity for voice concerns and feel as if they belong to a campus with collective efficacy.

While these insights are positive, there is a still a need to sustain and continue to grow in offering opportunties for student, family and staff voice.

Communication

Parents are primarily informed through Parent Square. Our campus administrators and teachers use Parent Square to disseminate information to our Park Hill Elementary stakeholders. The campus's website, Home Access Center, Schoology, See Saw, Teacher newsletters/emails, and flyers are also used to inform parents.

School Climate & Safety and Security

Park Hil Elementary utilizes multiple positive behavior support systems campus-wide. Systems in place provide positive recognition, restorative practices, and leadership opportunities. *Character Strong and Leader in Me* curriculum is used for social and emotional learning (SEL). The campus has policies and procedures in place to deal with incidents of bullying, according to new state law. The *StopIt!* application is an option for students to report incidents with anonymity.

Raptor is integrated school safety software that enables schools to screen visitors and track volunteers. Catapult is the platform used to report on drills, respond to emergencies, and reunite families. Raptor is set up in PHE's front office and screens all visitors that visit the campus.

Park Hill Elementary hosts numerous events in coordination with the PTA that reach out to the community and include parents, families, and involvement; participation and turnout for these events are always high.

Teacher and Staff Retention

Our teachers have reported that they receive high levels of support through our strong district and campus mentorship programs. A professional development survey was conducted in September to determine the needs of our teachers. Professional development will now be provided based on the individual needs of our staff and will be embedded into monthly faculty meetings. Instructional coaches provide layers of support through cycles of coaching to help our professionals better their practices.

Community Support

Approved parents and community members are invited to volunteer during our school day. In addition, we have a brand new PTA board.

Administrative

The Park Hill Leadership Team comprises the Principal, Assistant Principal, Counselor, Evaluation Specialist, MTSS facilitator, and one learning coach. The leadership meets weekly to identify and plan for the campus's various needs. Teacher Leaders consist of grade-level chairs who meet monthly with our school administrative team to discuss the school's and grade-level needs.

Perceptions Strengths

Learning Spaces

Park Hill Elementary has a beautiful new facility that leaves guests amazed at the facility's architectural work and innovative design. One major trend that surfaced from a Padlet Survey given to visitors to the facility was the innovative learning spaces. The glass flex rooms with movable walls were the top "favorite" space. Each grade level's collaborative spaces were designed with the purpose to be used intentionally by students in innovative ways. The teachers and students have the freedom to utilize the space that moves learning forward.

Climate & Safety and Security

Students at Park Hill Elementary School love being at school every day! Throughout the year, they are able to participate in fun events that make school enjoyable and extend learning beyond the traditional classroom walls, such as:

- Leadership opportunities for 4th and 5th graders
- *News On the Hill,* our morning news show (announcements) provides opportunities for students to be recognized on a regular basis in front of their peers.
- Positive Behavior Referrals, Character Awards, and staff shout-outs are just a few ways Park Hill Elementary recognizes the outstanding achievement and growth of its students and staff.
- Art, Music, PE, STEM, Clubs, and UIL are examples of programs at Park Hill that help us address the strengths, gifts, and talents of many students.
- The exterior door check protocol was implemented before the first day of school at PHE and has been the #1 priority of all PHE staff.

- Staff awareness of visitors and the expectation to stop unidentified individuals in the building has been without fail during the first few weeks of the school year.
- Communication is shared through numerous forms of media, including classroom newsletters, emails, video announcements, social media accounts, and the new platform - Parent Square.

Priority Problem Statements

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

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. **Strategy's Expected Result/Impact:** A 5% increase of students at the MASTERY level for the 2026 STAAR				**Formative**			**Summative**
				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. **Strategy's Expected Result/Impact:** Increased Domain I performance				**Formative**			**Summative**
				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. **Strategy's Expected Result/Impact:** Increased Domain I performance				**Formative**			**Summative**
				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. **Strategy's Expected Result/Impact:** A 5% increase in the number of students who are MASTERS on the state assessment in May 2026.				**Formative**			**Summative**
				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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3.					

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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR.					

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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3.					

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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: All students will have access to high-quality lessons.					

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**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher Leader capacity will grow. 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.	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%				

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

| ○ 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: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
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				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
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				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children.				

Strategy 7 Details	Reviews			
Strategy 7: Provide Emergency Operations training for all staff to ensure a safe, secure environment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety and security awareness Compliance with all applicable safety laws and policies	**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.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
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.							
Strategy 2 Details				**Reviews**			
Strategy 2: Increase opportunities for students to develop digital literacy and digital citizenship competencies.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2.							

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Park Hill Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Park Hill Elementary School

Name	Position	FTE
Kelly Capron	Interventionist	1
Laurel Fisher	Behavior Coach	1

Title I

Title I Personnel

Name	Position	Program	FTE
Kelly Capron	Interventionist	Instructional	Yes
Laurel Fisher	Behavior Coach	Instructional	Yes

Campus Funding Summary

			Title Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,000.00
1	1	5			$0.00
1	4	2			$0.00
1	4	3			$800.00
3	5	1			$0.00
3	5	2			$0.00
				Sub-Total	$1,800.00
			211- ESEA, Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	3		2114	$1,000.00
				Sub-Total	$1,000.00