

Midway Independent School District



Hewitt Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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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

Lead Measure: Hewitt Elementary will provide accelerated learning instruction in math and reading by a certified teacher during the 2026-2027 summer learning and school year, as required by House Bill 1416.

Strategy's Expected Result/Impact: All students receiving accelerated instruction will meet the minimum passing standard for STAAR.

Staff Responsible for Monitoring: Teachers
Interventionist
MTSS
Campus Admin

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Strategy 2

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.

Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2026-2027 SY.

Staff Responsible for Monitoring: Learning Coaches
Teachers
MTSS
Campus Admin

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Strategy 3

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.

Strategy's Expected Result/Impact: 100% of all students in all population groups will show academic growth for the 2026-2027 SY.

Staff Responsible for Monitoring: Teachers
MTSS
Campus Admin
Learning Coaches

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Performance Objective 2 High Priority

Hewitt will ensure the development and implementation of processes and structures designed to increase academic achievement. Hewitt will achieve a 60% average of Masters on STAAR for the 2026-2027 school year.
(Domain 1 - Student Achievement)

Evaluation Data Source: 2027 STAAR

Strategy 1

Hewitt teachers will disaggregate and monitor assessment data among student populations in Domain 1 to determine extension activities for students at the MEETS and MASTERY levels.

Strategy's Expected Result/Impact: A 5% increase in students at the MASTERY level for the 2027 STAAR.

Staff Responsible for Monitoring: Teachers
Campus Principals

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Strategy 2

Hewitt administrators will provide teachers with training in curriculum, instruction, and assessment practices to increase STAAR student achievement and obtain a campus score of 90% approaches on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Teachers
Campus Principals

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Strategy 3

Hewitt administrators will ensure that teachers receive training in curriculum, instruction, and assessment practices to increase STAAR student achievement and achieve a campus score of 70% Meets on all STAAR assessments.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Teachers
Campus Principals

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Performance Objective 3 **HB3 Goal**

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 2027

Evaluation Data Source: 2026 STAAR, 26-27 District Assessments

Strategy 1

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.

Strategy's Expected Result/Impact: 2027 STAAR
2026-2027 District Assessments & Benchmarks
Minimum of 5% Masters increase in 2027 STAAR

Staff Responsible for Monitoring: Campus Administrators
Teachers
Learning Coaches
MTSS Facilitators

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Strategy 2

All reading teachers will regularly identify students according to their academic needs and sub-groupings and will provide targeted interventions for students not making progress.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Campus Administrators,
MTSS
Interventionist
Instructional Coaches
Teachers and staff

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Strategy 3

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.

Strategy's Expected Result/Impact: Teachers and instructional support staff will analyze data trends at least twice per year to develop action steps to address areas of deficit.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Learning Coaches
RTI/MTSS Facilitator

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Performance Objective 4 HB3 Goal

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 2027.

Evaluation Data Source: 2026 STAAR, 26-27 District Assessments

Strategy 1

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.

Strategy's Expected Result/Impact: 2027 STAAR, 2026-2027 District Assessments
Minimum of 5% Masters increase in 2027 STAAR

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

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Strategy 2

Hewitt math teachers will regularly identify students according to their academic needs and sub-groupings and will provide targeted interventions for students not making progress.

Strategy's Expected Result/Impact: 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 - T2 teacher intervention - T3 - Do the Math
Target Subgroupings

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Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

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Strategy 4

Hewitt teachers will incorporate the Midway Mindset research-based strategies in all lessons to increase the academic progress of all students.

Strategy's Expected Result/Impact: Hewitt students will have access to high-quality lessons.

Staff Responsible for Monitoring: Campus Principals
Mentor Teachers
Teachers

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Performance Objective 5

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 Source: STAAR Scores

Strategy 1

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.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

Funding Sources: Training for Instructional Strategies, PLC, or content based support 211- ESEA, Title I, Part A, 2117-11-00-102-30 6399, \$1,000

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Strategy 2

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.

Strategy's Expected Result/Impact: Increased Domain I performance

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

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Strategy 3

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.

Strategy's Expected Result/Impact: A 5% increase of students at the MASTERY level for the 2027 STAAR.

