

# Midway Independent School District

## Hewitt Elementary

### 2025-2026 Campus Improvement Plan



# Mission Statement

## Mission

We are responsible for focusing on learning and creativity, empowering diversity, recognizing growth as a lifelong process, being attentive to wellness, and celebrating achievements for ALL staff and students.

## Vision

We create a safe, caring, and respectful community where learning is engaging and relevant.

## Value Statement

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hewitt Elementary is a culturally rich and inclusive learning community that serves approximately 502 students from diverse backgrounds. This diversity is one of our greatest strengths, contributing to a vibrant, respectful, and globally aware campus culture. Our student population reflects a meaningful blend of ethnicities and experiences that enrich classroom dialogue and foster empathy, curiosity, and collaboration.

According to the 2023–2024 Texas Academic Performance Report (TAPR), our student demographics are as follows:

- 36% White
- 33% Hispanic
- 17% African American
- 4% Asian
- 8% Two or More Races
- 60% Economically Disadvantaged
- 7% LEP
- 21% Special Education Students

As a Title I campus, Hewitt Elementary is equipped to provide equitable educational opportunities that address the unique needs of every learner. Our programs include:

- Three self-contained Special Education classrooms
- One half-day Early Childhood Special Education (ECSE) class
- Two full-day Pre-K 3 and Pre-K 4 classrooms, laying a strong foundation for early learning

Our staff demographic data also reflects a balance of experience and perspectives. According to the **2022–2023 TAPR**, our teaching staff demographics include:

- 82% White
- 15% Hispanic
- 3% Asian

In terms of professional experience:

- 22% of teachers have 1–5 years of experience, bringing fresh ideas and new instructional strategies
- 13% have over 20 years of experience, offering wisdom, stability, and mentoring support

Together, our diverse student body and experienced staff create a dynamic and inclusive environment where every child is seen, supported, and inspired to grow and thrive.

### **Demographics Strengths**

- An increase in diversity provides students with opportunities to become aware of and more tolerant of differences among people at a young age.
- As a Title I campus, Hewitt Elementary is equipped to provide equitable educational opportunities that address the unique needs of every learner. Programs are established to support at-risk students from specific demographic subgroups who continue to struggle academically.
- Our student population reflects a meaningful blend of ethnicities and experiences that enrich classroom dialogue and foster empathy, curiosity, and collaboration.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students, including our at-risk population, require accelerated instruction.

**Root Cause:** Anticipated demographic changes in our area suggest potential growth in student enrollment, necessitating proactive planning for future infrastructure and resource needs. Addressing challenges such as maintaining diversity, equity, and inclusion remains a priority as we evolve our educational strategies.

# Student Learning

## Student Learning Summary

Hewitt Elementary, renowned for its commitment to academic excellence and inclusive education, navigated significant changes in the 2022-2023 academic year, which included the state assessment rewrite. This rewrite introduced new item types and writing prompts across all subject areas. Despite these challenges, the Texas Education Agency Accountability Summary for 2023-2024 awarded Hewitt Elementary an overall rating of "C." The Texas Education Agency has not released the 2024-2025 final campus ratings; however, our preliminary scores indicate a "B" rating, reflecting our dedication to achievement and student growth.

See the link below for the 2024-2025 STAAR DATA summary.

Areas of need:

3rd Grade:

Reading

- Meets dropped from 57% → 47%
- Masters declined slightly from 17% → 14%
- Achievement gaps remain for: Black, SPED, EB, and Economically Disadvantaged (ECO DIS) students in both reading and math.
- Writing Across Content: Need for daily writing practice to strengthen ECR/SCR responses.

4th Grade:

Math:

- Meets dropped from 60% → 51%
- Masters dropped from 39% → 25%

RLA:

- Masters declined from 29% → 19%
- Achievement gaps for SPED, ECO DIS, and Black students in both reading and math
- Writing Integration across content areas needs to improve

5th Grade:

- Subgroup performance in science: Continued gaps for SPED, EB, and Black students
- Writing Mastery: Need for consistent, campus-wide emphasis on ECR and SCR writing responses

Campus-wide:

- Expand writing across all subject areas to improve STAAR written responses and deepen content mastery.
- Science Proficiency (Grades K–4): Requires greater emphasis in foundational years

## COMPARATIVE STAAR DATA SHEET

### Student Learning Strengths

#### 3rd Grade:

##### Math:

- **Approaches** increased from 69% → 77%
- **Meets** increased from 39% → 56%
- **Masters** more than doubled (10% → 24%)

##### RLA:

- **Approaches** increased from 68% → 71%

#### 4th Grade

RLA: High performance sustained in

- **Approaches** (86% → 80%)
- **Meets** held steady at 53%
- Strong student engagement in literacy, despite new item types

#### 5th Grade

##### Math:

- Significant growth in all levels

- **Masters** improved dramatically (11% → 29%)

#### **RLA:**

- **Masters** climbed to 40%
- Stable and high Approaches and Meets

#### **Science:**

Huge gains across the board:

- **Approaches:** 62% → 81%
- **Meets:** 32% → 46%
- **Masters:** 12% → 20%

#### **Overall:**

- 3rd -5th-grade Hispanic students increased in percentage achieving the Meets level in both math and reading
- 5th-grade STAAR Scores increased in all subject areas.

