

Midway Independent School District



Midway Middle School

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

WIG: In support of the District WIG, 100% of MMS students will show growth in ELAR and Math by the end of the academic year. (Domain 2 - Student Growth)

Evaluation Data Source: STAAR/EOC Scores

Strategy 1

Lead Measure: MMS will provide High-Impact Tutoring / accelerated learning instruction delivered by a certified teacher in math and reading, as required by House Bill 1416, for every student who did not meet the passing standard in 2026, during summer 2026 and the 2026-2027 school year.

Strategy's Expected Result/Impact: Students receiving accelerated instruction close identified gaps and meet the minimum passing standard on the 2027 STAAR; progress is monitored each grading period.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 2

Lead Measure: The Teaching & Learning and Special Education departments will jointly ensure vertical alignment of the 6-8 curriculum, assessments, and accommodations across all content areas, with a documented focus on math (grades 6-8) and 8th-grade Social Studies as the campus's lowest-performing areas.

Strategy's Expected Result/Impact: Aligned scope, sequence, and common assessments in all content areas; every student population group shows growth in 2026-2027, with the largest gains targeted in math and Social Studies.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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Strategy 3

Lead Measure: The Teaching & Learning department will provide ongoing training and structured data analysis for teachers and interventionists using BOY/MOY/EOY screeners and district benchmarks, so PLCs can build early, targeted interventions and extensions for every student.

Strategy's Expected Result/Impact: Trend data are analyzed at least twice per year by a cross-stakeholder team; instructional action plans are created for each area of deficit; all population groups show growth in 2026-2027.

Staff Responsible for Monitoring: Principal

Assistant Principals

MTSS Campus Coordinator

Learning Coach

TEA Priorities: Build a foundation of reading and math

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Strategy 4

Midway Middle School Leadership will provide teachers training in curriculum, instruction, and assessment practices to increase STAAR student achievement and obtain a campus scores of 30% Masters, 60% Meets, and 90% Approaches on all STAAR assessments.

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

Staff Responsible for Monitoring: Principal

Assistant Principals

MTSS Campus Coordinator

Learning Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 5

MMS students will use planners/agendas to organize daily assignments, notes, and long-term work, supporting executive-functioning and self-directed learning.

Strategy's Expected Result/Impact: Improved student organization and ownership of learning, contributing to academic growth.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

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Performance Objective 2

STUDENT GROWTH: Midway Middle School will achieve a Domain 2 " A " rating for the 2024-2025 school year.

Evaluation Data Source: TEA Accountability

Strategy 1

Campus leadership will provide teacher training in curriculum, instruction, and assessment practices, with differentiated coaching cycles weighted toward math (grades 6-8) and 8th-grade Social Studies.

Strategy's Expected Result/Impact: Increased Domain I performance; each subject moves toward its 2027 target above.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

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Strategy 2

MMS will use district benchmarks and screeners within the PLC process to track progress toward each subject's target, increasing intentional interventions and enrichment through the Midway Mindset instructional strategies, with a focus on student engagement.

Strategy's Expected Result/Impact: Each grade/subject meets or exceeds its 2027 Approaches/Meets/Masters target above.
Minimum 4-point Masters increase in 8th Math and 8th Social Studies

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

TEA Priorities: Build a foundation of reading and math

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Performance Objective 3

MATH PRIORITY: Because 2026 results show math as the campus's lowest-performing tested area (8th Math at a "D," 6% Masters), MMS will implement a targeted math improvement effort so that 8th-grade Math achieves at least an overall "B" and all math grades increase Meets by at least 5 percentage points on the 2027 STAAR.

Evaluation Data Source: STAAR Math achievement and Domain 2 growth
District math benchmarks and unit assessments

Strategy 1

PLCs will conduct structured error analysis on TEKS-aligned common assessments, identifying high-leverage standards and re-teaching them through spiraled warm-ups and targeted stations.

Strategy's Expected Result/Impact: Reduced percentage of students scoring below Approaches on priority TEKS; measurable benchmark growth by January and April.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

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Strategy 2

Math teachers (grades 6-8) will implement the adopted Amplify math curriculum with fidelity supported by PLC planning, coaching cycles, and fidelity walkthroughs to ensure consistent Tier 1 instruction across all classrooms.

Strategy's Expected Result/Impact: Consistent, standards-aligned Tier 1 math instruction in every classroom, evidenced by fidelity walkthroughs and lesson-internalization protocols.
Improved student growth and achievement on Amplify embedded assessments, district benchmarks, and the 2027 STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

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Strategy 3  **Targeted Support Strategy**

MMS will implement a targeted math improvement effort in all grades with a specific focus for students in Special Education so that students identified as special education increase Meets level performance by at least 11 percentage points on the 2027 STAAR (25%).

