

*MIDWAY INDEPENDENT SCHOOL DISTRICT*



# District Improvement Plan

2011-2012

MIDWAY ISD BOARD OF TRUSTEES  
2011-2012



Pete Rusek, President  
Tom Pagel, Vice-President  
Robbie Jones, Secretary  
Bobby Deaton, Trustee  
Ivan Green, Trustee  
Cheryl Holy, Trustee  
Susan Vick, Trustee

Superintendent of Schools  
Brad Lancaster, Ed.D.

# MIDWAY ISD MAST COMMITTEE 2011-2012

## Parent Representatives

John Hoekstra  
Rick Scott

## Business Representative

Ben Evans

## Community Representatives

Don Fortenberry  
Gayla McClendon

## Teacher Representatives

Melonie Cox - Castleman Creek Elementary  
Jennifer Miller - Castleman Creek Elementary  
Elizabeth Carroll - Hewitt Elementary  
John Gates- Hewitt Elementary  
Garret Jackson-South Bosque Elementary  
Kim Johnson-South Bosque Elementary  
Sherry DeHay-Speegleville Elementary  
Kathy Gibson-Spring Valley Elementary  
Alain Humphrey-Spring Valley Elementary  
Kappy Edwards-Woodway Elementary

Carly Smith-Woodway Elementary  
John Shafer-River Valley Intermediate School  
Barbara Cross-River Valley Intermediate School  
Donna Edinburgh-Woodgate Intermediate School  
Kelley Floyd-Woodgate Intermediate School  
Jill Nelson-Middle School  
Vicki Adams-Middle School  
Donna Johnigan-High School  
Stephanie Zamora-High School

## Non-teaching Professional Representatives

Melissa Kemp  
Mandy Vasek

## Special Population Teacher Representative

Linda Worley

## Campus Administrator Representatives

Michael Skinner, Elementary  
Nickolas Smith, Middle  
Jeff Gasaway, Secondary

## District Administrator Representative

David Young, Assistant Superintendent for Curriculum & Instruction

## School Board Member

Susan Vick

# MIDWAY ISD DISTRICT IMPROVEMENT PLAN

## Vision Statement

Midway ISD, in partnership with our community, provides a safe, pleasant, attractive and technologically advanced environment. A curriculum, taught through a variety of strategies, results in a challenging learning experience for our diverse student population, allowing them to be well-adjusted and to achieve their full potential.

## Mission Statement

The mission of Midway ISD, a district at the forefront of educating today's youth and tomorrow's leaders, is to maximize individual potential within a learner-centered environment to prepare citizens who excel in a global society.

## Core Beliefs

- Every person has inherent worth.
- Every person can learn and has unique academic, social, spiritual and physical needs.
- A well-educated citizenry is central to a free society.
- Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience.
- Rules and laws combined with personal responsibility are the foundation for a quality educational experience.
- Efficiency and effectiveness are fundamental to a successful organization.
- Personal integrity is essential to maintain trust.
- Respect for others is essential for a well-functioning society.
- Good role models are crucial to the positive development of our children; parents, guardians and district personnel are among the most influential role models.

## **MISD District Goals**

### **Goal 1: Meet the academic, social, spiritual and physical needs of a diverse student population**

*Critical Issues as Identified by the MISD Board of Trustees:*

- Changing demographics resulting in diverse needs of students
- Perception of internal and external communities that demographics have not changed
- Increasing population of special needs children
- A curriculum that meets the changing needs of students
- Extracurricular offerings tailored to the size and diversity of the student population
- Career and technology programs that address the changing needs of the workplace

### **Goal 2: Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

*Critical Issues as Identified by the MISD Board of Trustees:*

- Hiring and retaining quality personnel
- Increasing competition for salary and benefits
- Sufficient staffing to meet the needs of the technology department

### **Goal 3: In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment**

*Critical Issues as Identified by the MISD Board of Trustees:*

- Conservation of utilities at all facilities
- Decreasing inappropriate, illicit, and/or illegal behavior by students
- Addressing changing moral and social attitudes in a proactive manner
- Maintaining an appropriate fund balance

## Summary of Needs Assessment Findings:

- Midway ISD was rated Recognized by the Texas Education Agency and met AYP under NCLB. The district recognizes a need at all levels to prepare for the introduction of the STAAR and STAAR End-of-Course exams in the 2011-2012 school year. A new accountability system will be forthcoming, and focus on patterns and inconsistencies evident in this year's TAKS results can only strengthen the districts efforts in facing a more rigorous system expected in 2012.
- 2011 TAKS data indicates the need for continued focus on the African American and Economically Disadvantaged subgroups in mathematics.
  - At the middle school level, 90% of all students passed the 2011 TAKS test; 77% of the African American students passed (79% in 2010) and 82% of Economically Disadvantaged students passed (83% in 2010).
  - At the high school level, 86% of all students passed the 2011 TAKS test; 71% of the African American students passed (73% in 2010) and 73% of Economically Disadvantaged students passed (75% in 2010).
  - Midway High School did not meet adequate yearly progress (AYP) because of mathematics performance by 10<sup>th</sup> grade African American students (66% passed which was below the 75% threshold to meet AYP).
- 2011 TAKS data indicates the need for continued focus on the African American and Economically Disadvantaged subgroups in science.
  - At the middle school level, 86% of all students passed the 2011 TAKS test; 73% of the African American students passed (64% in 2010) and 76% of Economically Disadvantaged students passed (74% in 2010).
  - At the high school level, 93% of all students passed the 2011 TAKS test; 82% of the African American students passed (86% in 2010) and 87% of Economically Disadvantaged students passed (84% in 2010).
- 2011 TAKS data indicates the need to focus on improving the African American, Hispanic, and Economically Disadvantaged commended scores in reading, mathematics and science.
- The district recognizes the need for MISD students to be prepared for their next steps in the post-secondary world. College and Career Readiness Standards need to be at the center of district curriculum, instruction and assessment systems. The STAAR and STAAR-EOC are completely aligned to the CCRS beginning in Grade 3. The first steps in meeting these standards should be focused on developing college and career awareness at the elementary level.
- District initiatives will focus on ongoing Response to Intervention training and implementation, with an emphasis on differentiated instruction to reduce the number of academic and behavioral Special Education referrals and to improve the academic performance of struggling students. The RTI Systems Check completed in 2010 indicated a strong foundation for our RTI program and gave specific feedback to all campuses. This feedback has helped campuses plan for the upcoming school year as evident in their campus plans. The district recognizes a need to continue improving the RTI system through continued monthly meetings, regular communications between RTI leadership team members, and further development of our behavior RTI system.
- Our special education department has established goals in order serve more students, aged 6-21, with IEP's in the regular class a higher percentage of time during the school day.
- The Midway Independent School District continues to grow at a significantly higher rate over the last two years than any of the previous ten years. This changing size carries with it the challenge of meeting the needs of all students in both the academic and behavioral sense. A clear set of both academic and behavioral expectations are needed for all students. Staff training is critical in order to continue to meet the needs of every child in a growing district regardless of the amount of time they have been a student in MISD.
- Curriculum documents (bundles) have been established in Forethought, a convenient electronic management system that allows teachers to collaborate with one another in addition to keeping track of the degree of alignment between the written, taught, and tested curriculum. There is a need to now ensure lesson plans are created in Forethought and aligned with the established curriculum. Resources and support materials must continue to be enriched and updated.
- The model for addressing the needs of GT students in grades 5-6 through the 2010-11 school year only served identified students through a pullout program for up to 2 hours per week. There is a need to establish GT classes in each of the five core content areas focused specifically on meeting the needs of gifted learners.