We are proud to share that Hewitt Elementary increased our Domain 2 (Student Growth) score to 87 and our Domain 3 (Closing the Gaps) score to 90, reflecting our continued progress in supporting student success. As we strive toward an A rating, our focus remains on improving overall achievement while addressing the needs of our most impacted student groups. To do so, we have developed a targeted intervention plan and monitoring process designed to close learning gaps and provide differentiated support. Our campus remains deeply committed to ensuring equity, accelerating growth, and empowering every student to succeed.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Despite ongoing efforts, academic performance among Special Education students continues to be behind all other student groups.

**Root Cause:** Special Education curriculum is not tightly aligned with the general education curriculum or consistent throughout the district. Understanding the underlying factors contributing to this performance gap and implementing targeted interventions are essential to ensuring equitable educational opportunities and improving academic outcomes for all students, regardless of their learning needs.

**Problem Statement 2:** Third-grade student proficiency levels at Hewitt have experienced a concerning decline across multiple assessment metrics, including district-administered assessments, universal screeners, and performance on the STAAR test. This decline indicates a significant academic challenge, requiring immediate attention and intervention to ensure students meet the expected educational standard

**Root Cause:** Aligned planning for tier 1 instruction and WIN time K-2. Understanding the underlying factors contributing to this performance gap is crucial for implementing targeted interventions.



# School Processes & Programs

## School Processes & Programs Summary

Hewitt Elementary, a Title 1 campus in Midway ISD, fosters academic excellence and holistic student development. The school is supported by a team that includes a principal, assistant principal, counselor, MTSS coach, behavior coach, and behavior paraprofessional, all of whom are committed to enhancing the learning environment for students and supporting teachers. We pride ourselves on focusing on three big areas: Academics, Leadership, and Culture.

### Academics:

- Instruction at Hewitt Elementary aligns with Student Expectations and District Standards, focusing on Texas Essential Knowledge and Skills (TEKS) in lesson planning and delivery.
- Teacher effectiveness and student learning are monitored through the Texas Teacher Evaluation Support System (TTESS) and Walk Through observations.
- Student achievement is assessed using common formative assessments created by teachers, universal screeners such as the NWEA MAP and Learning Inventory of Need (LION), and STAAR data disaggregated by grade levels to identify areas of strength and areas for improvement.
- Hewitt Elementary implements specialized programs, including Fountas and Pinnell Classroom for Literacy and Reagan Tunstall Guided Math across all grade levels.
- District assessments are conducted regularly for 1st-5th graders.
- Kinder -5th grade: Data tracking and progress monitoring in reading, math, and science (5th grade) are ongoing.

### Intervention and Support Services:

- Students receive targeted interventions and extensions during WIN time (What I Need) five days a week, utilizing data-driven small group instruction and Tier 2/Tier 3 services.
- Professional Learning Communities (PLC) meet weekly to analyze data and develop best practices for improving student achievement, and are aligned with House Bill 1416 requirements for targeted accelerated instruction.

### Special Programs and Initiatives:

- **Early Childhood Education:** We offer both PreK 3 and PreK 4 programs on campus, fostering early development and readiness for our youngest learners.
- **Dyslexia Therapist Training Program:** Through our special education department, Hewitt Elementary will participate in a district-wide initiative offering a comprehensive two-year Dyslexia Therapist Training Program. This program utilizes the Take Flight curriculum to equip our dyslexia teachers with the skills and certifications necessary to become a Certified Academic Language Therapists (CALT) and Texas-licensed Dyslexia Therapists (LDT).
- **Special Education Services:** Our campus features a robust special education program designed to support diverse student needs:
  - Four self-contained classrooms cater to students requiring specialized instructional settings.
  - Resource instructional support is available to assist students in general education settings.
  - Speech therapy services are provided to address speech and language development.
- **Baylor University PDS Partnership:**
  - Baylor University Novice, Teaching Associates, and Teaching Candidates work with our students during their intervention time to provide additional support.

### Leadership:

### **Professional Development and Staff Support:**

- All teachers and assistants at Hewitt Elementary are highly qualified, supported by an active mentor program and professional development opportunities both in-district and through our Professional Development School partnerships with Baylor University.
- Teachers personally lead staff development. Monthly training sessions focus on technology, curriculum content, and instructional strategies based on staff interests and expertise.
- The Hewitt Leadership Team and Lighthouse Teams collaborate on scheduling and instructional priorities to enhance academics in reading and math instruction through increased instructional time and strategic program implementation. They also focus on leadership opportunities for students and staff throughout the campus.
- Ongoing feedback from staff surveys informs continuous improvement efforts, focusing on addressing professional development needs and refining instructional practices.
- We will begin our second year utilizing the Leader In Me program by training new teachers and staff on The 7 Habits of Highly Effective People and The Four Disciplines of Execution. Students and staff will create and track Wildly Important Goals (WIGs) and utilize a portfolio to demonstrate growth.

### **Community Engagement and Parent Involvement:**

- Hewitt Elementary engages parents through platforms like Parent Square, offering opportunities for involvement in homework activities, videos, Parent Meetings, and student-led conferences to support student learning and success.
- Provide opportunities for parents to partner with us through Hewitt PTA, Watch DOGS, and other volunteer programs that allow parents to be involved.

### **Student Leadership:**

- Students can participate in various groups that enhance our school culture, including the Leader in Me, Jr. Lighthouse Teams, Hewitt Media Team, Garden Club, Student Council, and Book Club.

