

Midway Independent School District

Spring Valley Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A



Mission Statement

At Spring Valley Elementary, we grow every learner by cultivating leadership, advancing academic progress, and supporting social-emotional growth—empowering each student to reach their full potential and thrive in a rapidly changing world.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	9
Overall Trends	9
Grade-Level Needs Summary	9
3rd Grade	9
4th Grade	9
5th Grade	10
Sub Population Data-STAAR	10
STAAR Achievement Strengths	10
Strengths (Top 5 Subgroups at Approaches Grade Level or Above):	10
STAAR Achievement Areas for Growth (Bottom 5 Subgroups at Approaches Grade Level or Above):	11
School Processes & Programs	13
Top-Performing Categories (Compared to ISD Average):	13
Perceptions	16
Top-Performing Categories (Compared to ISD Average):	16
Priority Problem Statements	18
Goals	19
Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.	19
Goal 2: LEADERSHIP: Provide highly qualified staff who teach and model future-ready leadership skills for our diverse student population.	31
Goal 3: CULTURE: Provide a safe, secure, supportive, and innovative learning environment that meets the needs of our diverse student population.	36
Campus Funding Summary	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Programs

	Count	Percent
Dyslexia	22	4.62%
Gifted and Talented	32	6.72%
Regional Day School Program for the Deaf	0	0.00%
Section 504	24	5.04%
Special Education (SPED)	70	14.71%

Bilingual/ESL

Emergent Bilingual (EB)	23	4.83%
Bilingual	0	0.00%
English as a Second Language (ESL)	23	4.83%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%

Title I Part A

Schoolwide Program	472	99.16%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	0	0.00%

College and Career Readiness School Models

	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information

	Count	Percent
Administrative Support	23	31.08%
Teacher	35	47.30%
Educational Aide	16	21.62%
Auxiliary	0	0.00%

Other health impairment	6	8.57%
Auditory impairment	2	2.86%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.43%
Emotional disturbance	1	1.43%
Learning disability	26	37.14%
Speech impairment	23	32.86%
Autism	11	15.71%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

Speech Therapy	24	34.29%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	1	1.43%
Resource Room	36	51.43%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	9	12.86%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Student Indicators

	Count	Percent
At-Risk	142	29.83%
Foster Care	4	0.84%
IEP Continuer	0	0.00%
Immigrant	1	0.21%
Intervention Indicator	6	1.26%
Migrant	0	0.00%
Military Connected	49	10.29%
Transfer In Students	19	3.9916%
Unschooler Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	200	42.02%
Free Meals	166	34.87%
Reduced-Price Meals	34	7.14%
Other Economic Disadvantage	0	0.00%

Homeless and Unaccompanied Youth

Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Student Demographics

	Count	Percent
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Gender

Female	237	49.79%
Male	239	50.21%

Ethnicity

Hispanic-Latino	127	26.68%
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Race

American Indian - Alaskan Native	1	0.21%
Asian	7	1.47%
Black - African American	60	12.61%
Native Hawaiian - Pacific Islander	0	0.00%
White	256	53.78%
Two-or-More	25	5.25%

Demographics Strengths

- **Balanced Gender Representation:** Nearly equal split between female (49.79%) and male (50.21%) students supports equity in planning.
- **Diverse Student Body:** The campus has representation from multiple racial and ethnic groups, with a significant Hispanic population (26.68%) and African American (12.61%), which can enrich classroom discussions and support inclusive practices.

- **Low Homelessness/Foster Care:** Zero reported homeless students and only 0.84% in foster care may indicate fewer barriers related to housing insecurity.
- **Strong Participation in Gifted Programs:** 6.72% identified as Gifted and Talented reflects strength in identifying and supporting advanced learners.
- **Military-Connected Students:** 10.29% are military-connected, offering opportunities for targeted support and community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High At-Risk Population: 29.83% of students are identified as at-risk, indicating a need for strong intervention and support systems.

Root Cause: Intervention systems require strengthening to provide more targeted, timely, and data-driven academic and behavioral supports to effectively address student needs and close achievement gaps.

Problem Statement 2: Special Education: 14.71% of students receive special education services, with the largest groups identified with learning disabilities (37.14%) and speech impairments (32.86%). This subgroup demonstrates limited academic growth, indicating a need for more intensive, targeted academic and language support to accelerate progress and close achievement gaps.

