

Midway Independent School District



South Bosque Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1 ACADEMICS: Meet the academic needs of our diverse student population.

Performance Objective 1

100% of South Bosque students will show growth in ELAR and Math by the end of the academic year as determined by BOY and EOY screeners.

Evaluation Data Source: TEA Accountability

Strategy 1

South Bosque Elementary will use MAP/LION assessments and progress monitoring, reports, and data in Kindergarten Through 5th grade to assess students' academic needs in reading and plan targeted instruction (enrichment and intervention) accordingly.

Strategy's Expected Result/Impact: An increase in the percentage of SBE students demonstrating a year's growth on benchmark assessments

Staff Responsible for Monitoring: Principal, Asst. Principal, MTSS Specialist, Classroom Teachers

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Strategy 2

Administer STAAR Benchmark assessments and analyze results with grade level teams during Professional Learning Community (PLC) meetings to provide targeted instructional interventions for 3rd - 5th-grade students.

Strategy's Expected Result/Impact: 100% of SBE students demonstrating growth on the STAAR Reading & Math tests.

Staff Responsible for Monitoring: 3rd - 5th grade Teachers, MTSS Specialist, Assistant Principal, Principal

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Strategy 3

SBE will provide accelerated learning instruction by a certified teacher in the areas of math and reading as required by House Bill 1416 during the 2026-2027 school year.

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

Staff Responsible for Monitoring: 4th and 5th grade Teachers, MTSS Specialist, Assistant Principal, Principal

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Performance Objective 2

The percentage of 3rd grade students who score "masters" on STAAR Reading and Math will increase from 56% to 60% in each subject by June 2027.

Evaluation Data Source: TEA Accountability Reports

Strategy 1

SBE will utilize district benchmarks and screeners to track student growth. Through the PLC process, staff will focus 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: An increase in the number of 3rd - 5th students reaching Masters level and a reduction in the number of students in need of Tier 2 and Tier 3 RTI interventions

Staff Responsible for Monitoring: Classroom Teachers, MTSS Specialist, Assistant Principal, Principal

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Strategy 2

Administer STAAR Benchmark assessments and analyze results with grade-level teams during Professional Learning Community (PLC) meetings to provide targeted instructional interventions for 3rd grade students.

Strategy's Expected Result/Impact: An increase in the percentage of SBE students scoring in the approaching meets and masters levels on the 2023 STAAR Math test.

Staff Responsible for Monitoring: Grade 3 Teachers, MTSS Specialist, Assistant Principal, Principal

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Goal 2

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

Performance Objective 1

All South Bosque students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Evaluation Data Source: - MRA Survey Results
- ESchool Discipline referrals

Strategy 1

All grade level teachers will have a visible classroom WIG and scoreboard that will be updated regularly dependent on the data they are collecting.

Strategy's Expected Result/Impact: - Increase the spring 2026 MRA survey questions related to goals

Staff Responsible for Monitoring: Campus Lighthouse Team, Campus Counselor, Campus Administrators, grade level teachers

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Strategy 2

Grade level teachers will intentionally use the LiM binders so that each student has a student produced product related to each of the 7 habits.

Strategy's Expected Result/Impact: - Increase the spring 2026 MRA survey for Leader in Me
- Decrease in the number of discipline referrals by 5%.

Staff Responsible for Monitoring: Campus Lighthouse Team, Campus Counselor, Campus Administrators, grade level teachers

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Performance Objective 2

Provide influential role models through recruiting, retaining, and supporting highly qualified faculty and staff.

Evaluation Data Source: - number of staff returning at the end of 2026-2027 school year

- campus surveys
- Teacher FEW survey results

Strategy 1

Through coaching cycles, peer observation feedback, and walkthrough/TTESS observation feedback SBE teachers will be supported in areas related to curriculum and instruction, classroom management, managing challenging student behavior, and improving professional practices.

