Stafford Municipal School District

District Improvement Plan

2022-2023

Mission Statement

The mission of SMSD is to prepare each student to become college and career ready without remediation.

Call to Action

All Stafford Municipal School District students will graduate as experienced and empowered critical thinkers, equipped to be productive citizens in a global and diverse society.

Vision

SMSD 20/20 Vision Goals

100% of all 3rd graders will read on or above grade level
100% of 7th graders will take the Duke TIP/ACT
100% of the 8th graders take the PSAT 8/SAT
100% of 8th graders will pass Algebra I
100% of 10th graders will pass the TSI
100% of 12th graders will be college or career ready at graduation

Strategic Priority Goals

Strategic Priority #1 -   Organizational Productivity - create an effective, agile, and responsive organization, while developing an effective organizational structure.

Strategic Priority #2 -   School culture or instructional efficiency - create a culture of excellence by placing teachers in classrooms that will be conducive to high-quality instruction, while addressing the social, emotional and academic needs of students, while dramatically enhancing/increasing student performance.

Strategic Priority #3 -   Performance Accountability - provide efficient fiscal management and transparency, provide cutting-edge technology to safeguard student and financial data, and operation systems to enhance student performance.

Strategic Priority #4 -   Curriculum Management - implement and manage a curriculum that is designed to support student learning by guiding educational experiences that will ensure students are college and/or career ready.

Strategic Priority #5 -   Talent Acquisition/Human Resources - create a culture of excellence by hiring and retaining highly qualified staff.

Strategic Priority #6 -   Human Capital Management - align human capital with tasks and talents crucial for student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Walk in My Shoes: Districtwide Comprehensive Assessment and Improvement Program

On June 2, 2021, from 8:00 am – 3:30 pm, the Stafford Municipal School District and many of their stakeholders met to discuss the comprehensive needs of the district.

Smaller stakeholder sessions took place via Zoom each Friday from April 8 – May 27, 2022. Participants from these sessions included the following stakeholder who represented various departments:

Stakeholder	Role/Department/Student Population
Twyla Hynes	Principal, ECC, Early Childhood
Shaunte Norris	SPED Coordinator, SMSD, Special Education
Verlincia Prince	Family and Community Coordinator, SMSD, Parents & Homeless Students
Dr. LaKenya Perry-Allen	Director of STEM, SMSD, Data Analysis
Stephanie Jernigan	Instructional Technology Coordinator, SMSD, Technology Access and Integration
Dr. Kathleen Blanco	Coordinator of Secondary Curriculum, Data and Secondary Instruction
Dr. Evelyn Castro	Director of Multilingual, Emergent Bilinguals
Zenikka Nichols	Teacher, Middle School
Martina Judge	Behavior Specialist – Special Education
Dr. Margaret Patton	Director of Federal and State Programs – Special Populations

Throughout the stakeholder meetings, data from various instruments was shared and analyzed for needs, root causes, and priorities. Some of the data sources included:

- Parent Surveys
- Stakeholder Input
- Staff Input
- STAAR Academic Performance
- TAPR Report
- Results Driven Accountability Performance Indicators
- Discipline Data
- Staff retention – Exit data

The Comprehensive Needs Assessment Agenda included:

Walk in my shoes.
AGENDA
Districtwide Comprehensive Needs Assessment
and Improvement Program
June 2, 2022 | 8 am - 3:30 pm
Leonard Scarcella Administration Building - Board Room