Root Cause: There is a need to strengthen academic and language support systems through more intentional, data-driven instruction and progress monitoring to accelerate growth for students receiving special education services.

Student Learning

Student Learning Summary

Overall Trends

- **Growth is evident** across most areas in the *Meets* and *Masters* levels, especially in 3rd and 5th grade RLA and Science.
 - **Declines at the Approaches level** are seen in some areas, particularly in 3rd and 4th grade Math and RLA.
 - **Acceleration scores (A)** reflect notable progress in 5th grade and 3rd grade RLA.
 - **Science shows strong gains** at Meets and Masters, but remains the **lowest subject at Approaches**, indicating a need for foundational support.
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Grade-Level Needs Summary

3rd Grade

- **Math:**
 - Approaches dropped (91% → 84%)—foundational skills need strengthening.
 - Meets and Masters increased—depth of understanding improving.
 - Acceleration up to 60%.
- **RLA:**
 - Approaches declined (95% → 89%).
 - Masters increased significantly (27% → 40%).
 - Focus: Support struggling readers to close Approaches-level gaps.

4th Grade

- **Math:**
 - Decline at all levels: Approaches (85% → 82%), Meets (69% → 61%), Masters (42% → 36%).
 - Flat acceleration (60%).
 - Indicates a need for reteaching and better intervention supports.

- **RLA:**
 - All levels declined; Meets fell from 82% to 70%.
 - Acceleration improved (60% → 70%).
 - Core instruction and mid-level student support need refinement.

5th Grade

- **Math:**
 - Approaches steady; Meets and Masters increased (75% → 76%, 30% → 35%).
 - Acceleration up to 67%.
 - Continue building higher-level math skills.
- **RLA:**
 - Strong growth: Meets (70% → 82%), Masters (43% → 49%).
 - Approaches improved to 95%.
 - Maintain current strategies and expand enrichment.
- **Science:**
 - Growth across all levels: Meets (48% → 59%), Masters (23% → 32%).
 - Still the lowest subject at Approaches—focus on hands-on learning and vocabulary development.

Sub Population Data-STAAR

STAAR Achievement Strengths

Strengths (Top 5 Subgroups at Approaches Grade Level or Above):

- **American Indian** – 100%
- **Asian** – 100%
- **Special Ed (Former)** – 100%
- **White** – 93%
- **Continuously Enrolled** – 92%

STAAR Achievement Areas for Growth (Bottom 5 Subgroups at Approaches Grade Level or Above):

- **Special Education (Current)** – 60%
- **African American** – 78%
- **High Focus** – 81%
- **EB/EL (Current & Monitored)** – 85%
- **Economically Disadvantaged** – 82%

The **Special Education (Current)** subgroup stands out as a significant concern, with less than two-thirds of students reaching even the Approaches level.

MAP Data Highlights

Spring 2025 MAP data shows strong overall achievement in grades 3–5, with achievement percentiles above the 65th percentile. However, **Kindergarten and 1st grade show below-average growth** (49th and 46th percentile, respectively), with a high number of students still in the lowest two achievement tiers. While **2nd and 5th grades show strong growth** (83rd and 76th percentiles), a portion of those students still remain below grade level, pointing to **lingering foundational gaps**. Early intervention and strong Tier 1 instruction are critical areas for improvement.

MRA Data Highlights

The MRA assessment reveals notable strengths across **leadership, culture, and academics**, with areas for targeted improvement:

- **Leadership (Overall: 79)**
 - Staff leadership is strong (82), especially in personal effectiveness (84).
 - Student leadership (78) lags slightly, especially in self-advocacy and personal development (77).
 - Community engagement (75) and family partnership (78) show room to grow.
- **Culture (Overall: 81)**
 - Staff feel well supported (85), but students report lower belonging and trust (73–77).
 - Focus: Strengthen student connection and engagement.
- **Academics (Overall: 78)**
 - Teacher empowerment and goal setting are strong.
 - Students report lower academic self-efficacy (79) and social supports (75).
 - Life-readiness scored 0, indicating a gap in programming or tracking of future-ready skills.

Student Learning Strengths

- **MAP Data:**

- Strong achievement in grades 3–5 (65th percentile+).
- High growth in 2nd and 5th grades (83rd and 76th percentiles).
- Upper grades showing effective growth despite gaps.