Strategy's Expected Result/Impact: Improved student growth and achievement on assessments, CFAs, district benchmarks, and the 2027 STAAR.
Consistent, standards-aligned Tier 1 math instruction in every classroom, as shown through fidelity walkthroughs and lesson planning protocols.

Staff Responsible for Monitoring: Principal
Assistant Principals
T&L Department
Teachers

TEA Priorities: Improve low-performing schools

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Strategy 4  **Targeted Support Strategy**

Midway Middle School will employ additional staff to support special education students' academic growth and performance at the Meets and to address high areas of need across the campus.

Strategy's Expected Result/Impact: Additional qualified staff and personnel employed by Midway Middle School
Greater student success and growth in Special Education Math performance.

Staff Responsible for Monitoring: Principal
Assistant Superintendent of HR

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Strategy 5 Targeted Support Strategy

MMS will implement a targeted math improvement effort in all grades with a specific focus for students in Special Education so that 55% of students identified as special education achieve growth on the 2027 STAAR (40% in 2026).

Strategy's Expected Result/Impact: Special Education students will show growth on every district assessment.

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Facilitator
T&L Department
Teachers

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Strategy 6

MMS will implement a Grade 6 advanced mathematics course that provides all students equitable access to appropriately rigorous mathematics instruction.

Strategy's Expected Result/Impact: Grade 6 students will demonstrate increased mathematical readiness and achievement, resulting in a greater number of students at the meets and masters level on district assessments and STAAR 2027.

Staff Responsible for Monitoring: T&L Department
Principals
Assistant Principals
MTSS Campus Coordinators
Learning Coaches
Teachers

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Strategy 7

MMS will recruit, hire, and retain highly qualified and effective mathematics teachers to ensure

every student has access to high-quality mathematics instruction.

Strategy's Expected Result/Impact: Midway ISD will increase the number and percentage of highly qualified mathematics teachers and establish retention practices that ensure mathematics classrooms are staffed with qualified, supported, and effective educators.

Staff Responsible for Monitoring: Principals
Assistant Principals
T&L Department

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MMS and Teaching & Learning will provide ongoing training and data analysis for 8th-grade Social Studies teachers and interventionists on district assessments to build early, targeted intervention.

Strategy's Expected Result/Impact: At least 70% of 8th-grade students meet the Approaches standard, and 44% meet the Meets standard in Social Studies.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
8th grade teachers

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Strategy 2

MMS teachers will provide after-school tutoring focused on specific Social Studies TEKS identified through district assessment and benchmark data, emphasizing document analysis and academic vocabulary.

Strategy's Expected Result/Impact: At least 44% of 8th-grade students meet the Meets standard; growth of 12 points at Approaches over 2026.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
8th grade teachers

Funding Sources: Extra Duty Pay for Qualified Instructors 211- ESEA, Title I, Part A, \$1,500

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Strategy 3

7th- and 8th-grade Social Studies teachers will implement the adopted Lead4ward curriculum with fidelity -- following the intended scope, sequence, and instructional resources -- supported by PLC planning, coaching cycles, and fidelity walkthroughs to ensure consistent Tier 1 instruction across all classrooms.

Strategy's Expected Result/Impact: Consistent, TEKS-aligned Tier 1 Social Studies instruction in every classroom, evidenced by fidelity walkthroughs and lesson-internalization protocols. Improved student growth and achievement on district benchmarks and the 2027 8th-grade Social Studies STAAR.

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
MTSS Facilitator
7th- and 8th-grade Social Studies teachers

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Performance Objective 5

CLOSING THE GAPS: MMS will achieve an "A" rating in Domain 3 (Closing the Gaps) for the 2026-2027 school year, meeting the federal targets for the economically disadvantaged student group and all other measured groups.

Evaluation Data Source: TEA Accountability (Domain 3)
Disaggregated STAAR results by student group

Strategy 1

Campus leadership will provide Domain 3 accountability training -- specifically addressing economically disadvantaged and special-population students -- to all teachers (including non-tested subjects) and administrators.

Strategy's Expected Result/Impact: All student groups reach the achievement and growth targets specified in Domain 3.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

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Strategy 2

MMS will disaggregate and monitor TEKS-aligned assessment data by student group each grading period to determine progress and to plan intervention and extension.

Strategy's Expected Result/Impact: Gaps between the economically disadvantaged group and all students narrow on district benchmarks and the 2027 STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Learning Coach
Teachers

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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

WIG: All MISD students will develop leadership and life skills by learning and applying the 7 Habits throughout the academic year.