- Personnel records show that MISD did not satisfy the Highly Qualified requirements of No Child Left Behind in 2010-2011; however, only two teachers did not meet highly qualified status. By the end of 2010-2011, one of the two teachers had passed the necessary test to become highly qualified. The district recognizes the need for all teachers to reach highly qualified status and goals are in place to support any teacher needing support in this area.
- The MISD Emergency Operations Plan and campus-level plans are in need of comprehensive review, updating, and coordination across the entire school district. Procedures are needed for the implementation of comprehensive safety teams across the district and campus facilities.
- Physical safety and freedom from bullying are always at the forefront of student needs. MISD is committed to providing a safe and welcoming environment for all students. Toward that end, the need exists to provide a more focused and consistent methodology for communication between the school and home regarding bullying. A consistent documentation system for campus anti-bullying efforts is also needed.
- MISD recognizes the need to provide cutting-edge facilities to all students to support them in both their academic and activity-related pursuits. The current Agricultural Farm Area has not been updated and is in need of major repair/renovation. Additionally, the location of the Ag Farm is not easily conducive to classroom use as a learning laboratory during the school day.

## District Accountability Report 2011

Demographics	Reading / ELA		Math		Writing		Science		Social Studies	
	% Met	% Commended	% Met	% Commended	% Met	% Commended	% Met	% Commended	% Met	% Commended
All Students	96	44	91	37	96	44	91	39	97	59
African American	93	27	82	17	95	23	79	16	94	35
Hispanic	93	33	87	25	97	29	86	26	95	46
White	97	50	93	43	97	53	94	47	98	68
Econ. Disadv.	92	28	85	21	94	26	83	23	95	43

## Grade Level Accountability Report 2011

Grade Level	Reading /ELA		Math		Writing		Science		Social Studies	
	% Met	% Commended	% Met	% Commended	% Met	% Commended	% Met	% Commended	% Met	% Commended
3 <sup>rd</sup>	97	55	96	55	N/A		N/A		N/A	
4 <sup>th</sup>	98	43	95	51	97	44	N/A		N/A	
5 <sup>th</sup>	97	49	99	47	N/A		92	49	N/A	
6 <sup>th</sup>	94	45	96	40	N/A		N/A		N/A	
7 <sup>th</sup>	93	41	84	27	97	47	N/A		N/A	
8 <sup>th</sup>	98	55	95	26	N/A		86	39	98	55
9 <sup>th</sup>	96	45	80	33	N/A		N/A		N/A	
10 <sup>th</sup>	97	28	84	29	N/A		91	30	95	55
11 <sup>th</sup>	99	32	95	36	N/A		97	40	99	70