- **MRA Data:**

- **Leadership:** Strong staff leadership (82) and personal effectiveness (84).
- **Culture:** High staff support (85).
- **Academics:** Teacher empowerment and goal-setting rated strong (78).
- **is evident** across most areas in the *Meets* and *Masters* levels, especially in 3rd and 5th grade RLA and Science.

- **STAAR data**

- **3rd Grade:** Growth in Meets/Masters for Math and RLA; significant increase in Masters RLA (27% → 40%); strong acceleration (60%).
- **4th Grade:** RLA acceleration improved (60% → 70%) despite overall declines.
- **5th Grade:** Growth in Math Meets/Masters; strong RLA gains (Meets 70% → 82%, Masters 43% → 49%); Science gains in Meets and Masters.
- **Sub Populations:** 100% Approaches+ for American Indian, Asian, Former Special Ed; strong performance from White (93%) and Continuously Enrolled (92%) students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While 3rd grade Math and RLA showed gains at the Meets and Masters levels, the percentage of students achieving Approaches decreased, indicating foundational gaps for a portion of students.

Root Cause: Gaps in early skill acquisition and a lack of targeted intervention for students below Approaches hindered growth for struggling learners, especially in 3rd grade.

Problem Statement 2: Early learners (Kindergarten and 1st grade) are showing below-average academic growth and high percentages of students in the lowest achievement percentiles, indicating foundational skill gaps.

Root Cause: Inconsistent implementation of Tier 1 phonics and math instruction across classrooms. Limited use of targeted small-group instruction based on frequent formative assessment data. Developmental readiness varies widely, and not all students receive differentiated support early enough to close gaps.

Problem Statement 3: Despite strong MAP growth in 2nd and 5th grades, a significant number of students remain below proficiency benchmarks, suggesting that prior academic gaps are still impacting overall performance.

Root Cause: Learning gaps from earlier grades are still being addressed in later grades. Intervention supports are more effective in upper grades but are often reactive instead of preventative. Lack of continuity in instructional practices and progress monitoring from year to year hinders early identification of persistent academic gaps.

School Processes & Programs

School Processes & Programs Summary

MRA Data Highlights

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TASB Highlights

Our campus **outperforms the district average** in nearly all domains, with many areas showing significant strength:

Top-Performing Categories (Compared to ISD Average):

1. Teaching and Learning

- *Teachers are held to high professional standards* – 100% S/A (+11%)
- *Teachers are involved in decisions about instructional issues* – 91% S/A (+18%)
- *I receive feedback to improve my teaching* – 94% S/A (+12%)
- *Collaboration opportunities* – 97% S/A (+10%)

2. Campus Environment

- *Campus is clean and properly maintained* – 93% S/A (+8%)
- *Leadership is respectful and effective* – 95% S/A (+5%)

3. Staff Development

- *Professional learning with adequate tools and support* – 91% S/A (+21%)

4. Student Discipline

- *Teachers are supported in behavior management* – 91% S/A (+12%)
- *Code of conduct enforced consistently* – 81% S/A (+14%)

School Processes & Programs Strengths

- **Strong Tier 1 Instruction** in upper grades driving growth in Meets and Masters levels.
- **Acceleration Practices** effective in key grades (notably 2nd, 3rd, 5th), boosting student progress.
- **Effective Leadership Systems** reflected in high staff leadership and personal effectiveness ratings (MRA).
- **Positive Staff Culture** with strong support systems and professional empowerment.
- **Successful Goal-Setting and Data Use** through PLCs and regular progress monitoring.
- **Student Leadership Programs** contributing to a strong campus culture foundation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While 3rd grade Math and RLA showed gains at the Meets and Masters levels, the percentage of students achieving Approaches decreased, indicating foundational gaps for a portion of students.

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Root Cause: Learning gaps from earlier grades are still being addressed in later grades. Intervention supports are more effective in upper grades but are often reactive instead of

preventative. Lack of continuity in instructional practices and progress monitoring from year to year hinders early identification of persistent academic gaps.

Problem Statement 4: Students report lower levels of school belonging, trusted relationships, and self-advocacy compared to staff, which may impact motivation, engagement, and academic success.