### **Culture:**

#### **Safety and Supportive Environment:**

- Hewitt Elementary prioritizes school safety with regular drills and activities, aligning with MISD and TEA standards.
- The Character Strong Program and Leader in Me program promote character development and social-emotional learning, contributing to a respectful and supportive school climate.
- We have a school safety specialist on campus who is employed by MISD.
- Collaborative partnership with First Baptist Hewitt Kids Hope Program.
- Hewitt Elementary employs a dedicated Behavior Coach and a para-professional who support our students and teachers. The Behavior Coach provides targeted behavioral interventions and strategies, ensuring a supportive learning environment for all students. Classroom support includes assistance with procedures, behavior expectations, and effective classroom management techniques, thereby enhancing the overall classroom experience.

These programs and services reflect Hewitt Elementary's commitment to fostering inclusive education practices and ensuring every student has the resources and support necessary to succeed academically and socially.

### **School Processes & Programs Strengths**

**Instructional Excellence:**

- Universal screeners such as CLI, TXKEA, MAP, and LION are administered three times a year to gather comprehensive student data.
- Interim assessments for 3rd-5th graders provide regular progress monitoring and inform instructional decisions and tutoring practices.
- Professional Learning Communities (PLCs) meet weekly during WIN (What I Need) time to analyze data and collaboratively plan interventions.
- Extended grade level and vertical team planning time facilitates collaboration and curriculum alignment across all levels.
- Teachers receive specialized instructional coaching in math, reading, behavior, or technology from dedicated coaches on campus.

**Student Support and Enrichment:**

- Tutorials are scheduled for students needing additional support, including those mandated by HB 1416 for accelerated instruction.
- Enrichment opportunities are integrated into WIN time using Project Lead the Way (PLTW) to engage students in hands-on STEM projects.

**Social-Emotional Learning (SEL) and Safety Initiatives:**

- Hewitt Elementary implements the Character Strong Program and Leader in Me to foster positive character traits through activities like Morning Meetings, Staff Dares, Announcements, and Student of the Month recognition.
- Continuous implementation of safety procedures ensures a secure environment, supported by the presence of a Campus SRO (School Resource Officer) and safety officials.

**Community and Family Engagement:**

- Partnership with First Baptist Hewitt supports 27 Kids Hope Mentors who meet with students weekly, providing valuable mentorship and support.
- Increased family empowerment initiatives include PTA involvement, STEAM and Reading Nights, and Coffee and Conversations with Parents to strengthen home-school partnerships.
- A mentorship program and partnership with Baylor University support new teachers and Special Education Teaching Associates, enriching professional growth and collaboration.

**Personnel and Professional Development:**

- All staff members and classroom teachers at Hewitt Elementary are highly qualified and receive ongoing support through the MISD Mentorship program to enhance retention and professional growth.
- Professional development opportunities are tailored to staff needs and interests, informed by surveys to ensure relevant training in technology integration and curriculum content.

**Organizational Efficiency:**

- Dedicated time for Professional Learning Communities allows for data review and targeted planning of instructional interventions.
- Clear roles and responsibilities, aligned calendars, and streamlined access to campus resources promote organizational effectiveness and communication.
- A structured schedule ensures uninterrupted instructional time for reading and math, with dedicated WIN time for all students requiring enrichment or intervention.

**Administrative Leadership:**

- The Hewitt Leadership team, comprising the Principal, Assistant Principal, Counselor, and MTSS Specialist, meets weekly to strategize and effectively address campus needs.
- The Guiding Coalition, consisting of grade-level chairs or representatives, plays a crucial role in planning and coordinating instructional initiatives across the campus.



# Perceptions

## Perceptions Summary

At Hewitt Elementary, we proudly embrace our identity as a close-knit school family, united in our mission to build a lasting legacy of excellence, leadership, and achievement. Rooted in a commitment to academic success, social-emotional growth, and community collaboration, we strive to create a school environment where every student, staff member, and family feels valued, supported, and empowered.

### Commitment to Academic Excellence

We believe that our teachers are the cornerstone of student success. Through purposeful collaboration in Professional Learning Communities (PLCs), our educators analyze data, monitor student progress, and design responsive instruction to meet the individual needs of each student. These targeted efforts promote both academic interventions and enrichment, ensuring that every learner is challenged, supported, and celebrated.

### Community and Parent Engagement

We view our parents and community partners as essential allies in our students' educational journey. Hewitt Elementary hosts a variety of engaging events, including Family Skate Nights, Spirit Nights, STEAM Nights, and Reading Nights, all organized by our dedicated PTA and staff. Programs such as WatchDOGS (Dads of Great Students) and our partnership with First Baptist Church of Hewitt through Kids Hope USA provide students with meaningful connections and mentorship, reinforcing the importance of community-based support.

### Social-Emotional Learning and Campus Culture

Our school prioritizes the whole child by fostering a strong social-emotional foundation. Initiatives such as Leader In Me, Character Strong, daily Morning Meetings, and Community Circles cultivate empathy, respect, and a sense of belonging among students. These efforts create a nurturing school culture where students feel emotionally safe and socially connected.

### Enrichment and Family Resources

To extend learning beyond the school day, we offer a range of enrichment opportunities to foster curiosity and promote family engagement. Events like STEAM and Reading Nights provide take-home materials, while our seasonal reading programs and plans to open the library during the summer encourage year-round literacy development.