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Mathematics Achievement</b></p> <p><u>Desired State:</u> MISD students in all subgroups will perform at or above state average on the initial administration of STAAR.</p> <p><u>As Is:</u></p> <p>All: 91% White: 93% AA: 82% Hispanic: 87% Econ. Dis.: 85%</p>	<p>Continue to identify students with conceptual gaps in mathematics by using a universal mathematics screener on every campus. TEMI is used for grades K-2. STAR Math is used for grades 3, 4, and 9. MSTAR is used for grades 5-8.</p> <p>Provide on-going staff development regarding responding to data from universal screeners.</p> <p>Provide training and mentoring for mathematics instructors at Woodgate Intermediate School and its feeder elementary campuses through the Region 12 Math Collaboratives.</p> <p>Through weekly content-based planning, work with secondary teachers to create assessments aligned to specific Student Expectations (SE's), gather formative data, and use that data to drive instruction.</p> <p>Offer six elementary trainings (held on Hewitt campus) to focus on tier 1 interventions, data-driven instruction, and progress monitoring.</p>	<p>Math Coordinator Campus Math Specialists</p> <p>Math Coordinator Campus Math Specialists</p> <p>Math Coordinator Region 12 Education Specialist</p> <p>Math Coordinator Secondary Math Specialists</p> <p>Math Coordinator</p>	<p>September, January, May</p> <p>August - June</p> <p>August-June</p> <p>August-June</p> <p>September, October, November, February, March, April</p>	<p>Local Funds</p> <p>N/A</p> <p>Local Funds</p> <p>N/A</p> <p>N/A</p>	<p>TEMI, STAR and MSTAR Results Campus RTI Documents STAAR Results</p> <p>Training Records: Agendas, sign-in sheets, participant evaluations</p> <p>Region 12 and Midway Surveys</p> <p>AWARE Data Content planning Worksheets</p> <p>Training records: Agenda, sign-in sheets, teacher surveys</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	Assist in the transition to STAAR by meeting with teachers on each campus to share STAAR information, analyze curriculum to measure the alignment with STAAR readiness and supporting standards, and provide instructional training on standards-based (conceptual) learning to meet the rigor of STAAR.	Math Coordinator	Two times during each semester	N/A	Sign-in Sheets, Surveys
<p><b>Science Achievement</b></p> <p><b>Desired State:</b> MISD students in all subgroups will perform at or above state average on the initial administration of STAAR.</p> <p><b>As Is:</b></p> <p>All: 91% White: 94% AA: 79% Hispanic: 86% Econ. Dis.: 83%</p>	<p>Provide on-going staff development regarding scientific literacy through PK-12 inquiry-based activities and lab-based instruction.</p> <p>Continue to focus training on effective instructional practices, and consistent implementation of classroom instruction that meets the depth and complexity called for by the Student Expectations.</p> <p>Work to align the experiences of Midway science students with a focus on training in effective practices related to STAAR and the new state accountability system.</p>	<p>Science Coordinator Campus Science ISs</p> <p>Science Coordinator Science ISs Grade Level/Content Area Teams</p> <p>Science Coordinator Science ISs HS Content AP</p>	<p>August - June</p> <p>August - June</p> <p>August - June</p>	<p>Campus SCE Funds Title II Funds Local Funds HS Allotment Funds</p> <p>Local Funds</p> <p>Local Funds</p>	<p>Training Records: agendas, sign-in sheets, participant evaluations</p> <p>Training Records: teacher lesson plans Forethought activities AWARE data</p> <p>Training Records: agendas, sign-in sheets, participant evaluations, teacher lesson plans, STAAR results</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	<p>Promote the use of best practice strategies for the improvement of achievement in science such as:</p> <ul style="list-style-type: none"> <li>* The 5E instructional model</li> <li>* Improved questioning strategies</li> <li>* Questions that target core ideas</li> <li>* Use of science notebooks</li> <li>* Formative assessment</li> <li>* Use of problem-based learning in science instruction</li> </ul>	<p>Science Coordinator Science ISs HS Content AP Campus Principals</p>	<p>August - June</p>	<p>N/A</p>	<p>Teacher lesson plans Forethought activities AWARE data</p>
	<p>Provide all students, K-12, with a safe environment in which to learn science by fully implementing the Texas Science Safety Standards.</p>	<p>Science Coordinator HS Content AP Campus Principals Science ISs</p>	<p>August - June</p>	<p>N/A</p>	<p>Teacher lesson plans Forethought activities AWARE data</p>
	<p>Provide professional development to campus ISs for turnaround and provision of safety updates to all science teachers.</p>	<p>Science Coordinator HS Content AP</p>	<p>August</p>	<p>N/A</p>	<p>Training Records: agendas, sign-in sheets, and certificates</p>
	<p>Continue to focus on using data to inform professional practice and assist teachers in analyzing performance data down to the student level.</p>	<p>Assessment Coordinator Science Coordinator Science ISs Grade Level/Content Area Teams</p>	<p>August - June</p>	<p>N/A</p>	<p>Training and meeting agendas, sign-in sheets, and minutes</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	Provide a guaranteed and viable science curriculum by utilizing the Midway Scope and Sequence as well as other curriculum support documents and resources housed in Eduphoria: Forethought.	Science Coordinator Science ISs HS Content AP Campus Principals	August-June	N/A	Teacher lesson plans
<p><b>Social Studies Achievement</b></p> <p><b>Desired State:</b> Social Studies TEKS and Student Expectations taught to the depth and complexity needed to ensure grade level success.</p> <p><b>As is:</b> New Social Studies TEKS are being implemented but not to the desired level of depth and complexity.</p>	<p>Provide on-going staff development regarding the new TEKS.</p> <p>Provide on-going staff development concerning the STAAR/EOC Exam for grades 8-11</p> <p>100% implementation of the new social studies TEKS</p>	<p>Coordinator of Social Studies</p> <p>Coordinator of Social Studies</p> <p>Social Studies Teachers K-12</p>	<p>August-June</p> <p>August –June</p> <p>August-June</p>	<p>Title II Funds Local Funds HS Allotment Funds</p> <p>Title II Funds Local Funds HS Allotment Funds</p> <p>Title II Funds Local Funds HS Allotment Funds</p>	<p>Training records: agendas, sign-in sheets, certificates of completion</p> <p>Training records: agendas, sign-in sheets, certificates of completion</p> <p>Teacher lesson plans in Forethought documents</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>English/Language Arts Reading Achievement</b></p> <p><u>Desired State:</u> ELAR TEKS and SEs are being taught to the depth and complexity needed to ensure grade level student success.</p> <p><u>As Is:</u> Full implementation of the new ELAR TEKS occurred in the 2009-10 school year.</p> <p><u>Desired State:</u> Six Traits Writing will be taught in all K-12 classes in the district, and students will have a deep understanding of each trait in his/her own writing.</p> <p><u>As Is:</u> There is limited evidence of Six Traits Writing being taught across the school district.</p>	<p>Provide staff development for continued exploration of the K-12 ELAR TEKS</p> <p>Consistently implement Core Reading Program across MISD as a framework for reading instruction</p> <p>Utilize TANGO Software and iPod Touches to obtain real-time Texas Primary Reading Inventory (TPRI) data on students strengths and weaknesses in the area of Reading at grades K-3</p> <p>Provide on-going staff development regarding implementation of the Core Program focused on Writing</p> <p>Provide training to all elementary teachers and secondary ELAR teachers in the Six Traits Writing Process to ensure a consistent writing focus across MISD</p> <p>Train campus administration on Six Traits Writing in order to ensure effective implementation in all classrooms.</p>	<p>Elementary and Secondary ELA Coordinators</p> <p>ELA Coordinators Reading ISS</p> <p>Elementary ELA Coordinator Reading ISS</p> <p>ELA Coordinators, Campus Principals</p> <p>ELA Coordinators Consultant</p> <p>ELA Coordinators</p>	<p>August, September</p> <p>July – June</p> <p>September, January, June</p> <p>July –June</p> <p>Summer 2011</p> <p>Fall 2011</p>	<p>Local Funds</p> <p>N/A</p> <p>N/A</p> <p>Local Funds Title II Funds</p> <p>Title II Funds</p> <p>Local Funds Title II Funds</p>	<p>Forethought documents Classroom observations Lesson plans</p> <p>Teacher lesson plans</p> <p>Agendas, sign-in sheets, participant evaluations TANGO records RTI documents</p> <p>Training records: sign-in sheets, participant evaluations teacher lesson plans</p> <p>Training records: sign-in sheets, agendas, participant evaluations</p> <p>Training records: sign-in sheets, agendas, participant evaluations</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Desired State:</b> ELAR classroom assessments will be directly tied to students' mastery of the student expectations in order to have students prepared for STAAR.</p> <p><b>As Is:</b> Not all classroom assessments are directly tied to students' mastery of the student expectations</p>	<p>Weekly visits to classrooms and teacher planning sessions will occur by the ELAR coordinators.</p> <p>Vertical team meetings scheduled during the school year will focus on connecting assessments to curriculum and instruction.</p> <p>Monthly trainings at secondary campuses will include a focus on curriculum, instruction and assessment</p>	<p>ELA Coordinators</p> <p>ELA Coordinators Campus Principals</p> <p>ELA Coordinator</p>	<p>August-June</p> <p>August – June</p> <p>September-May</p>	<p>N/A</p> <p>N/A</p> <p>Local Funds</p>	<p>Coordinator calendar, campus sign-in sheets, feedback forms to teachers.</p> <p>Teacher lesson plans, minutes from vertical team meetings, student performance on STAAR</p> <p>Agendas, sign-in sheets, and minutes.</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>General Accountability and Testing</b></p> <p><u>Desired State:</u> Maintain current accountability status with a passing rate of 90% or better in all academic areas and subpopulations</p> <p><u>As Is:</u> District recognized status due to scores of 84% or better in all academic areas including subpopulations. Accountability Ratings for MISD will be retained for both the 2011-2012 and 2012-2013 school years.</p>	<p>Provide on-going professional development regarding data analysis and related instructional decision-making</p> <p>Provide explicit intervention in academic curriculum areas to meet the needs of all student groups based on assessment scores.</p> <p>Align special education curriculum with scientifically research-based general education curriculum</p> <p>Continue accommodations, co-teaching, inclusion, and interventions to accelerate special education students mastery of grade-level TEKS</p> <p>Maintain strict procedures for the PEIMS coding/tracking of leavers and movers from campuses to ensure accuracy of completion/dropout reporting.</p>	<p>Assess. Coordinator Instr. Tech. Coord.</p> <p>Content Coordinators Principals Instructional Specialists</p> <p>Director of SPED SPED Instruc. Spec. Content Coordinators</p> <p>Director of SPED SPED Coordinator</p> <p>Principals PEIMS Personnel</p>	<p>August- June</p> <p>August- June</p> <p>August-June</p> <p>August - June</p> <p>July – June</p>	<p>Local Funds Title II Funds IDEA Funds</p> <p>Local Funds Title II Funds IDEA Funds</p> <p>Local Funds IDEA Funds</p> <p>Local Funds IDEA Funds</p> <p>Local Funds</p>	<p>Local benchmarks 2012 assessment results</p> <p>Intervention logs Attendance records Benchmarks Assessment results</p> <p>MISD curriculum bundles</p> <p>IEP documents Progress reporting Report cards</p> <p>MISD completion, dropout and graduation rates</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Curriculum Alignment</b></p> <p><b>Desired State:</b> An aligned K-12 curriculum presented in a format that is readily accessible to instructional staff, encourages collaboration among teachers and warehouses individual lesson plan templates.</p> <p><b>As is:</b> Aligned curriculum bundles in academic content areas are currently housed in Eduphoria: Forethought.</p>	Continue use of Eduphoria: Forethought as a district-wide curriculum management and lesson planning system.	Asst. Supt. For C&I OCIS Staff	July – June	Local Funds	Forethought reports usage data
	Curriculum bundles for each academic content area will continue to be updated and enriched in Forethought for use by K-12 teachers and principals across MISD.	C & I Content Coordinators	July – December	N/A	Completed scope and sequence materials
	Continue training of district instructional staff in the use of Forethought as a curriculum management system.	C & I Content Coordinators Campus Technology Specialists	July – June	Local Funds	Sign-in sheets agendas participant evaluations
	Continue to add instructional resources for use by teachers in addition to scope and sequence documents in Forethought.	C & I Content Coordinators Teachers	July – June	N/A	Forethought reports Resources and activities
	Meetings with grade level reps from all campuses to encourage sharing resources	Asst. Supt. For C&I C & I content Coordinators	November, February	N/A	Sign-in sheets agendas
	Integrate the Technology Applications TEKS within the foundation curriculum at each grade level	Instr. Tech. Coord. C & I Content Coordinators	July - December	N/A	Forethought documents