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

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Performance Objective 6

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 Source: STAAR Test Results, TEA Accountability

Strategy 1

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.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, MTSS/RTI Facilitator, interventionists, and teachers

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Strategy 2

Purchase instructional materials and programs to support all Hewitt learners at home and school.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches

PK-5 teachers

MTSS/RTI Facilitator

Funding Sources: Instructional Programs and Materials 211- ESEA, Title I, Part A, 2117-11-00-102-30-6399, \$3,677

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Strategy 3

Ongoing accountability training and resources on Domain 3 will be provided to the leadership team and all teachers (including those considered "not tested") to enhance the process for instructional practices, intentional interventions, material use, and progress monitoring in math/reading, thereby strengthening Professional Learning Communities.

Strategy's Expected Result/Impact: Sign In sheets, Staff Workshop Evaluations, school progress monitoring data.

Staff Responsible for Monitoring: Administrators,
RTI/MTSS
Learning Coaches
Teachers

Funding Sources: RTI/ Tiered Intervention/Progress Monitoring/ Instructional Strategies Training 211-ESEA, Title I, Part A, 2117-13-00-10230-6411, \$1,000

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Strategy 4

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.

Strategy's Expected Result/Impact: Provide students experiences to a variety of real-world experiences.
Student reflection Surveys and lesson plans

Staff Responsible for Monitoring: Campus Administrators
MTSS/RTI
Learning Coaches
Teachers

Funding Sources: transportation, entry fee to exhibits , program cost or supplies 211- ESEA, Title I, Part A, 2117-11-00-102-30-6399, \$1,200

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Strategy 5

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.

Strategy's Expected Result/Impact: Sign-in sheets and STAAR, LION, MAP, and Fountas and Pinnell scores

Staff Responsible for Monitoring: Administrators
MTSS/RTI
Learning Coaches
Teachers

Funding Sources: Tutorials - Reading/Math/Science 3rd - 5th grade 211- ESEA, Title I, Part A, 2117-11-00-102-30-6118, \$3,000

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Strategy 6

Provide instructional interventionists to provide targeted support for student behavior, math, and reading success.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
Behavior Coach
MTSS Facilitator

Funding Sources: Teachers for Intervention- Academics and Behavior 211- ESEA, Title I, Part A, 2116-11-00-102-30-6119, \$152,123

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Performance Objective 7

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

Evaluation Data Source: District Assessments, CFAs, Writing Rubrics, STAAR Assessments

Strategy 1

Provide teachers and support staff with training in curriculum, instruction, and assessment to align supports to increase writing in all content areas.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
MTSS Facilitator

Funding Sources: Training for Instructional Strategies, PLC, or content based support 211- ESEA, Title I, Part A, 2117-11-00-102-30 6399, \$2,000

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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

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.

Strategy's Expected Result/Impact: Increase the Spring 2027 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.

Staff Responsible for Monitoring: Teachers
Campus Administrators
Learning Coaches
Counselor

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Strategy 2

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.

Strategy's Expected Result/Impact: Raise the Spring 2027 MRA in the Academic category's Goal Achievement section by 3%.

Staff Responsible for Monitoring: Teachers
Staff
Campus Administrators

Funding Sources: Teachers to facilitate leadership opportunities for students 211- ESEA, Title I, Part A, 2117-11-00-102-30-6118, \$1,500

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Strategy 3

Lead Measure: Instructional staff will receive training and ongoing coaching to implement the 7 Habits of Highly Effective People and Core 2 of LiM.

Strategy's Expected Result/Impact: Spring 2027 MRA Campus Average increased from 77 to 80 on the Professional Learning Survey feedback on readiness and support related to LiM implementation.

Staff Responsible for Monitoring: Learning Coaches
Campus Administrators
Lighthouse Team Coordinator

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Strategy 4

Provide leadership training opportunities and resources for students in after-school clubs.

Strategy's Expected Result/Impact: Students will receive leadership training and resources to grow in leadership skills

Staff Responsible for Monitoring: Teachers
Staff
Campus Administrators

Funding Sources: Leadership Development Training and resources for students 211- ESEA, Title I, Part A, 2117-11-00-102-30 6399, \$600

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Performance Objective 2

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

Strategy 1

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.

Strategy's Expected Result/Impact: Successful completion of the clinical teacher's internship or observation hours.

Hire interns who completed internship hours at Hewitt.

Staff Responsible for Monitoring: Administrators
Teachers

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Strategy 2

Recruitment and retention efforts will focus on developing a strong Teacher Residency program through partnership with Baylor University's Educator Preparation Program. Funding from the Texas Strategic Staffing Grant and PREP Residency initiative will support these efforts.