### Collaborative Partnerships

We are proud of our strong relationships with local organizations, such as the Hewitt PTA, First Baptist Hewitt, and First Woodway. These partnerships provide mentorship, resources, and support for students and staff, thereby enhancing the overall educational experience and strengthening our community ties.

### Feedback and Continuous Improvement

We believe in the power of reflection and responsiveness. Staff participate in daily check-ins and annual satisfaction surveys to provide input that guides our decision-making. Parent feedback, gathered through Title 1 and MRA surveys, informs how we can better serve our families. Student voice is also included through feedback opportunities, ensuring our practices remain inclusive and student-centered.

Recent survey results reflect a culture of support and collaboration:

- **Staff Feedback:** According to TASB survey results, staff satisfaction is high, with 97% of responses affirming strong relationships with coworkers. Relationships with supervisors and evaluators received scores of 90% or higher. Our Measurable Results Assessment (MRA) highlighted strengths in leadership, culture, and empowerment.
- **Student Feedback:** Students reported a strong sense of belonging and a positive school climate, particularly in areas such as supportive relationships and cultural strength. Growth opportunities include expanding student leadership roles and increasing classroom-based decision-making.
- **Parent Feedback:** Our Parent MRA and Title 1 surveys showed a 3% increase in family engagement (from 75% to 78%), with parents expressing appreciation for inclusive opportunities and communication. Growth areas include supporting students in developing interpersonal skills, self-advocacy, and prosocial behaviors.

Parents also requested more timely feedback and consistent communication, both of which will be prioritized in the coming year.

At Hewitt Elementary, our unwavering commitment is to cultivate a learning environment that nurtures academic achievement, emotional well-being, and leadership potential. Together—with students, families, staff, and community partners—we will continue to build leaders, grow minds, and lead together.

### **Perceptions Strengths**

We continue to grow, fostering parent and community empowerment and engagement. We provide various opportunities for parents and the community to volunteer at their convenience and continually seek ways to keep all stakeholders involved and informed.

### **Strong School Culture and Relationships**

- A school family atmosphere rooted in support, inclusion, and belonging.
- High staff satisfaction, with 97% of staff reporting strong relationships with coworkers.
- A positive student culture characterized by trusting relationships and a sense of school belonging.

### **Commitment to Academic Excellence**

- Effective use of **Professional Learning Communities (PLCs)** to analyze data and support student growth.
- Targeted interventions and enrichment based on student needs.
- High levels of teacher collaboration and responsiveness.

### **Parent and Community Engagement**

- Wide variety of family-focused events (e.g., Skate Nights, Reading Nights, Spirit Nights).
- Active PTA and strong partnerships with community organizations- First Baptist Hewitt and First Woodway.
- The WatchDOGS and Kids Hope USA programs strengthen student support networks.

### **Focus on Social-Emotional Learning (SEL)**

- Implementation of the Leader In Me program, Character Strong, Morning Meetings, and Community Circles.

- A safe, supportive environment where emotional well-being is prioritized.
- Positive student relationships and school climate.

#### **Data-Driven Reflection and Continuous Improvement**

- Ongoing staff feedback through check-ins and surveys.
- Use of student and parent input (MRA, Title I surveys) to guide decision-making.
- Transparent identification of areas of growth and response strategies.

#### **Enrichment and Extended Learning Opportunities**

- Events that support learning at home include STEAM and Reading Nights.
- Seasonal reading programs and plans to open the campus library in the summer.
- Resource-rich experiences that extend learning beyond the school day.

#### **Inclusive and Empowering Leadership Culture**

- Staff members feel empowered and supported in their leadership roles, according to MRA results.
- Focus on nurturing student leadership and a growth mindset.
- Emphasis on character development and lifelong growth.

# 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)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## **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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Measure: Hewitt Elementary will provide accelerated learning instruction in math and reading by a certified teacher during the 2025-2026 summer learning and school year, as required by House Bill 1416. <b>Strategy's Expected Result/Impact:</b> All students receiving accelerated instruction will meet the minimum passing standard for STAAR. <b>Staff Responsible for Monitoring:</b> Teachers Interventionist MTSS Campus Admin	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Measure: Hewitt Elementary will provide ongoing 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. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 SY. <b>Staff Responsible for Monitoring:</b> Learning Coaches Teachers MTSS Campus Admin	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Lead Measure: Hewitt General Education and Special Education teachers will work collaboratively to ensure support and alignment of K-5 curriculum, strategies, and vocabulary in all content areas. <b>Strategy's Expected Result/Impact:</b> 100% of all students in all population groups will show academic growth for the 2025-2026 SY. <b>Staff Responsible for Monitoring:</b> Learning Coaches Teachers MTSS Campus Admin	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 a diverse student population





**Performance Objective 2: LITERACY:** HB3 Overall Goal: Hewitt students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) over the next 5 years.