My Shoe Journey: Walk with Me!	Planning Team	5 min.
Welcome, Norms, Kagan Structures, Leaderboard	Dr. Margaret C. Patton	15 min.
Priorities & Requirements: District/State/Federal Evaluate CIP/DIP: Measure the Impact/Walk of Success Dr. Margaret C. Patton, Verlincia Prince, Joyce Wilkins	20 min.
Are we Measuring Up? Districtwide College, Career, Postgraduate Data Dr. Kadir Almus, Dr. K. Blanco, Dr. Warford, Tricia Hensley	30 min.
Walk In the Data	Dr. Lakenya Perry-Allen Campus wide Academic Focus w/Artifacts	Principals Write your Campus Story & Prioritize the Main Topic (Needs)	25 min.
Step 1: Ask Questions/Define the Problem Step 2: Brainstorm (Root causes) Step 3: Develop Solutions Step 4: Build Step 5: Test and Redesign Step 6: Communicate Dr. Margaret C. Patton & Dr. Lakenya Perry-Allen	60 min.
Wrap Up	Tiffany Fondal	10 min.
Fiscal Alignment	Dr. Margaret C. Patton ESSER Review/Update	Dr. Margaret C. Patton	5 min.
Ranking Priorities	Twyla Hynes	10 min.
Lunch Family Feud	Stephanie Jernigan and Verlincia Prince	
Campus CIP Workshop (Steps 1-6)	Dr. Kadir Almus & Dr. Dawn Dubose Communicate—Group Share	Principals & Title 1 Campus Leads	90 min.

Stakeholders who participated during either of the three sessions included:

Name	Organization	Role	Email
Rachel Snow	Attack Poverty	Business Analyst	rsnow@attackpoverty.org
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10 Priorities – Student IMPACT

With all data and feedback analyzed, the stakeholders agreed to continue its work on focusing its programs for IMPACT on Student Achievement. The top 10 priorities for SMSD for the 2022-23 school year include.

1) **Address Student Learning Gaps** (Intervention/Learning Loss)

2) Focus on **Mental Health** (Student, Staff, Families) – Create campus-based teams; Community in Schools; Fort Bend Council; Provide Support Programs/Student Mentorships; 10 Days of Mental Health; Use the District Convocation as the kickoff for a year of Mental Health…

3) Support the Specific **Learning Needs of Eco Dis, SPED, and ELL** students (Coteach, classroom libraries, ESL staff certification, etc.)

4) Provide a **Districtwide Focus on the Student Profile** (Learning Style, Student Story, Building Relationships, Student Character Program –)

5) **Communication.** Uniform, Consistent, Transparent, and Timely Districtwide and Campus wide Communication System & Calendar (Internal & External)

6) **Retain High Quality Staff** - Intentional focus on Valuing Staff – Teacher Retention (PD, Extra Duty Pay, snacks/meals for evening and weekend training)

7) **Train Staff/Teacher Mentorship** – Focus on Instruction and Intervention Best Practices

8) **STEM** – Increase the integration of STEM into all areas of instruction.

9) **Accountability for all** – Align all initiatives to District's Focus/DIP/CIP. Regular DIP and CIP check-ins. District and campus administrators' visibility on campuses/in classrooms. Monthly Administrator (campus and district) check-in with staff (ex. Monday Mingle) – Give staff a chance to ask questions, seek input, build relationships, offer support, etc.

10) **Practice Safety**. Improve safety throughout the district.

Supplement NOT Supplant Methodology

Stafford MSD does **NOT** use Title I, II, III, IV, or IDEA funds to:

- Provide services required by State or local law;
- Provide same services as those provided in prior school year with State or local   funds;
- Provide same services in Federal and non-Federal programs.

ESSA Campus Focus/Assurances

Stafford MSD will provide all *Title I* funds to the campuses after funds for reserved activities are removed including…

1. Salaries of federally funded staff; and
2. District initiatives based on the priorities in the comprehensive needs' assessment.

Funds to campuses are provided based on:

1)   Per pupil allocation for each ECO Dis student of $20 per/student for the 2022-2023 school year; and

2)   Campus requests that are: 1) supplemental, 2) allocable and necessary, 3) aligned to the TEA, district, and campus priorities outlined in the comprehensive needs assessment, and 4) research-based.

The Stafford MSD provides assurances that the district plan meets the required Title I requirements.