Root Cause: Limited opportunities for students to engage in leadership roles or voice their perspectives in meaningful ways. Inconsistent implementation of social-emotional learning practices that foster connection, trust, and self-awareness. Gaps in adult-student relationship building, particularly with at-risk or underrepresented students.

Perceptions

Perceptions Summary

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 - Community engagement (75) and family partnership (78) show room to grow.
- **Culture (Overall: 81)**
 - Staff feel well supported (85), but students report lower belonging and trust (73–77).
 - Focus: Strengthen student connection and engagement.
- **Academics (Overall: 78)**
 - Teacher empowerment and goal setting are strong.
 - Students report lower academic self-efficacy (79) and social supports (75).
 - Life-readiness scored 0, indicating a gap in programming or tracking of future-ready skills.

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- *I receive feedback to improve my teaching* – 94% S/A (+ 12%)
- *Collaboration opportunities* – 97% S/A (+ 10%)

2. Campus Environment

- *Campus is clean and properly maintained* – 93% S/A (+ 8%)
- *Leadership is respectful and effective* – 95% S/A (+ 5%)

3. Staff Development

- *Professional learning with adequate tools and support* – 91% S/A (+ 21%)

4. Student Discipline

- *Teachers are supported in behavior management* – 91% S/A (+ 12%)
- *Code of conduct enforced consistently* – 81% S/A (+ 14%)

Perceptions Strengths

- **High Staff Satisfaction** with leadership (82) and feeling supported (85).
- **Positive Staff Culture** reflected in strong ratings for personal effectiveness (84).
- **Strong Teacher Empowerment** in goal-setting and instructional decision-making.
- **Solid Academic Culture** with students acknowledging progress in academic goal-setting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students report lower levels of school belonging, trusted relationships, and self-advocacy compared to staff, which may impact motivation, engagement, and academic success.

Root Cause: Limited opportunities for students to engage in leadership roles or voice their perspectives in meaningful ways. Inconsistent implementation of social-emotional learning practices that foster connection, trust, and self-awareness. Gaps in adult-student relationship building, particularly with at-risk or underrepresented students.

Priority Problem Statements

Goals





Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.

Performance Objective 1: WIG : In supports of the district ELAR WIG, 100% of SVE students will show growth in the area of writing by the end of the academic year (Domain 2 - Student Growth).

HB3 Goal

Evaluation Data Sources: Monthly Assessments, Goal Tracking

Strategy 1 Details	Reviews			
Strategy 1: Lead Measure: SVE 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 during summer learning and the school year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Learning Coaches MTSS Facilitator	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. Staff Responsible for Monitoring: Principal Assistant Principal K-3 Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Lead Measure: General Education and Special Education Teachers will work collaboratively to ensure support and alignment of PreK-5 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. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Facilitator Interventionist K-5 RLA Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.





Performance Objective 2: Students will meet or exceed annual targets related to Early Childhood Literacy proficiency (3rd grade) each year over the next 5 years. (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 68% to 73% by June 2026.

HB3 Goal

Evaluation Data Sources: 2025 STAAR Results

Strategy 1 Details		Reviews			
Strategy 1: Spring Valley Elementary and Campus instructional support staff will utilize district benchmark and screeners to track student growth. Through the PLC process, support and training will be provided to teachers focusing on data analysis, 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. Strategy's Expected Result/Impact: 2026 STAAR 2025-2026 District Assessments & Benchmarks Minimum of 5% Masters increase in 2026 STAAR (40% to 45%) Staff Responsible for Monitoring: Coordinators of Curriculum Campus Principal Learning Coaches Interventionist MTSS Facilitators		Formative			Summative
		Oct	Jan	Apr	July
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. 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: Coordinator of Elementary Curriculum Learning Coaches Campus Principal		Formative			Summative
		Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Campus instructional teams will analyze district trends to evaluate progress towards mastery of RLA objectives for students in Grades K-5. Based on data analysis, campus instructional action plans will be created. Strategy's Expected Result/Impact: At least twice per year trends in data will be analyzed at a campus perspective by a team of various stakeholders for the purpose of developing action steps to address areas of deficit. Staff Responsible for Monitoring: Coordinators of ELAR Curriculum Campus Principal Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: The campus GT Instructor will evaluate services for GT students and make recommendations for program adjustments based on feedback. 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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.