EC-L Goal: The percentage of Hewitt 3rd-grade students who score "meets grade level" or above on STAAR Reading will increase from 65% to 70% by June 2026

**HB3 Goal**

**Evaluation Data Sources:** 2025 STAAR, 25-26 District Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hewitt teachers will utilize district benchmarks 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, focusing on increasing student engagement.  <b>Strategy's Expected Result/Impact:</b> 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Learning Coaches MTSS Facilitators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All reading teachers will regularly identify students by name according to their academic needs, sub-groupings, and will provide targeted interventions for students not making progress.  <b>Strategy's Expected Result/Impact:</b> Hewitt students will show grade-level academic growth in Reading Forms and student data on progress monitoring in team drives, RTI, SUCCESS ED, and Minutes from HIT & PLC Meeting- Agenda Monitor student progress in MAP, after CFA, district assessments, etc.. Targeted intervention -MAP Fluency, FCRR & LLI <b>Staff Responsible for Monitoring:</b> Campus Administrators, MTSS Interventionist Instructional Coaches Teachers and staff	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hewitt teachers and instructional support staff will analyze campus and district trends to evaluate progress toward mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus or grade-level instructional action plans will be created. <b>Strategy's Expected Result/Impact:</b> Teachers and instructional support staff will analyze data trends at least twice per year to develop action steps to address areas of deficit. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Learning Coaches RTI/MTSS Facilitator	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 a diverse student population





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

EC-M Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from 60% to 75% by June 2026.

**HB3 Goal**

**Evaluation Data Sources:** 2025 STAAR, 25-26 District Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hewitt teachers and instructional support staff will utilize district benchmarks 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, focusing on increasing student engagement.  <b>Strategy's Expected Result/Impact:</b> 2026 STAAR, 2025-2026 District Assessments Minimum of 5% Masters increase in 2026 STAAR <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hewitt math teachers will regularly identify students by name according to their academic needs, sub-groupings, and will provide targeted interventions for students not making progress.  <b>Strategy's Expected Result/Impact:</b> 3rd-grade students will show academic grade-level growth in Math Forms and student data on progress monitoring in team drives, RTI, Minutes from HIT & PLC meetings - Agenda: Monitor student progress after CFA, district checkpoints, etc. Targeted intervention - Lion T2 - Success Maker T3 Target Subgroupings	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hewitt teachers and instructional support staff will analyze campus and district trends to evaluate progress toward mastery of mathematics objectives for students in Grades K-5. Based on data analysis, campus or grade-level instructional action plans will be created.</p> <p><b>Strategy's Expected Result/Impact:</b> At least twice per year, grade-level team teachers and support staff will analyze data trends to develop action steps to address areas of deficit.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator</p>	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 a diverse student population

**Performance Objective 4:** Domain 1: Hewitt leadership team and teachers will ensure the development and implementation of processes and structures designed to increase academic achievement for all students.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers and support staff with training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 90% approaches on all STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased Domain I performance <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator  <b>Funding Sources:</b> Training for Instructional Strategies, PLC, or content based support - 211- ESEA, Title I, Part A - 2116-11-00-102-30 6399 - \$5,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus leadership will provide teachers and support staff with training in curriculum, instruction, and assessment practices to increase STAAR student achievement to obtain a campus score of 70% meets on all STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased Domain I performance <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hewitt teachers and support staff will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY levels. <b>Strategy's Expected Result/Impact:</b> A 5% increase of students at the MASTERY level for the 2026 STAAR. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue





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

**Performance Objective 5:** Closing the Gap: Hewitt will achieve an "A" rating in Domain 3- by achieving the specific targets set by the Federal Government for student groups as measured by Domain 3 for the current school year.

**Evaluation Data Sources:** STAAR Test Results, TEA Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Data will be routinely disaggregated by sub groupings to determine progress and narrow the achievement gap. Hewitt students will receive specific interventions or extensions according to the data. <b>Strategy's Expected Result/Impact:</b> Student subgroups will be monitored to ensure students are progressing to the targeted achievement expectations in math, reading, and science. Narrow the achievement gap. Grade-level data drives progress monitoring sheets, lesson plans, and PLC Agendas <b>Staff Responsible for Monitoring:</b> Campus Administrators, Learning Coaches, MTSS/RTI Facilitator, interventionists, and teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase instructional materials and programs to support all Hewitt learners at home and school. <b>Strategy's Expected Result/Impact:</b> All Hewitt students will have access to instructional materials and programs to accelerate academic progress at school and home in math, reading, and science. Data reports, student surveys, increase scores on universal screeners. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches PK-5 teachers MTSS/RTI Facilitator  <b>Funding Sources:</b> Instructional Programs - 211- ESEA, Title I, Part A - 2116-11-00-102-30-6399 - \$5,500	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ongoing accountability training on Domain 3, for the leadership team and ALL teachers (including those considered "not tested") will enhance the process for instructional practices, intentional interventions, use of materials, and progress monitoring in math/reading that will strengthen Professional Learning Communities. <b>Strategy's Expected Result/Impact:</b> Sign In sheets, Staff Workshop Evaluations, school progress monitoring data. <b>Staff Responsible for Monitoring:</b> Administrators, RTI/MTSS Learning Coaches Teachers  <b>Funding Sources:</b> RTI/ Tiered Intervention/Progress Monitoring/ Instructional Strategies Training - 211- ESEA, Title I, Part A - 2116-13-00-10230-6411 - \$6,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hewitt teachers and staff will incorporate connections between course content and real-world experiences to enhance academic vocabulary, deepen content knowledge, and develop critical thinking skills. <b>Strategy's Expected Result/Impact:</b> Provide students experiences to a variety of real-world experiences. Student reflection Surveys and lesson plans <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS/RTI Learning Coaches Teachers  <b>Funding Sources:</b> transportation, entry fee to exhibits , program cost or supplies - 211- ESEA, Title I, Part A - 2116-11-00-102-30-6399 - \$2,500	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Intervention and enrichment opportunities during the school day, before school, after school, or Saturday Camp will be provided for students in grades 3-5, including HB 1416 students and students who scored at the Meets and Masters levels the previous year based on various progress monitoring and data collection sources. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets and STAAR, LION, MAP, and Fountas and Pinnell scores <b>Staff Responsible for Monitoring:</b> Administrators MTSS/RTI Learning Coaches Teachers  <b>Funding Sources:</b> Tutorials - Reading/Math/Science 3rd - 5th grade - 211- ESEA, Title I, Part A - 2116-11-00-102-30-6118 - \$3,000	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide instructional interventionists to provide targeted support for student behavior, math, and reading success. <b>Strategy's Expected Result/Impact:</b> All Hewitt students will have access to instructional supports to accelerate academic and behavioral progress at school in math, reading, and behavior. Data reports, student surveys, increase scores on universal screeners. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches Behavior Coach MTSS Facilitator  <b>Funding Sources:</b> Teachers for Intervention- Academics and Behavior - 211- ESEA, Title I, Part A - 2116-11-00-102-30-6119 - \$117,500	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 6:** WIG: 90% of Hewitt students will show growth by 2-3 points in writing by the end of the academic year.