**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	<p>The MISD SHAC (School Health Advisory Council) will discuss health-related issues that affect both elementary and secondary students and make an annual report including recommendations on major issues to the board</p> <p>Continue to offer Parent Cyber-Bullying Information Night which will also include information on other health-related topics</p> <p>Clearly communicate MISD plan for identifying and reporting the abuse or maltreatment of children through the MISD websites and employee training</p>	<p>Asst. Supt. For C&amp;I Health/Wellness Coordinator</p> <p>Instructional Technology Coordinator, Assist. Supt. For Student Services, Coordinator for Health and P.E.</p> <p>Assistant Supt. For Administrative Services Principals Counselors</p>	<p>September –June</p> <p>September-June</p> <p>August - June</p>	<p>Local Funds</p> <p>Local Funds</p> <p>N/A</p>	<p>Agendas Sign-in sheets Report to MISD Board</p> <p>Agendas Sign-in sheets</p> <p>Evidence of Plan Availability on Websites Training Records</p>
<p><b>Coordinated Approach to Child Health (CATCH)</b></p> <p><u>Desired State:</u> Successful implementation of the new K-6 elementary health program CATCH under the Healthy School Program</p> <p><u>As is:</u> The Great Body Shop has historically served K-6 students at a minimal level.</p>	<p>Purchase CATCH program materials for K-6 campuses</p> <p>Create campus CATCH teams that include principal or assistant principal, nurse, P.E. teacher, and class room teacher that facilitate the successful implementation of the CATCH curriculum</p> <p>Provide training to campus CATCH teams related to the CATCH curriculum materials</p>	<p>Coordinator of Health and Physical Education</p> <p>Coordinator of Health and Physical Education, Principals</p> <p>Coordinator of Health and PE CATCH consultant</p>	<p>August 2011</p> <p>August 2011</p> <p>August - September</p>	<p>Local Funds</p> <p>N/A</p> <p>Local funds</p>	<p>Materials Receipts Financial Records</p> <p>CATCH team rosters.</p> <p>Training Records</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Fine Arts</b></p> <p><b>Desired State:</b> Establish a Fine Arts Manual for budget processes, travel guidelines, and district rules and procedures.</p> <p><b>As is:</b> A manual specific to Fine Arts is not readily available.</p> <p><b>Desired State:</b> Establish a minimum standard for technology in all fine arts (foundation) classrooms.</p> <p><b>As Is:</b> Technology is evident in some fine arts classrooms; however, a level of expectation must be established district wide.</p>	<p>Provide written guidelines for Fine Arts staff with regards to financial matters and district policies</p> <p>Develop a plan to bring all classrooms to an equitable level of technology integration.</p>	<p>Coordinator of Fine Arts Asst. Supt. Finance Asst. Supt. C&amp;I</p> <p>Coordinator of Fine Arts Dir. of Technology, Asst. Supt. C&amp;I Coordinator of Instructional Technology</p>	<p>October</p> <p>August – June</p>	<p>Local Funds</p> <p>Local Funds</p>	<p>Fine Arts Handbook</p> <p>Travel requests/reports budget analysis, observation logs and feedback sheets</p> <p>Inventory of technologies Forethought, classroom observations, observation logs</p>
<p><b>Bilingual/ELL</b></p> <p><b>Desired State:</b> Effectively implement an early-exit model Bilingual program</p> <p><b>As Is:</b> Bilingual program is new to MISD and there is limited understanding of program models.</p>	<p>Bilingual staff, Coordinator of Bilingual/ELL programs, and principal will attend training on program models.</p> <p>Ensure appropriate staffing for Bilingual Program.</p>	<p>Bilingual/ELL Coordinator Campus Principal</p> <p>Bilingual/ELL Coordinator Campus Principal</p>	<p>September – June</p> <p>January - June</p>	<p>Local ELL Funds Title III Funds</p> <p>Local Funds Bilingual/ELL Funds</p>	<p>Student performance on PK Bilingual assessments and End-of-year LEP testing</p> <p>Personnel Records</p>