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

Goal: The percent of 3rd grade students whose score meets grade level or above on STAAR Math will increase from by June 2026.

Evaluation Data Sources: 2026 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: SVE and District instructional support staff 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. Strategy's Expected Result/Impact: 2026 STAAR, 2025-2026 District Assessments Minimum of 5% Masters increase in 2026 STAAR (31% to 36%) Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Facilitator	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. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Facilitator Interventionist	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) in all mathematics classrooms. Strategy's Expected Result/Impact: Evidence will be seen in an increase in the scores for T-TESS data walkthroughs. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Facilitator Interventionist	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. 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: Campus Administrators Learning Coaches MTSS Facilitator Classroom Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.

Performance Objective 4: Students will meet or exceed annual targets related to Science (5th grade).

HB3 Goal

Evaluation Data Sources: TEA Accountability

Strategy 1 Details	Reviews			
Strategy 1: Spring Valley will provide accelerated learning instruction by a certified teacher in the areas Science by providing Science camp/STEM night activities during the 2025-2026 school year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: 5th grade Science Teachers Administration Funding Sources: - Title Funds - \$2,500	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Spring Valley and T&L will provide on-going training and data analysis for teachers and interventionists on the district assessments to calculate and create strategies for early targeted intervention related to growth for all students. Strategy's Expected Result/Impact: 90% of 5th grade students will meet passing standard (increase from 85%) Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator 5th grade teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Spring Valley Teachers will provide tutoring after school focusing on specific TEKS identified by district assessment data and benchmarks. Strategy's Expected Result/Impact: 90% of all students will meet the passing standard (increase from 85%). Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator 5th grade teachers Funding Sources: Teachers - Title Funds - \$500	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: ACADEMICS: Spring Valley will meet the academic needs of a diverse population.

Performance Objective 5: Domain 3: Spring Valley will achieve an "A" rating in Domain 3- Closing the Gaps.

Evaluation Data Sources: TEA Accountability
24-25 SVE earned a 89 in Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: SVE 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. Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator Interventionist	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: SVE 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 Staff Responsible for Monitoring: Campus Administrators 3-5 Math Teachers 3-5 RLA Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: SVE 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 Staff Responsible for Monitoring: Campus Administrators Learning Coaches MTSS Facilitator K-5 Teachers Interventionist	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
Strategy 4: SVE 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: All students will have lessons that engage in higher order thinking. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Director of Curriculum Coordinators of Curriculum Campus Principals	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: Spring Valley will meet the academic needs of a diverse population.

Performance Objective 6: Spring Valley Elementary will achieve an "A" rating in Domain 3. At least 90% of Spring Valley students will achieve the specific targets set by the Federal Government for economically disadvantaged students as measured by Domain 3 for the current school year.