Strategy's Expected Result/Impact: Midway ISD can provide for six residency placements with a goal of retaining 50% or more of those residents as first-year teachers in 2027-2028

Staff Responsible for Monitoring: Campus Administrators and Mentor Coordinator
Assistant Superintendent for HR

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Strategy 3

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%.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Administrators
MTSS Facilitator
Learning Coaches
Teachers
Behavior Coach

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Strategy 4

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.

Strategy's Expected Result/Impact: Three percent increase in the Culture category on the Spring 2026 MRA data, as well as positive feedback from the professional learning survey.

Staff Responsible for Monitoring: Administrators
Learning Coaches

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Performance Objective 3

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

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. All teachers will be supported by the campus Behavior Coach and Behavior Coach assistant, Learning Coaches, and campus leadership.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Behavior Coach and Behavior Coach Assistant
Campus Administrators
MTSS
Learning Coaches
Teachers

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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 Domains 2 and 3 of TTESS data walks. KickUp will be used to measure the impact of professional learning.

Staff Responsible for Monitoring: Administrators
Learning Coaches
Teachers

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Strategy 3

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.

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: Campus Administrator
MTSS Facilitator
Teachers/Mentors

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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 2026-2027 school year. Ensure instructional time for character education and wellness programs 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 Source: 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 Rtl records
Classroom observations/walkthroughs

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.

Strategy's Expected Result/Impact: A MISD System for MTSS/Rtl processes for behavior will be implemented at all campuses
A 5% decrease in the number of discipline incidents and discretionary DAEP placements.
Trauma-Informed approach to disciplinary interventions
Support for teachers in de-escalation strategies
An increase in the positive culture-increased sense of safety as reported on the MRA

Staff Responsible for Monitoring: Principals
Assistant Principals
Behavior Coaches
Counselors
Threat assessment teams
MTSS Coordinator
Support Services

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Strategy 2

Hewitt 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 2026 MRA survey for Leader in Me at least 2 points for the culture category on the measured survey.

Decrease in the number of discipline referrals and discretionary DAEP placements by 5%

Staff Responsible for Monitoring: Campus Administrators

MTSS Facilitator

Lighthouse Teams

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Strategy 3

Integrate behavior support for students with an individual education plan (IEP) and provide support and strategies for the student's teachers and parents/guardians.

Strategy's Expected Result/Impact: A 5% decrease in the number of discipline incidents for students with an IEP.

Support for teachers in de-escalation strategies.

Implementation and monitoring of MTSS Behavior Plans and Accommodations for students.

Support and communication with parents/guardians throughout the implementation of the MISD System for MTSS/RTI processes for behavior for the student.

Staff Responsible for Monitoring: Principals

Assistant Principals

Behavior Coaches

MTSS Coordinator

Support Services

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Performance Objective 2

During the 2026-2027 school year, Hewitt will implement campus-wide classroom and behavioral management plans to provide a safe and supportive learning environment.

Evaluation Data Source: Referral and student discipline data - campus and district

Behavioral Walkthrough data

Empower student data

Strategy 1

All Hewitt 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
MTSS Facilitator
Behavior Coach
Counselor
Teachers
Asst. Super. for Admin. Services
MTSS Coordinator

Funding Sources: Professional Development in SEL/Behavior/PBIS 211- ESEA, Title I, Part A, 2117-11-00-102-30 6399, \$500

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Strategy 2

All Hewitt classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention(s), and collecting data for students in tier 2 and tier 3.

Strategy's Expected Result/Impact: Decrease the number of discipline incidents and discretionary DAEP placements by 5%.
Decrease the number of physical restraints by 5%.
Decrease the number of Tier 3 behavior students by 2%.
Improved classroom management (TTESS Domain 3.2 and 3.3) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Campus Administrators
MTSS Facilitator
Behavior Coach
Counselor
Teachers
MTSS Coordinator
Director of Special Education

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Strategy 3

All Hewitt discipline referrals will be submitted through TAC and discipline data will be tracked in eSchool.

Strategy's Expected Result/Impact: Ability to review reports and data 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: Teachers
Campus Administrators
MTSS Facilitator

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Strategy 4

Purchase materials and attend training to promote SEL and behavior interventions and support campus behavior, SEL, and Leader In Me initiatives.

Strategy's Expected Result/Impact: student survey, teacher input, PEIMS reports, counseling small groups

Staff Responsible for Monitoring: Administrators
MTSS
Behavior Coach
Counselor
Teachers

Funding Sources: Materials and resources to promote SEL/Behavior Interventions 211- ESEA, Title I, Part A, 2117-11-00-102-30 6399, \$800

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Performance Objective 3

By the end of the 2026-2027 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 Source: 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
Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for assigned campus including protocols, training, drills, and compliance and provide support at after hours events.