**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Gifted and Talented Program Model</b></p> <p><u>Desired State:</u> Continue successful implementation of GT pullout program at grades 1-4 with a curriculum based on the Texas Performance Standards Project.</p> <p><u>As Is:</u> During the 2010-2011 school year, a new GT program model was implemented; however, additional work is needed to consistently implement the curriculum.</p> <p><u>Desired State:</u> Implement 5 core GT classes (math, reading, language arts, social studies, and science) in grades 5 and 6.</p> <p><u>As Is:</u> Students in grades 5 and 6 are served through two hours a week of pull-out instruction as well as differentiated instruction in the Venture classroom.</p>	<p>Update the GT Handbook to be distributed to staff, students and parents.</p>	<p>GT Coordinators</p>	<p>August</p>	<p>Local Funds</p>	<p>GT Handbook</p>
	<p>Continue to develop a curriculum based on the Texas Performance Standards Projects for year 2 of the pull-out program.</p>	<p>GT Coordinators GT Specialists</p>	<p>August – June</p>	<p>N/A</p>	<p>Lesson plans, Forethought documents student projects</p>
	<p>The C&amp;I department will provide support to 5/6 teachers through follow-up trainings, lesson modeling, lesson planning support, and observations in the classrooms and feedback on those observations.</p>	<p>GT Coordinators GT Specialists</p>	<p>August-June</p>	<p>Local Funds</p>	<p>Training agendas, sign-in sheets, minutes, observation logs and feedback sheets</p>
	<p>Teachers and coordinators will create lessons based on the needs of gifted students.</p>	<p>GT Coordinators, GT Specialists, and GT teachers</p>	<p>August-June</p>	<p>N/A</p>	<p>Lesson plans, Forethought documents</p>
	<p>Communicate and Implement the new advanced mathematical sequence for Midway students grades 5-12.</p>	<p>Secondary GT Coordinator, intermediate, middle and high school principals, campus math specialists</p>	<p>August- June</p>	<p>N/A</p>	<p>5-12 student enrollment and performance in advanced classes</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Desired State:</b> Improve the way MISD serves secondary gifted students.</p> <p><b>As Is:</b> Secondary gifted students are served through the Advanced Placement program.</p>	<p>Provide an algebra readiness assessment (Iowa Algebra aptitude Test) for seventh grade students preparing to enter Algebra 1 in the eighth grade.</p>	<p>Secondary GT Coordinator</p>	<p>August-June</p>	<p>Local GT Funds</p>	<p>Assessment Results</p>
	<p>Provide a summer intervention program for students in seventh grade advanced mathematics who show conceptual gaps on the IAAT.</p>	<p>Secondary GT Coordinator, secondary math specialists</p>	<p>June</p>	<p>Local GT funds</p>	<p>Student performance on IAAT retest</p>
	<p>Support teachers as they implement the revised advanced mathematics scope and sequence for grades 5-8.</p>	<p>Secondary GT Coordinator, secondary math specialists</p>	<p>August-June</p>	<p>N/A</p>	<p>Student performance on MSTAR and IAAT</p>
	<p>Examine the way Midway serves secondary gifted students, analyze the effectiveness, and make recommendations for improvement.</p>	<p>Secondary GT Coordinator</p>	<p>August-June</p>	<p>N/A</p>	<p>Documented findings and suggestions for improvement</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Gifted and Talented Assessment/Eligibility</b></p> <p><u>Desired State:</u> Continue implementation of new GT screening assessments and qualifying criteria. Review research and consider options for adding additional screening criteria.</p> <p><u>As Is:</u> Implement new testing procedures and qualifying criteria for entrance into the MISD Gifted and Talented Program</p>	<p>Research additional assessment instruments for determining placement in the gifted and talented program.</p>	<p>GT Coordinators Assessment Coordinator</p>	<p>July – December</p>	<p>N/A</p>	<p>GT matrix Student eligibility numbers</p>
<p><b>Gifted and Talented Parent Communication</b></p> <p><u>Desired State:</u> Frequent and well-defined methods of communication between school personnel and parents related to the gifted and talented program.</p> <p><u>As Is:</u> Existing communication regarding the gifted program includes: parent advisory council meetings, general parent meetings, GT teacher/district webpages, GT teacher newsletters, GT teacher/parent conferences, GT showcase night.</p>	<p>Increased opportunities for parents to meet with District GT staff.</p> <p>Expansion of the Gifted and Talented portion of the MISD website.</p> <p>Continue “take-home” communications to provide students and parents with artifacts of participation in the program.</p>	<p>Asst. Supt. For C&amp;I GT Coordinators GT Specialists</p> <p>GT Coordinators GT Specialists</p> <p>GT Specialists</p>	<p>July – June</p> <p>July – June</p> <p>August - May</p>	<p>N/A</p> <p>N/A</p> <p>Local funds</p>	<p>Publicity materials Sign-in sheets agendas</p> <p>Website presentation</p> <p>Take-home folders website records</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Special Education Student Environments</b></p> <p><b>Desired State:</b> Meet the state target of 68% of children with IEPs aged 6-21, served inside the regular class 80% or more of the day.</p> <p><b>As Is:</b> Children in MISD with IEPs aged 6-21 are served inside the regular class 54% of the school day.</p> <p><b>Desired State:</b> Meet the state target of 10% of children with IEPs aged 6-21, served inside the regular class less than 40% of the day.</p> <p><b>As Is:</b> Children in MISD with IEPs aged 6-21, are served inside the regular class 20% or less of the school day.</p>	<p>Build student capacity to allow for movement into less restrictive educational environments</p> <p>Build teacher capacity to provide differentiated instruction in the general education classroom</p> <p>Increase Co-Teaching on all school campuses.</p> <p>Provide targeted social skills instruction in small groups at both the middle and high school level</p>	<p>Director of SPED SPED Coordinator Instructional Specialists</p> <p>Asst. Supt. Of C&amp;I Director of SPED C &amp; I Staff</p> <p>Director of SPED Principals</p> <p>Behavior Specialist</p>	<p>August – June</p> <p>July – June</p> <p>June</p> <p>August - June</p>	<p>Local Funds IDEA B Funds</p> <p>Local Funds</p> <p>Local Funds IDEA B Funds</p> <p>Local Funds</p>	<p>IEP + Reports regarding student placement Progress monitoring documents</p> <p>Observation records Professional development records</p> <p>Lesson plans, student surveys, dialogue with teachers</p> <p>Lesson plans</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>College and Career Readiness</b></p> <p><b>Desired State:</b> MISD's "Academies of Study" will continue to provide a relevant framework for postsecondary connections and success to all students in grades 7-12 while building relevance through individualized and meaningful instruction.</p> <p><b>As Is:</b> Academies of Study completed its second year. The addition of grades 7-8 to Academy Night enhanced academic advisement at MMS.</p>	<p>Clearly communicate information to students and parents regarding academic programming at MMS and MHS through the Academies of Study model to assist students in making informed course selection choices based on their individual needs.</p> <p>Offer new topics in breakout sessions during Academy Night, which extends to all students grades 6 – 11, to continue to draw in family participation, especially for repeat attendees.</p> <p>Increase Academy Night attendance representing grades 6-11, with emphasis on grades 6,7, 10, and 11, through further educating students, staff and families about the event and how it provides relevant connections for every student.</p> <p>Increase attendance at Academies of Study Advisory Board meetings by updating and inviting new business and industry partners.</p>	<p>Career and Technical Education (CTE) Coordinator, Secondary Leadership Team</p> <p>CTE Coordinator, Secondary Leadership Team, College representatives, business representatives</p> <p>CTE Coordinator, Campus Administrators (MHS, MMS, RVIS, WIS), participating teachers</p> <p>CTE Coordinator, MHS Associate Principal</p>	<p>August – June</p> <p>November</p> <p>September - November</p> <p>August - June</p>	<p>Local Funds, Perkins Funds</p> <p>N/A</p> <p>Local Funds</p> <p>Local Funds</p>	<p>Student Interest Surveys, letters to parents, MHS and MMS Course Catalogs, Academies of Study marketing materials and parent night agendas</p> <p>Breakout Schedule</p> <p>Parent sign-in sheets, marketing materials, student surveys</p> <p>Meeting sign-in sheets, calendars and agendas</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	Support deep and meaningful instructional connections for all students through seamless integration of CTE and academic content.	CTE Coordinator, MHS Administrators, MMS Administrators	August - June	Local Funds	Professional development on integration, Forethought lesson plan documents, lesson documentation by teachers
	Work with elementary counselors early in the year to schedule a Spring Career Day and begin seeking parents to speak at the Career day.	CTE Coordinator, Elementary Administrators, Elementary Counselors	February – June	Local Funds	Calendar dates for Career Days
	Second graders at all campuses attend Region 12 Careers On Wheels (C.O.W.) day.	CTE Coordinator, Elementary Administrators, Elementary Counselors	April – June	Local Funds	C.O.W. schedules
	Participate in the development of the Council and in creating the vision, mission and belief statements to represent student-centered objectives that will bring about success for all students.	Assistant Superintendent for C&I, CTE Coordinator	August – June	Local Funds	Attendance at P-20 Executive Council meetings, participation of local school district leaders in P-20 events
	Contribute to the organization of events that will enhance connections between P-20 stakeholders and what they can provide to students (i.e. professional development symposium.)	Assistant Superintendent for C&I, CTE Coordinator	August – June	Local Funds	Attendance at P-20 Executive Council meetings, participation of local school district leaders and teachers in P-20 events