Evaluation Data Sources: TEA Accountability
24-25 Domain 3 score: 89

Strategy 1 Details	Reviews			
Strategy 1: Spring Valley Leadership will provide accountability training on Domain 3, specifically addressing economically disadvantaged students, to ALL teachers (including those considered "non tested") and support staff. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Coordinators of Curriculum Campus Principals Teachers MTSS Facilitator Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Spring Valley Elementary will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2025-26 school year. Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR. Staff Responsible for Monitoring: Campus Principal Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Spring Valley Elementary will disaggregate and monitor TEKS-aligned assessment data among student populations in Domain 3 to determine progress as well as intervention and extension activities. Strategy's Expected Result/Impact: All students will reach achievement targets as specified in Domain 3. Staff Responsible for Monitoring: Learning Coaches Campus Principal Teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Spring Valley Elementary teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress for all students. Strategy's Expected Result/Impact: All students will have access to high-quality lessons. Staff Responsible for Monitoring: Campus Principal Mentor Teachers Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: WIG: All SVE 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: All SVE schools will deliver the year-long Leader in Me (LiM) curriculum (direct teach), designed to cultivate mindsets, behaviors, and skills in students and staff for effective, lifelong leadership. Strategy's Expected Result/Impact: Increase the Spring 2025 MRA survey for Leader in Me in Leadership: Self-advocacy (77 to 80), Culture: Trusting relationships (73 to 76) and Academics: Social supports (75 to 80). Staff Responsible for Monitoring: Teaching and Learning Department Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Lead Measure: All SVE schools will participate in the Leader in Me program and develop a Lighthouse Team to oversee the implementation of Leader in Me throughout the school year. Campuses will provide key Core 2 elements, including: student goal setting at all grade levels, leadership binders/portfolios at the elementary and middle school levels, and micro-credentials at the high school level. Strategy's Expected Result/Impact: Increase daily lessons to 90% of all classroom teachers. weekly SEL wakthrus will track progress throughout the year. Staff Responsible for Monitoring: Teacherr, counselors, administrators.	Formative			Summative
	Oct	Jan	Apr	July
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. Strategy's Expected Result/Impact: Spring 2026 MRA SVE Overall average will increase from 79 to 82 Professional Learning Survey feedback on readiness and support related to LiM implementation. Staff Responsible for Monitoring: Administration, Counselor, Lighthouse Coordinators, Teachers	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Recruitment efforts focused on compensation including a competitive pay/benefits plan, employee incentives such as National Board Certification and Teacher Incentive Allotment, and staff referral bonuses will help improve teacher turnover rate by 5%. Strategy's Expected Result/Impact: Teacher retention rate, including special education teachers, will increase to 92% by the start of the 2026-2027 school year. Staff Responsible for Monitoring: Campus Administrators Counselor MTSS Facilitator Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Retention efforts will focus on building relationships between supervisors and staff, enhancing communication with staff, and providing staff with leadership development opportunities so that teacher turnover rate improves by 5%. Strategy's Expected Result/Impact: Exit interview responses and TASB Employee Survey results will show improvement in the areas of working conditions (84.4%), relationships with supervisors (87.5%), job satisfaction (97.2%), relationship with coworkers (96%), campus environment (94.5%), teaching and learning (89.8%), and student discipline (87.7%) when comparing data from 2025 with data from 2026. Participation rate in the TASB Employee Survey will remain at 100%. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Provide professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at campus level Punch Card PD Sessions, Back to School Summit, and the Teacher Leader Academy, as well as serving on district-level committees. Strategy's Expected Result/Impact: Three percent increase in the Culture category (from 81-84) on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey. Staff Responsible for Monitoring: Principal Assistant Principal Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue





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

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

High Priority

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

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. 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: Principal Assistant Principal Behavior Coach Learning Coaches	Formative			Summative
	Oct	Jan	Apr	July
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. Strategy's Expected Result/Impact: Increased teacher confidence in pedagogy related to technology integration, quality instruction, and classroom management. Increase in the data walk average scores recorded in KickUp in Domain 2 and 3 of TTESS data walks. Kickup will be used to measure the impact of professional learning. Increase scores in the Apple Learning Survey. Staff Responsible for Monitoring: Learning Coaches Principal	Formative			Summative
	Oct	Jan	Apr	July

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. "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. Strategy's Expected Result/Impact: New hire retention rate will increase by 10%; program adjustments will be made using needs assessment feedback provided by both mentors and mentees. Staff Responsible for Monitoring: Mentors Campus Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Create campus-wide professional learning opportunities that provide teachers choice in their professional growth. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal PD Volunteers (from our campus and others) Learning Coaches	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 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 3-12 as a needs assessment for program improvements.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>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 Health Interventions, wraparound services for highest risk students, restorative practices, trust-based relational supports, trauma-informed classrooms, Leader in Me, and Character Strong.</p> <p>Strategy's Expected Result/Impact: A MISD System for MTSS/RtI processes for behavior will be implemented at SVE.</p> <p>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</p> <p>Staff Responsible for Monitoring: Asst. Supt. Adm. Services Principals Counselors Threat assessment teams MTSS Coordinator Support Services</p>				





Strategy 2 Details	Reviews			
Strategy 2: Spring Valley will implement the year-long student lessons for Leader in Me (LiM) curriculum focusing on developing the mindsets, behaviors, and skills of students, adults, and community members to be effective lifelong leaders. Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me at least 2 points for each area (academics, leadership, and culture) on the measured survey. A-78 to 80 L 79 to 81 C 82 to 83 Decrease in the number of discipline referrals by 5% Staff Responsible for Monitoring: Administrators, Counselor, Teachers	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 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 Spring Valley will implement campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