**Evaluation Data Sources:** District Assessments, CFAs, Writing Rubrics, STAAR Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers and support staff with training in curriculum, instruction, and assessment to align supports to increase writing in all content areas.  <b>Strategy's Expected Result/Impact:</b> Aligned writing rubrics Kindergarten -5th Utilize the rubric for student accountability to respond to reading Students utilize the rubric as a guide and to give peer feedback Increased achievement percentages on district assessments and Domain I performance  <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches MTSS Facilitator  <b>Funding Sources:</b> Training for Instructional Strategies, PLC, or content based support - 211- ESEA, Title I, Part A - 2116-11-00-102-30 6399 - \$5,000	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 2: LEADERSHIP:** Provide our diverse student population with highly qualified teachers who model future-ready leadership skills.

**Performance Objective 1:** WIG: All Hewitt students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Measure: All Hewitt teachers will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership. <b>Strategy's Expected Result/Impact:</b> Increase the spring 2026 MRA survey for Leader in Me by at least 3 percent in the Leadership category. Maintain or exceed an average of 4 on the SEL walkthrough reports. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Learning Coaches Counselor	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Measure: All Hewitt teachers will participate in the Leader in Me program and develop a Lighthouse Team to oversee its implementation throughout the school year. Hewitt will provide key Core 2 elements, including student goal setting at all grade levels, leadership binders/portfolios. <b>Strategy's Expected Result/Impact:</b> Raise the Spring 2026 MRA in the Academic category's Goal Achievement section by 3%. <b>Staff Responsible for Monitoring:</b> Teachers Staff Campus Administrators  <b>Funding Sources:</b> Teachers to facilitate leadership opportunities for students - 211- ESEA, Title I, Part A - 2116-11-00-102-30-6118 - \$1,500	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide leadership training opportunities and resources for students in after-school clubs. <b>Strategy's Expected Result/Impact:</b> Students will receive leadership training and resources to grow in leadership skills <b>Staff Responsible for Monitoring:</b> Teachers Staff Campus Administrators  <b>Funding Sources:</b> Leadership Development Training and resources for students - 211- ESEA, Title I, Part A - 2116-11-00-102-30 6399 - \$600	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Lead Measure: Instructional staff will receive training and ongoing coaching to implement the 7 Habits of Highly Effective People and Core 2 of LiM. <b>Strategy's Expected Result/Impact:</b> Spring 2026 MRA Campus Average increase from 77 to 80 on the Professional Learning Survey feedback on readiness and support related to LiM implementation. <b>Staff Responsible for Monitoring:</b> Learning Coaches Campus Administrators Lighthouse Team Coordinator	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 2: LEADERSHIP:** Provide our diverse student population with highly qualified teachers who model future-ready leadership skills.