Strategy 1

Lead Measure: Midway Middle School will implement the year-long student lessons for the Leader in Me (LiM) curriculum (direct teach), which will focus on developing the mindsets, behaviors, and skills of students, adults, and community members to be influential lifelong leaders.

Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture) on the measured survey.
Decrease in the number of discipline referrals by 5%.
Maintain or exceed an average of 4 on the SEL walkthrough reports.

Staff Responsible for Monitoring: LiM Team
Campus Administrators
MTSS and Learning Coach

TEA Priorities: Improve low-performing schools

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Strategy 2

Midway Middle School will participate in Leader in Me, Seven Habits, Core 1. During Core 1, MMS will create a LightHouse Team to oversee the implementation of Leader in Me for the SY.

Strategy's Expected Result/Impact: Increase the spring 2025 MRA survey for Leader in Me by at least 2 points for each area (academics, leadership, and culture) on the measured survey.
Decrease in the number of discipline referrals by 5%.

Staff Responsible for Monitoring: LiM Team
Campus Administrators
MTSS and Learning Coach

TEA Priorities: Improve low-performing schools

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Performance Objective 2

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

Strategy 1

Partner with Baylor University through the PDS program to utilize teacher interns and Teaching Associates as instructional support in classrooms, be a resource to our teachers, students, and families, and benefit from the partnership by recruiting qualified teaching candidates for future employment.

Strategy's Expected Result/Impact: Increased number of qualifies, prepared candidates for future open positions.

Staff Responsible for Monitoring: Principal
PDS site Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

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: Exit interview responses and TASB Employee Survey results will show improvement in working conditions (84%), relationships with supervisors (77%), communication (70%), teaching and learning (77%), and student discipline (62%) when comparing data from 2024 with data from 2025. The participation rate in the TASB Employee Survey will increase from 78% to 85%.

Staff Responsible for Monitoring: Principal

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Strategy 3

Midway Middle School will employ additional staff to support student academic growth, students mental and physical needs, and to address high areas of need across the campus.

Strategy's Expected Result/Impact: Additional qualified staff and personnel employed by Midway Middle School

Greater student success and growth in multiple areas

Staff Responsible for Monitoring: Principal

Assistant Superintendent of HR

Assistant Superintendent of Finance

Funding Sources: Hiring of additional staff 211- ESEA, Title I, Part A,

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Strategy 4

Provide and encourage professional growth opportunities for instructional staff through meaningful leadership roles, including presenting at the 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. Increased opportunities for teacher leadership.

Staff Responsible for Monitoring: Principal

Assistant Principal

MTSS Coordinator

Learning Coach

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 3

Eighty percent of educators will benefit from job-embedded support and targeted professional learning opportunities 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. Campus and district leadership, Learning Coaches, and Behavior Coaches will provide support for all teachers.

Strategy's Expected Result/Impact: Reduced disciplinary incidents by 5% and physical restraint incidents by 20% for the SY. Increased student engagement will increase Domain 2 average scores for all teachers on 2024-2025 TTESS data walks and formula observations. Increased student engagement will increase the district's overall state accountability rating.

Staff Responsible for Monitoring: Principal
Assistant Principals
MTSS Campus Coordinator
Behavior Coach

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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 Domain 2 and 3 of TTESS data walks. KickUp and the Professional Learning platform will be used to measure the impact of professional learning.

Staff Responsible for Monitoring: Campus Admin
Learning Coaches
MTSS

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Strategy 3

Support new and second-year classroom teachers through the provision of an effective mentor program aligned with the Texas Mentorship Training (TMT). MTSS Facilitators will serve as Campus Mentor Coordinators, supporting both mentor teachers and mentees.

Campuses will be required to provide substitute coverage to facilitate mentoring activities, including formal classroom observations, co-planning, and co-teaching opportunities, as well as the 12 hours of TMT mentor teacher training that occurs throughout the school year. Campuses will document mentoring activity and progress using the district's Release Time and Progress Monitoring Action Plan.

Strategy's Expected Result/Impact: First and second-year teacher retention will increase by 10%; Campus-level mentoring documentation will demonstrate consistent implementation of required mentoring activities and sub coverage for TMT training; Program adjustments will be made using needs assessment feedback provided by both mentors and mentees.

Staff Responsible for Monitoring: Coordinator of Mentor & Induction
Campus Mentor Coordinators
PREP Mentor Design Team

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Strategy 4

Create campus-wide professional learning opportunities that provide teachers choice in their professional growth.