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Desired State:</b> Successful Implementation of the AVID (Advancement Via Individual Determination) Program at the Middle School and High School.</p> <p><b>As Is:</b> Grant monies have been secured for the purchase of the AVID program. Teachers have been trained and students have been recruited.</p>	Purchase the supplies and curriculum needed to begin the AVID program at Midway Middle School and Midway High School.	AVID District Coordinator Principals AVID Elective Teacher	August-June	Local Funds Grant Funds	Purchase orders
	Schedule recruited students into the AVID elective class.	Middle and High School Counselors	August	N/A	Student schedules
	Monitor student progress in the AVID program during the 2011-2012 school year.	AVID Elective Teacher Principals	August-June	N/A	Progress reports
	Provide college and community tutors for AVID students.	AVID District Coordinator	September – June	Edujobs Funding	Payroll Records
	Continue the recruitment process for the 2012-2013 school year.	AVID District Coordinator Principals AVID Elective Teacher	January-June	N/A	Recruitment documentation, completed student interviews, parent information meeting sign-in sheet and agendas, and signed student commitment letters.
	Plan for future implementation and expansion of the AVID program.	AVID District Coordinator Principals AVID Elective Teacher	January-June	TBA	Funds secured, plans for 2012-2013 in place.

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>7<sup>th</sup>/8<sup>th</sup> Dropout Rate</b></p> <p><b>Desired State:</b> The district dropout rate will continue to be at 0.0%.</p> <p><b>As Is:</b> 0.0% drop-out rate at grades 7-8 as reported in the state accountability system.</p>	<p>Monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that may lead to student dropouts</p> <p>Develop academic and support programs for credit recovery</p>	<p>PEIMS Specialist Principals Attendance Clerks</p> <p>Success Lab Admin.</p>	<p>August-June</p> <p>August - June</p>	<p>Local Funds</p> <p>Local Funds High School Allotment Funds State Comp Funds</p>	<p>Report submitted to Supt.</p> <p>Program options</p>
<p><b>Completion Rate</b></p> <p><b>Desired State:</b> The district completion rate will continue to be 95% or better</p> <p><b>As is:</b> District completion rate is 97%</p>	<p>Monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that may lead to student dropouts.</p> <p>Develop academic and support programs for credit recovery</p>	<p>PEIMS Specialists Principals Attendance Clerks</p> <p>Success Lab Admin.</p>	<p>Aug-June</p> <p>Aug-June</p>	<p>Local Funds</p> <p>Local Funds High School Allotment Funds State Comp Funds</p>	<p>Report submitted to Supt.</p> <p>Program options</p>
<p><b>Anti-Bullying</b></p> <p><b>Desired State:</b> The district will have anti-bullying process and practices that are internally aligned and comply with updated state mandates, and clearly articulated and communicated with MISD stakeholders.</p>	<p>Align policy and practice with mandates instituted by the 82nd legislature.</p> <p>Develop, distribute, and use documents that will clearly articulate the district's response to reports of bullying, report investigations of bullying, and align district practice and policy with state mandates.</p>	<p>Asst. Supt. for Administrative Services</p> <p>Asst. Supt. for Administrative Services, and Principals</p>	<p>Aug-Dec</p> <p>Aug - Dec</p>	<p>Local funds</p> <p>Local funds</p>	<p>Policy audit</p> <p>Periodic audit of bully investigation reports</p>