**Performance Objective 2:** Provide influential role models through the recruitment, retention, and support of highly qualified faculty and staff.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As a Baylor PDS campus, we will increase our campus capacity to host Baylor Clinical Teachers from 3% to 5% and 100% of first-grade teachers will host novice teachers. <b>Strategy's Expected Result/Impact:</b> Successful completion of the clinical teacher's internship or observation hours. Hire interns who completed internship hours at Hewitt. <b>Staff Responsible for Monitoring:</b> Administrators Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hewitt 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%. <b>Strategy's Expected Result/Impact:</b> Hewitt TASB Employee Survey results will show improvement in the areas of working conditions (83%), relationships with supervisors (90%), Job Satisfaction (96%), Campus Environment (91%) communication (84%), teaching & learning (79%), and student discipline (73%) when comparing data from 2024 with data from 2025. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Learning Coaches Teachers Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional growth opportunities for Hewitt instructional staff through meaningful leadership roles, including presenting at the campus and district level via the annual conference, Back to School Summit, and the Teacher Leader Academy, as well as serving on district-level committees. <b>Strategy's Expected Result/Impact:</b> ***Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey. <b>Staff Responsible for Monitoring:</b> Administrators Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2: LEADERSHIP:** Provide our diverse student population with highly qualified teachers who model future-ready leadership skills.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train and support all teachers/staff on Tier 1 classroom and behavior management skills as framed through STOIC/CHAMPS to support a focus on student learning and active engagement. All teachers will be supported by campus leadership, Learning Coaches, and a Behavior Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> The 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><b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Learning Coaches Teachers Behavior Coach</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the district Learning Coaches to deliver job-embedded professional learning opportunities that promote best practice instruction, effective technology integration, content expertise, and classroom management strategies in a 1:1 learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kick Up will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Learning Coaches Teachers</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support new classroom teachers through the provision of an effective mentor program staffed by the MTSS Facilitator as Campus Mentor Coordinator and Hewitt mentor teachers who support the mentees. "New to the profession" teachers will be provided with two half-day opportunities during the school year to participate in campus- or district-wide learning walks and professional learning to enhance instruction and classroom management skills. <b>Strategy's Expected Result/Impact:</b> New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees. <b>Staff Responsible for Monitoring:</b> Campus Administrator MTSS Facilitator Teachers/Mentors	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 1:** Improve the implementation of the character traits programs (Leader in Me and Character Strong) and support for social-emotional learning at Hewitt during the 2025-2026 school year. Ensure instructional time for character education and wellness programs is built into the yearly 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)  
Staff survey  
ISS/OSS placements  
Campus program evaluations  
Threat Assessments  
Behavioral RtI records  
Classroom observations/walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Integrate behavioral support and character trait programs into classroom, discipline, and counseling practices i.e., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior and Mental Health Interventions, wraparound services for high-risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.  <b>Strategy's Expected Result/Impact:</b> MISD System for MTSS/RtI processes for behavior will be implemented at Hewitt A 5% decrease in discipline incidents and discretionary DAEP placements. Trauma-Informed approach to disciplinary interventions Support for teachers in de-escalation strategies An increase in the positive culture-increased sense of safety as reported on the MRA <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Counselor Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hewitt will implement the year-long student lessons for the Leader in Me (LiM) curriculum, focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. <b>Strategy's Expected Result/Impact:</b> Increase the spring 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 5% <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Lighthouse Teams	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hewitt teachers will create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline incidents 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. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Counselor Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** During the 2025-2026 school year, Hewitt will implement campus-wide classroom and behavioral management plans to provide a safe and supportive learning environment.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Hewitt classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. <b>Strategy's Expected Result/Impact:</b> Improved classroom management (TTESS Domain 3.1) scores for Kick Up Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Behavior Coach Counselor Teachers  <b>Funding Sources:</b> Professional Development in SEL/Behavior/PBIS - 211- ESEA, Title I, Part A - 2116-11-00-102-30 6399 - \$1,400	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Hewitt classroom teachers implement the MISD MTSS tiered behavior plan, providing support and intervention(s) and collecting data for students in tiers 2 and 3. <b>Strategy's Expected Result/Impact:</b> Decrease the number of physical restraints by 10%. Decrease the number of Tier 3 behavior students by 3%. Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS Facilitator Behavior Coach Counselor Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All Hewitt discipline referrals will be submitted through TAC, and discipline data will be tracked in eSchool. <b>Strategy's Expected Result/Impact:</b> Ability to review reports and data by six weeks for Hewitt. Improve the consistency of consequences and due process for discipline incidents. Improve the details for each discipline incident in ESchool. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators MTSS Facilitator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase materials and attend training to promote SEL and behavior interventions and support campus behavior, SEL, and Leader In Me initiatives. <b>Strategy's Expected Result/Impact:</b> student survey, teacher input, PEIMS reports, counseling small groups <b>Staff Responsible for Monitoring:</b> Administrators MTSS Behavior Coach Counselor Teachers  <b>Funding Sources:</b> Materials and resources to promote SEL/Behavior Interventions - 211- ESEA, Title I, Part A - 2116-11-00-102-30 6399 - \$2,000	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** By the end of the 2025-2026 school year, we will enhance school safety measures on all campuses, encompassing safe and secure facilities, as well as comprehensive training and support services for student needs. .

**Evaluation Data Sources:** Local campus safety audits, TEA District Vulnerability Assessment

TXSSC Intruder Audit feedback





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct ongoing campus safety audits and required safety drills throughout the 25-26 school year as required by law to ensure all facilities are secure and required practices are in place. <b>Strategy's Expected Result/Impact:</b> Hewitt will function with daily audited locked exterior/interior doors. Hewitt will conduct the proper visitor admission protocol Hewitt will pass the State Intruder Safety Audit Increased preparedness for students and staff--opportunities to refine safety protocols and procedures. <b>Staff Responsible for Monitoring:</b> Campus Administrators Hewitt CSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hewitt will offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families. <b>Strategy's Expected Result/Impact:</b> Counseling services are provided for students struggling with substance use. Follow-up data showing a reduction in risky behaviors Continued attendance/parent participation in VIP nights. Continued partnerships with community agencies <b>Staff Responsible for Monitoring:</b> Counselors Social workers Campus Admin	Formative			Summative
	Oct	Jan	Apr	July