Strategy's Expected Result/Impact: Teachers better prepared for everyday classroom management and instruction

Staff Responsible for Monitoring: MTSS campus coordinator
Learning Coach
Principal
Assistant Principals

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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, e.g., Safe and Civil Schools, Texas School Safety Center, MISD MTSS Tiered Behavior 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: Asst. Supt. Adm. Services

Principals

Assistant Principals

Behavior Coaches

Counselors

Threat assessment teams

MTSS Coordinator

Support Services

TEA Priorities: Improve low-performing schools

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Strategy 2

All MISD schools will implement the year-long student lessons for the Leader in Me (LiM) curriculum, which focuses 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.
Decrease in the number of discipline referrals by 5%

Staff Responsible for Monitoring: Principal

Assistant Principals

MTSS Campus Coordinator

Learning Coach

Teaching and Learning Department

TEA Priorities: Improve low-performing schools

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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: Principal

Assistant Principals

Behavior Coach

MTSS Coordinator

Support Services

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Performance Objective 2

During the 2024-2025 school year, MISD will implement district-wide classroom and behavior management plans to provide safe and supportive learning environments.

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

Strategy 1

All Midway Middle School 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 by 5%. Improved classroom management (TTESS Domain 3.2) scores for KickUP Behavior and TTESS data walks.

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

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Strategy 2

All Midway Middle School classroom teachers implement the MISD MTSS tiered behavior plan, providing support, intervention, and collecting data for Tier 2 and 3 students.

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: Principal
Assistant Principals
Campus Behavior Specialist
Learning Coach
MTSS Facilitator

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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 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: Principal

Assistant Principals

MTSS Coordinator

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Strategy 4

All Midway Middle School teachers will use an iPad monitoring application, Apple Classroom or Mosyle Manager, to monitor all students using the iPad and ensure they remain engaged and on task with the lesson.

Strategy's Expected Result/Impact: Decrease in behavior referrals for inappropriate use of iPads and increased number of students on task and engaged.

Staff Responsible for Monitoring: Principal

Assistant Principals

Behavior Coach

Funding Sources: Purchase Screentime to monitor student ipads during instruction 211- ESEA, Title I, Part A, \$1,200

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Strategy 5

Midway Middle School will utilize a hallway monitoring system to address student expectations, increasing the time spent in the classroom for instruction by reducing time spent in hallways and restrooms.

Strategy's Expected Result/Impact: Increased in-class instructional time by decreasing behaviors and time spent addressing behaviors and reducing time out of class for restroom and walking hallways

Staff Responsible for Monitoring: Principal

Assistant Principals

Behavior Coach

Counselors

Teachers

Funding Sources: Minga tracking system 211- ESEA, Title I, Part A, \$7,315

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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 and 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 via Sentinel

Required Drill documentation

Strategy 1

Campus Administration and MISD Safety Personnel will coordinate school safety for the 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 processes 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: Assistant Superintendent for Administrative Services

MISD Chief of Police

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 are provided for students struggling with substance use

Follow-up data showing a reduction in risky behaviors

Continued attendance/parent participation in VIP nights

Continued partnerships with community agencies

Staff Responsible for Monitoring: Director of Support Services

Asst. Supt. Adm. Services

Counselors

SHAC

Social workers

Director of Communications

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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 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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Strategy 4

Train teachers and staff annually on grief and trauma-informed care and positive behavior interventions and support. Provide community resources and include information in VIP nights. Provide annual training on the district-wide suicide risk screener, the Columbia-Suicide Severity Rating Scale (C-SSRS), to all counselors, social workers, and school psychologists. Follow procedures for parental notification of suicidal ideation and a connection to community resources and supports.

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

Funding Sources: \$800 211- ESEA, Title I, Part A,

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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 hotline phone messages are investigated. Administration ensures staff have 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

Social Workers

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Preparing for next year

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselors

MTSS campus coordinator

Learning Coach

Funding Sources: Supplies for parent meetings and cost of speakers to present 211- ESEA, Title I, Part A, \$2,500

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Strategy 2

Midway Middle School will support the re-establishment of the Parent-Teacher Association.

Strategy's Expected Result/Impact: Increase parent involvement and engagement

Staff Responsible for Monitoring: Principal

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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 Source: Classroom observations/walkthroughs

Professional Learning end-of-year survey

Professional Learning Platform

Instructional Platform Lesson Data

Apple Learning Survey

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

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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: Director of Professional Learning
Campus Admin

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Performance Objective 6

Reduce the number of student threats across the district.

Evaluation Data Source: eSchool Behavior Incident data

Strategy 1

Use a variety of 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

Formative Reviews

OctoberJanuaryAprilJuly