Strategy's Expected Result/Impact: 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.

Consistency in safety protocols and process across all MISD campuses.

Increased security presence at all MISD campuses.

Additional administrative support at the campus level for all drill coordination and ongoing campus security checks.

All campuses have functioning and weekly audited locked exterior doors

All campuses conduct proper visitor admission protocol

All campuses pass the State Intruder Safety Audit

Increased preparedness for students and staff

Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Campus Principal

Campus Assistant Principals

Campus Safety Specialists

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Strategy 2

Offer multiple approaches to provide timely and relevant information to students regarding risky behaviors, i.e. violence, drugs, alcohol use, vaping, and tobacco use. Advertise and communicate resources such as family and parenting classes, VIP events, counseling services, community events, and Panther Safety Series. Partner with community agencies to provide increased safety, support, services, and resources for students and their families.

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: Counselors

Social workers
Campus Admin
Director of Support Services
Asst. Supt. Adm. Services
Counselors
SHAC
Social workers
Director of Communications

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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

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

Staff Responsible for Monitoring: Director of Support Services

Asst. Supt. Adm. Services
MTSS Coordinator
DAEP Facilitator
Behavior Coaches
Social workers
Counselors
Campus administration

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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: Asst. Supt. Adm. Services
Director of Special Education
Director of Support Services
MTSS Coordinator
Campus Administration
Campus Counselors

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Strategy 5

Campus administrators will implement a campus procedure to ensure all tips from WeTip, BARK, online bullying reports, and bullying hot-line phone messages are investigated. Administration ensures staff has been trained to identify and report bullying and suicidal ideation.

Strategy's Expected Result/Impact: Reports of bullying, school safety issues, and suicidal ideation are investigated and interventions are provided to students. Threat assessments conducted for direct threats

Staff Responsible for Monitoring: Campus Administrators
Asst. Supt. Adm. Services
Student Support Services
Counselors
Social Workers

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Performance Objective 4

Improve the district's cybersecurity posture by reducing cyber risk exposure and increasing cyber resilience through measurable improvements in staff training, technical safeguards, and response readiness.

Evaluation Data Source: Scinary vulnerability assessment
Vector staff training results
Microsoft's admin dashboard

Strategy 1

Provide staff with annual cybersecurity training; achieve 100% staff completion rate.

Strategy's Expected Result/Impact: Reduction in cybersecurity events
Increased awareness for potential cybersecurity events

Staff Responsible for Monitoring: Executive Director of Technology
District Technology Staff

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Performance Objective 5

Increase parent involvement to support student growth academically, emotionally, and socially.

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

Strategy 1

Hewitt staff will implement at least two evening family engagement nights or events, as well as a daytime parent engagement opportunity, each semester. These opportunities will provide families with the resources and support they need to help their students at home through engaging strategies and materials.

Strategy's Expected Result/Impact: Sign-in sheets and flyers

Staff Responsible for Monitoring: Campus Administrators, Staff members, PTA

Funding Sources: Materials and supplies for parent involvement 211- ESEA, Title I, Part A, 2117-11-CV-102-30-6399, \$2,500

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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.

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

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: Administration
Learning Coaches
Director of Professional Learning
Learning Coaches

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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: Administration
Learning Coaches
MTSS
Teachers
Director of Professional Learning

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Strategy 3

Enhance teachers' confidence in using technology by expanding access to integration training and resources.

Strategy's Expected Result/Impact: Apple Learning Survey 5% increase in "Teachers' sense of preparedness for teaching with technology".
Kickup Coaching Logs

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Performance Objective 7

Reduce the number of student threats at Hewitt.

Evaluation Data Source: eschool Behavior Data

Strategy 1

Use a variety resources including but not limited to Threats Are No Joke, Leader in Me, MTSS Supports, and Mental Health supports to educate students on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent for Administrative Services
Coordinator of MTSS

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Strategy 2

Provide ongoing education and reminders to students and families through various channels including newsletters, Parent Square, daily announcements, and others on the reality and consequences of threats in schools.

Strategy's Expected Result/Impact: Reduction of Terroristic Threats by 20% across the district
Reduction of the combination of Aggressive Act Verbal and Threat of Violence by 20% across the district
Increased Parental understanding regarding the impact of threats in schools

Staff Responsible for Monitoring: Campus Administration
Assistant Superintendent for Administrative Services
Coordinator of MTSS

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