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among the behavior coach, counselor, and assistant principal to implement effective behavioral plans and provide a restorative approach in disciplinary placements. <b>Strategy's Expected Result/Impact:</b> Small group interventions: Reduction in the number of students returning to DAEP Reduce the number of students assigned to DAEP by 5%. Reduce behavior incidents by 5% Restorative behavior and transition plans, Character Education lessons with DAEP students. <b>Staff Responsible for Monitoring:</b> MTSS Coordinator Behavior Coach District Social Workers Counselor Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Train Hewitt teachers and staff annually on grief and trauma-informed care, as well as positive behavior interventions and support. Provide community resources and include information in VIP nights. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports. <b>Strategy's Expected Result/Impact:</b> Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources <b>Staff Responsible for Monitoring:</b> Administration Counselors Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hewitt administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hotline phone messages. Hewitt Administration ensures staff have been trained to identify and report bullying and suicidal ideation. <b>Strategy's Expected Result/Impact:</b> Reports of bullying, school safety issues, and suicidal ideation are investigated, and interventions are provided to students. Threat assessments conducted for direct threats <b>Staff Responsible for Monitoring:</b> Administrators Counselor Social Workers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ensure that all Hewitt staff take a firm stance against dating violence, sexual harassment (as outlined in policy FFH Local), and child maltreatment (as outlined in policy FFG Local). Staff must participate in the required compliance training addressing these issues. <b>Strategy's Expected Result/Impact:</b> Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Support Services Asst. Supt. Admin. Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide Emergency Operations training for all staff to ensure a safe, secure environment. <b>Strategy's Expected Result/Impact:</b> Increased safety and security awareness, Compliance with all applicable safety laws and policies <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Services Campus Administrators Campus Safety Specialist	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

**Performance Objective 4:** Continue to improve the cybersecurity posture of Midway ISD by aligning local policies and procedures to those provided in the NIST framework. Our third party cybersecurity vendor, Scinary, conducts an annual audit of our environment and provides a score. The 24-25 goal is to maintain or improve upon our score of 3.36 in 23-24 through improvements in policies and procedures.

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





**Performance Objective 5:** Increase parent involvement to support student growth academically, emotionally, and socially.

**Evaluation Data Sources:** Survey and a sign-in sheet of family engagement nights  
Participation and evaluation of Family Engagement Nights.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hewitt staff will implement at least two evening family engagement nights each semester, providing opportunities and resources to empower families to support their students at home with engaging strategies and resources.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets and flyers <b>Staff Responsible for Monitoring:</b> Campus Administrators, Staff members, PTA  <b>Funding Sources:</b> Materials and supplies for parent involvement - 211- ESEA, Title I, Part A - 2116-11-CV-102-30-6399 - \$2,500	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 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, Hewitt Elementary will cultivate innovative teaching and learning practices by prioritizing instruction that promotes effective communication, collaboration, creativity, critical thinking, and digital citizenship skills.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the district Learning Coaches to deliver professional learning opportunities that promote best practice instruction, including effective communication, collaboration, creativity, critical thinking, and digital citizenship skills. <b>Strategy's Expected Result/Impact:</b> Teachers' scores for Domain 2 increased in the TTESS data walk and formal observation. <b>Staff Responsible for Monitoring:</b> Administration Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase opportunities for students to develop digital literacy and digital citizenship competencies. <b>Strategy's Expected Result/Impact:</b> Increased score in the student product frequency in Apple Technology Learning Survey. Increased TTESS scores in 2.2. <b>Staff Responsible for Monitoring:</b> Administration Learning Coaches MTSS Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Peggy Pritchett	Part Time Interventionist	Instructional	
Sherri Whitfield	Behavior Coach	Instructional	
Teri Garza	Part time Interventioist	Instructional	
Trulie Trevathan	Part time RTI/Interventionist	Instructional	

# 2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
Community	Linda Erlanson	Kids Hope Volunteer
Classroom Teacher	Angela Brown	Teacher
Paraprofessional	Mara Zamora	Paraprofessional
Parent	Valerie Taylor	Parent/ 4th Grade Teacher
Classroom Teacher	Annie Jones	1st grade teacher
Administrator	Melinda Mullens	AP
Administrator	Christy Watley	Principal



# Campus Funding Summary

211- ESEA, Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Training for Instructional Strategies, PLC, or content based support	2116-11-00-102-30 6399	\$5,000.00
1	5	2	Instructional Programs	2116-11-00-102-30-6399	\$5,500.00
1	5	3	RTI/ Tiered Intervention/Progress Monitoring/ Instructional Strategies Training	2116-13-00-10230-6411	\$6,000.00
1	5	4	transportation, entry fee to exhibits , program cost or supplies	2116-11-00-102-30-6399	\$2,500.00
1	5	5	Tutorials - Reading/Math/Science 3rd - 5th grade	2116-11-00-102-30-6118	\$3,000.00
1	5	6	Teachers for Intervention- Academics and Behavior	2116-11-00-102-30-6119	\$117,500.00
1	6	1	Training for Instructional Strategies, PLC, or content based support	2116-11-00-102-30 6399	\$5,000.00
2	1	2	Teachers to facilitate leadership opportunities for students	2116-11-00-102-30-6118	\$1,500.00
2	1	3	Leadership Development Training and resources for students	2116-11-00-102-30 6399	\$600.00
3	2	1	Professional Development in SEL/Behavior/PBIS	2116-11-00-102-30 6399	\$1,400.00
3	2	4	Materials and resources to promote SEL/Behavior Interventions	2116-11-00-102-30 6399	\$2,000.00
3	5	1	Materials and supplies for parent involvement	2116-11-CV-102-30-6399	\$2,500.00
<b>Sub-Total</b>					<b>\$152,500.00</b>