**Goal 1:  
Meet the academic, social, spiritual and physical needs of a diverse student population**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>As is:</b> Although MISD has, in practice, had an appropriate response to reports of bullying, the MISD anti-bullying practices vary among campuses, are partially aligned with new legislation, and have not been clearly communicated to our public.</p>	<p>Design tools and initiatives to effectively communicate MISD's policies and practices related to bullying.</p> <p>Implement strategies at the campus level to encourage positive behaviors.</p>	<p>Asst. Supt. for Administrative Services, Public Information Specialist, and Principals</p> <p>Asst. Supt. for Administrative Services and Principals</p>	<p>Aug-June</p> <p>Aug-June</p>	<p>Local/grant funds</p> <p>Local/grant funds</p>	<p>Presence of anti-bully documentation and helps on MISD website</p> <p>Reduced negative behaviors on campus as evidenced by decreased number of discipline office referrals</p>

**Goal 2:  
Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Teacher Salaries</b></p> <p><u>Desired State:</u> * By 2012, teacher's full compensation packages will fall in the top half of nine comparable districts of size and accountability ratings</p> <p><u>As Is:</u> In 5 out of 5 pay steps, Midway ISD is below the median of the nine comparable districts in full teacher compensation packages.</p>	<p>Compile annual teacher salary and insurance benefits comparison data of the comparable districts to present to the Board of Trustees</p> <p>Provide projected budgets with incremental pay increases for review by the Board of Trustees</p>	<p>Asst. Supt. HR Asst. Supt. Finance</p> <p>Asst. Supt. HR Asst. Supt. Finance</p>	<p>2011-2012</p> <p>2011-2012</p>	<p>Local Funds</p> <p>N/A</p>	<p>MISD teacher's full compensation packages will be ranked in the top half of comparable districts of size and accountability rating.</p>
<p><b>Support Staff</b></p> <p><u>Desired State:</u> * By 2012, the technology department will be adequately staffed.</p> <p><u>As Is:</u> 2011-12 Technology staff: 8</p>	<p>Conduct comparison studies of organizational structures in districts of comparable size</p> <p>Create timeline for internal and/or external review of MISD departmental staffing</p>	<p>Superintendent Asst. Supt. HR Asst. Supt. Finance</p> <p>Superintendent Asst. Supt. HR Asst. Supt. Finance</p>	<p>Spring 2012</p> <p>2011-2012</p>	<p>Local Funds</p> <p>Local Funds</p>	<p>Job descriptions aligned with actual job responsibilities</p> <p>Departmental staffing comparable with other districts of similar size</p>
<p><b>Highly Qualified Plan</b></p> <p><u>Desired State:</u> 100% of instructional staff will meet highly qualified criteria as outlined in No Child Left Behind</p> <p><u>As Is:</u> In 2010-2011, 2 teachers did not meet highly qualified requirements as outlined in the No Child Left Behind Act.</p>	<p>Provide current information to administrators regarding NCLB and Highly Qualified requirements</p> <p>Recruit, assist, and retain teachers and aides that meet the requirements of Highly Qualified via colleges, universities, alternative certification programs, etc.</p>	<p>Asst. Supt. HR Federal Programs Coordinator</p> <p>Asst. Supt. HR Principals</p>	<p>September-November</p> <p>February-June</p>	<p>Local Funds Title II Funds</p> <p>Local Funds Title II Funds</p>	<p>Certifications on file NCLB submission records</p> <p>Job Fair sign-in sheets Applications on file</p>

**Goal 2:  
Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	<p>Seek and/or provide high-quality professional development in the area where HQ teacher certification is needed.</p> <p>Seek preparation courses for the teacher certification needed.</p> <p>Assisting the non-HQ teacher with registering for the necessary teacher certification exam.</p> <p>Provide a mentor for any teacher who is not HQ to ensure that the teacher has the necessary procedural knowledge and instructional tools to be successful.</p>	<p>Federal Programs Coordinator Asst. Supt. for HR Principals</p> <p>Federal Programs Coordinator Asst. Supt. for HR Principals</p> <p>Asst. Supt. for HR, Principals</p> <p>Principals</p>	<p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>	<p>Title II A Funds Local Funds</p> <p>Title II A Funds Local Funds</p> <p>N/A</p> <p>N/A</p>	<p>Sign-in sheets Agendas Participant evaluations</p> <p>Course registration Course materials</p> <p>Teacher certification documentation</p> <p>End-of-year evaluations</p>
<p><b>Mentoring Program</b></p> <p><u>Desired State:</u> Retain teaching staff through a mentor program that is coordinated between HR and C&amp;I departments</p> <p><u>As Is:</u> The MISD mentor program is coordinated through the HR department.</p>	<p>Coordinate a high-quality mentoring program across the district for teachers new to the district and teachers new to the profession to increase their comfort level as a member of a new organization</p> <p>Continue to implement a high-quality new teacher orientation program to provide new teachers with the necessary knowledge and instructional tools to be successful in their first years of teaching</p>	<p>Mentor Liaison Asst. Supt. HR Asst. Supt. C&amp;I</p> <p>Asst. Supt. HR Asst. Supt. C&amp;I C &amp; I Staff</p>	<p>July - June</p> <p>August</p>	<p>Local Funds Baylor Grant</p> <p>Local Funds</p>	<p>Mentor Meeting agendas Walk-through data Retention numbers New Teacher Orientation and Academy agendas</p> <p>NTO agenda NTO evaluations</p>

**Goal 2:  
Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
	Continue to provide a new teacher academy for MISD teachers with 0 years teaching experience	MISD Mentor Liaison Asst. Supt. C&I C & I Staff	Monthly September-May	Local Funds	Academy agendas Academy evaluations
<p><b>Professional Development</b></p> <p><u>Desired State:</u> MISD staff will continue to be leaders in the education profession due to their expertise and training in innovative instructional or professional practices.</p> <p><u>As Is:</u> MISD employees participate in professional development, but some opportunities are missed due to limited staff development opportunities or travel funds.</p>	<p>MISD staff will participate in staff development opportunities, professional organizations, and professional learning communities throughout our region and state.</p> <p>Implement the First Annual Back to School Summit</p> <p>MISD professional staff representatives will attend the 2011 ASCD (Association of Supervision and Curriculum Development) Annual Conference</p> <p>MISD professional staff representatives will attend the Texas ASCD Southwest Building Learning Communities Conference</p> <p>MISD secondary professional staff representatives will attend the AVID summer Institute</p>	<p>Asst. Supt. C&amp;I C &amp; I Coordinators Principals</p> <p>Asst. Supt. C&amp;I C&amp;I Department</p> <p>Assist. Supt C&amp;I Principals</p> <p>Assist. Supt C&amp;I Principals</p> <p>Assist. Supt C&amp;I Principals</p>	<p>August – June</p> <p>August</p> <p>October</p> <p>June</p> <p>June</p>	<p>Title II Funds</p> <p>Title II Funds</p> <p>Title II Funds</p> <p>Title II Funds</p> <p>Local Funds HS Allotment Funds Title II Funds</p>	<p>Travel requests/reports, budget analysis, professional development evaluations</p> <p>Registrations in Eduphoria, attendance sheets, feedback surveys from attendees</p> <p>Training records, travel requests/reports, certificates of completed hours of professional development</p> <p>Training records, travel requests/reports, certificates of completed hours of professional development</p> <p>Training records, travel requests/reports, certificates of completed hours of professional development</p>