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

Strategy 1 Details	Reviews			
Strategy 1: All SVE classroom teachers create a safe, accessible, and efficient classroom environment by implementing the STOIC framework, including an individualized CHAMPS classroom management plan. 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. Staff Responsible for Monitoring: Campus Administrators Counselor Classroom Teachers Learning Coaches MTSS Facilitator Behavior Coach	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: All Spring Valley classroom teachers implement the MISD MTSS tiered behavior plan, providing support and intervention for students in tier 2 and tier 3. 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. Staff Responsible for Monitoring: MTSS Facilitator Behavior Coach Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Utilize eSchool to enter all discipline and behavior data for the 25-26 school year. 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. Staff Responsible for Monitoring: Behavior Coach Assistant Principal Classroom Teachers	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 at Spring Valley, 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

Required Drill documentation

Strategy 1 Details	Reviews			
Strategy 1: Conduct ongoing campus safety audits throughout the 25-26 school year as required to ensure all facilities are secure and required practices are in place. Strategy's Expected Result/Impact: Spring Valley will have functioning and weekly audited locked exterior doors Spring Valley will conduct proper visitor admission protocol Spring Valley will pass the State Intruder Safety Audit Staff Responsible for Monitoring: Campus Admin Maintenance Dept. MISD Chief of Police Campus Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Encourage the use of restorative practices and trauma-informed care to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative review in disciplinary placements. Strategy's Expected Result/Impact: Small group interventions Reduce behavior incidents by 5% Restorative behavior and transition plans Staff Responsible for Monitoring: Campus MTSS Specialist Behavior Coaches Social Workers Counselors Campus Administration	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Conduct ongoing campus safety audits and required safety drills throughout the 25-26 school year as required by law to ensure all facilities are secure and required practices are in place. Strategy's Expected Result/Impact: All campuses have functioning and weekly audited locked exterior doors All campuses conduct proper visitor admission protocol All campuses pass the State Intruder Safety Audit Increased preparedness for students and staff Opportunities to refine safety protocols and procedures Staff Responsible for Monitoring: Campus Administration CSS MISD Police	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Campus administrators and counselors will follow up and investigate tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages. Administration ensures staff has been trained to identify and report bullying and suicidal ideation. Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats Staff Responsible for Monitoring: Campus Administrators Counselors Social Workers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: 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. 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 Staff Responsible for Monitoring: Principal Assistant Principal District Truancy Officer Behavior Coach Campus Counselor	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Small group interventions Reduce behavior incidents by 5% Restorative behavior and transition plans Staff Responsible for Monitoring: Principal Assistant Principal Behavior Coach Counselor MTSS Facilitator CSS	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Train teachers and staff annually on grief and trauma informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports. Strategy's Expected Result/Impact: Increased awareness and ability to intervene with students incorporating grief and trauma-informed strategies Appropriate disciplinary approaches MTSS Behavior Response and Intervention Connection to support and resources Staff Responsible for Monitoring: MISD Special Education Department MISD Support Services Principal Assistant Principal Counselor CSS	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
Strategy 8: Ensure Spring Valley Elementary has a firm stance against dating violence and sexual harassment (policy FFH Local) and maltreatment of children (policy FFG Local). Staff participate in required compliance training addressing these issues. Strategy's Expected Result/Impact: Increase in awareness for students and families to recognize dating violence, sexual harassment, or maltreatment of children. Staff Responsible for Monitoring: Principal Assistant Principal Support Services	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: Provide Emergency Operations training for all staff to ensure a safe, secure environment. Strategy's Expected Result/Impact: Increased safety and security awareness Compliance with all applicable safety laws and policies Staff Responsible for Monitoring: Assistant Principal CSS MISD Police Department	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: Campus leadership will host parent and family engagement opportunities throughout the year where SVE will discuss Title I initiatives that impact student learning, growth, and development.

Strategy 1 Details	Reviews			
Strategy 1: SVE will increase collaborative partnerships and service learning to provide students and families with sources of support and learning. Strategy's Expected Result/Impact: Community Engagement will increase from a score of 65 to 75 on the EOY MRA survey. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Counselor	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 5: 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.

Evaluation Data Sources: Classroom observations/walkthroughs
Professional Learning end-of-year survey
Professional Learning Platform
Instructional Platform Lesson Data
Apple Learning Survey

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

Campus Funding Summary

Title Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$2,500.00
1	4	3	Teachers		\$500.00
Sub-Total					\$3,000.00