Strategy's Expected Result/Impact: - Increased teacher retention

- improved campus culture

Staff Responsible for Monitoring: Campus administrators, Instructional Coach, teachers

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Strategy 2

Retention efforts will focus on improving relationships between administrators/staff, staff/staff, and staff/student improving staff morale and openness for the betterment of student learning.

Strategy's Expected Result/Impact: increase in staff morale noted on staff surveys

increase in number of peer observations

Staff Responsible for Monitoring: SBE leadership team, Catalyze team, teachers

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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
- discipline referrals
- 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: Campus Administrators, LiM Lighthouse Team, Campus Counselor, MTSS Specialist

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Strategy 2

South Bosque 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 the culture category on the measured survey.
- Decrease in the number of discipline referrals.

Staff Responsible for Monitoring: Campus Administration, Campus LiM Lighthouse Team, Campus Counselor

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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
MTSS Coordinator
Support Services

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Performance Objective 2

During the 2025-2026 school year, South Bosque Elementary will implement campus-wide classroom and behavior management plans to provide safe and supportive learning environments.

Evaluation Data Source: - Referral and student discipline data
- Behavioral Walkthrough data
- Empower student data
- T-TESS Domain 3 data

Strategy 1

All SBE classroom teachers will 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
- Improved classroom management (TTESS Domain 3.1) scores for KickUP Behavior and TTESS data walks.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Campus Counselor

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Strategy 2

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

Strategy's Expected Result/Impact: - Decrease the number of discipline incidents
- 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 Coordinator
- Campus Administrators

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Strategy 3

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

Strategy's Expected Result/Impact: - Ability to review reports and campus data by six weeks
- Improve the consistency of consequences and due process for discipline incidents.
- Improve the details for each discipline incident in ESchool.

Staff Responsible for Monitoring: Campus Administration, MTSS Specialist

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Performance Objective 3

By the end of the 2025-2026 school year, we will enhance school safety measures at South Bosque,

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
 - Campus Emergency Operation Plan Training
 - Threat assessment data
 - Required Drill documentation (Catapult EMS)

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: Consistency in safety protocols and process
Increased security presence
Additional administrative support at the campus level for all drill coordination and ongoing campus security checks.
functioning and weekly audited locked exterior doors
conduct proper visitor admission protocol
pass the State Intruder Safety Audit
Increased preparedness for students and staff
Opportunities to refine safety protocols and procedures

Staff Responsible for Monitoring: Campus Administrators, Campus School Safety Specialist

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Strategy 2

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

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: Campus Administrators, School Counselor

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Strategy 3

Encourage the use of restorative practices, trauma-informed care, and Student Success Meetings to assist students and families facing negative student behaviors. Align disciplinary strategies among behavior coaches, counselors, and assistant principals in order to implement effective behavioral plans and provide a restorative approach in disciplinary placements.

Strategy's Expected Result/Impact: - Small group interventions

- Reduce behavior incidents by 5%
- Restorative behavior and transition plans

Staff Responsible for Monitoring: Campus Administrators, CSS

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Strategy 4

SBE will 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: Campus Administrators, Campus Counselor, CSS

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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, Campus Counselor, CSS

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Strategy 6

South Bosque will 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: Campus administrators & CSS

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Performance Objective 4

South Bosque 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
- Instructional Platform Lesson Data

Strategy 1

South Bosque will use our assigned Learning Coach to provide professional learning opportunities for our teachers that promote best practices in 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.
- Improved student achievement

Staff Responsible for Monitoring: Campus Administrators, MTSS Specialist, Learning Coach

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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: campus administration

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Performance Objective 5

Reduce the number of student threats on the campus

Evaluation Data Source: eschool behavior incident 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
Reduction of the combination of Aggressive Act Verbal and Threat of Violence

Staff Responsible for Monitoring: Campus Administrators

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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
Reduction of the combination of Aggressive Act Verbal and Threat of Violence
Increased Parental understanding regarding the impact of threats in schools

Staff Responsible for Monitoring: Campus Administration

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