**Goal 2:  
Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Construction Projects</b></p> <p><b>Desired State:</b> By the end of the 2011-2012 school year, construction projects regarding the Midway ISD Agriculture Science Instructional Center will be completed, on or under budget, meeting all project deadlines.</p> <p><b>As Is:</b> Facility plans are in progress and consideration is being made to determine the possible relocation of the Agriculture Science Instructional Center and farm to a new location.</p>	<p>Provide updates during Board Meetings regarding the status of the project completion and budget</p>	<p>Superintendent, Assistant Superintendents for Finance and C&amp;I, Director of M&amp;O, CTE Coordinator and Huckabee representative</p>	<p>August-June</p>	<p>Bond Funds</p>	<p>Project completion report</p>

**Goal 3:  
In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Positive Behavioral Support</b></p> <p><u>Desired State:</u> Address changing moral and social attitudes with a coordinated system for increasing appropriate behaviors by students across the district.</p> <p><u>As Is:</u> Varying implementation of positive behavioral support systems are in place on campuses.</p>	<p>Implement Safe and Civil Schools as a district-wide behavioral support program.</p>	<p>Asst. Supt for C&amp;I SPED Director Principals</p>	<p>July – June</p>	<p>Local Funds IDEA B Funds</p>	<p>Training rosters, discipline &amp; PBMAS records</p> <ul style="list-style-type: none"> <li>• DAEP Placements</li> <li>• ISS Placements, campus program evaluations</li> </ul>
	<p>Encourage campus participation in character education programs (e.g., Rachel’s Challenge or CHAMPS)</p>	<p>Asst. Supt for C&amp;I SPED Director</p>	<p>July - June</p>	<p>Local Funds</p>	<p>Training rosters, discipline records, campus program evaluations</p>
<p><b>Student Safety and Wellness</b></p> <p><u>Desired State:</u> Provide supports, plans, and communications designed to ensure safety and wellness for all M.I.S.D. students and staff.</p> <p><u>As is:</u> Existing plans require revision, supports are inconsistent and increased targeted two-way communication is needed.</p>	<p>Participation in region-wide Readiness and Emergency Management for Schools (REMS) Collaborative</p>	<p>Asst. Supt. for Admin. Services MISD Safety Team Campus Safety Teams</p>	<p>July – June</p>	<p>REMS Grant</p>	<p>MISD Emergency Preparedness Structure</p>
	<p>Emergency Operations Training</p>	<p>Asst. Supt. for Admin. Services MISD Safety Team Campus Safety Teams</p>	<p>July – June</p>	<p>REMS Grant</p>	<p>Training Documents Certifications</p>
	<p>Updating and revision of the MISD Emergency Operations Plan</p>	<p>Asst. Supt. for Admin. Services MISD Safety Team</p>	<p>September – June</p>	<p>N/A</p>	<p>Updated EOP Expert Review</p>
	<p>Coordinate and Review Campus Standard Operating Procedure</p>	<p>Asst. Supt. for Admin. Services MISD Safety Team Campus Safety Teams</p>	<p>January – June</p>	<p>N/A</p>	<p>Updated SOPs Expert Review</p>

**Goal 3:  
In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<p><b>Desired State:</b> Align and implement policies, procedures and practice to reduce inappropriate, illicit, and illegal behavior by students.</p> <p><b>As is:</b> MISD policies need to be aligned with legislation passed in the 82<sup>nd</sup> Legislature and campus procedures and practice need to be calibrated.</p>	Development of Student Safety and Wellness section on the MISD website	Asst. Supt. for Admin. Services Coordinator of Public Information	September – June	N/A	Existence of Website Web Evaluation Tools User Feedback
	Establish MISD Bullying Tip-line (761-5700) and online reporting tool	Asst. Supt. for Admin. Services Exec. Dir. for Technology	August	N/A	Presence on the web site Use statistics
	Align all documents with most current TASB (Texas Association of School Boards) update	MISD Admin. Team	October – December	N/A	Aligned policy
	Review practices and procedures for alignment with TASB updates	MISD Admin. Team	January – June	N/A	Aligned practice and procedures
	Review current discipline referral and consequence assignment procedures and processes	Asst. Supt. For Admin. Services Campus Principals	January – June	N/A	Minutes, notes, and outcomes from meetings
	Review and update Student Code of Conduct	Asst. Supt for Admin. Services Campus Principals	January – June	N/A	Updates SCOC

**Goal 3:  
In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Timeline	Resource Allocations	Evaluation
<b>Home Access Center</b> <u>Desired State</u> Transition to using the Home Access Center Software.  <u>As Is:</u> The district utilized Parent Connect in the 2010-2011 school year.	Encourage parents to use the Home Access Center.	Coordinator of Instructional Technology	Aug.- June	Local Funds	Home Access Center reports
	Encourage students to register for Home Access Center in order to have real-time access to their individual academic data.	Principals	Aug.- June	N/A	Home Access Center reports
<b>Technology Proficiency</b> <u>Desired State:</u> 100% of teachers, librarians, instructional specialists, and administrators will complete at least 9 hours of technology-related professional development in the 2011-12 school year.  <u>As Is:</u> 100% of teachers, librarians, and instructional specialists will complete the district technology skills proficiencies by or during the 2011-2012 school year and apply these proficiencies to classroom instruction.	Provide on-going staff development that provides opportunities for instructional staff to learn how to effectively integrate technology into the classroom.	Instructional Technology Coordinator OCIS Staff Campus Tech Specialists	Aug.- June	Technology Funds Title II Funds Local Funds	Staff development records, inventory of technologies, lesson plans, classroom observations
	Use various technologies (video-conferencing, podcasting, handheld probes, etc.) to develop 21 <sup>st</sup> Century Technology Skills for students	Principals Teachers	Aug.- June	Technology Funds Local Funds	Staff development records, inventory of technologies, lesson plans, classroom observations
	Utilize a technologically-advanced environment for professional development so that participants experience “hands-on” training that can be immediately applied to their particular job function.	Asst. Supt. For C&I OCIS Coordinators Instructional Technology Campus Tech Specialists	Aug.- June	Technology Funds Title II Funds Local Funds	Staff development records, inventory of technologies, lesson plans, classroom observations