Req.	Description	Stafford MSD's Plan
1	Monitor student's progress in meeting the challenging state academic standards. • Well-rounded instructional program • Identifying and meeting the needs of at-risk students • Additional assistance for those students in need • Implement strategies to improve student learning.	In Stafford MSD: • The CIA team creates and implements a curriculum scope and sequence for all core areas of instruction • The CIA team facilitates weekly professional learning communities that promote differentiated instructional planning. • The district follows the 2022-23 assessment calendar with various opportunities for campus-based and district-based assessments that focus on student progress on TEKS • The CIA team facilitates data team meetings to analyze data holistically and by at-risk student groups, then implement best practices and instructional strategies that promote academic success. • Campuses provide "just in time" academic intervention programs for students in Tier 2 and Tier 3.

Req.	Description	Stafford MSD's Plan
2	Address disparities in low-income and minority students who are taught by ineffective and inexperienced staff.	In Stafford MSD: • Campus administrators provide additional supports to students who receive instruction from substitute teachers and those who have been ineffective • Campus administrators ensure that students who come from low-socio-economic backgrounds are given prioritized access to classes with experienced and high-quality staff. • The CIA and Talent Acquisition teams create a district-wide team to review data on teacher retention and create a plan for early recruiting, hiring, retaining, and valuing high-quality teachers. • The CIA and Talent Acquisition teams provide a new teacher and administrator mentoring program. • The CIA, Chief of Schools, and Talent Acquisition teams provide ongoing professional development that focuses on the needs and priorities of the staff. • The CIA team continues to provide "just in time" training that meets the needs of the current staff. • The CIA and Chief of Schools team work collaboratively to address mental wellness in the district.
3	School support and improvement process	In Stafford MSD: • The CIA team assists campuses with facilitating PLCs, data team meetings, and instructional planning. • The CIA team assists campuses with providing timely professional development. • The CIA and Chief of Schools meet with campus leaders quarterly to review the campus improvement plan and their progress toward their annual goals. • The CIA team and Chief of Schools visit campuses and classrooms weekly to monitor campus, teacher, and student performance.
4	Description of poverty	In Stafford MSD, a student in poverty or an economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. Low-income children are eligible to receive reduced-price or free meals at school. Children in households with incomes below 130 percent of the poverty level or those receiving SNAP or TANF qualify for free meals. Those with family incomes between 130 and 185 percent of the poverty line qualify for reduced-price meals. Before the October snapshot date, SMSD diligently attempts to identify all students who are identified as living in poverty.

Req.	Description	Stafford MSD's Plan
5	Nature of schoolwide programs	During the annual Comprehensive Needs Assessment, the district and the campuses determine the priority of needs. The campuses can request funds needed to address their priorities that are aligned directly to the TEA and district priorities. The district also uses approximately 80% of Title I Funds to assist with payroll costs for staff and extra duty pay.
6	Services for homeless children promoting success.	In Stafford MSD, • The district utilized ESSER I funds to hire a Family Engagement Liaison. ESSER III funds will be used to continue this position until the 2023-2024 school year. This position allows for frequent communication with the families of the McKinney Vento students. • Title I funds are used to assist with the needs of homeless students by providing school supplies, uniforms, etc. • Partnerships are created with local organizations including Attack Poverty, Houston Food Bank, sororities and fraternities, etc. to meet the ongoing needs of students. • The TECHY grant was received to assist with proving support to homeless families. • The district has implemented a model of having a Homeless liaison for each campus to more immediately address the needs of the campus homeless population. • Annual districtwide training is provided to all staff with a focus on identifying potential homeless students. The front-office staff received more training regarding the needs of students who are homeless, the rights of the family, and the registration process.
7	Strategy for implementing effective parent and family engagement	In Stafford MSD, • The Family Engagement Liaison facilitates an ongoing list of Parent University courses. • The Family Engagement Liaison creates and maintains the districtwide Family Connection and Teacher Center (Middle School 105) • The Family Engagement Liaison plans and implements the annual Parent University Conference (virtual). • The Family Engagement Liaison facilitates the District Parent Engagement Committee (DPEC) that meets quarterly. The committee reviews ongoing parent data to suggest, implement, and monitor a Family Engagement program. The committee also makes adjustments to the Districtwide **Parent Engagement Plan**.

Req.	Description	Stafford MSD's Plan
8	Support for early childhood and transition into elementary	In Stafford MSD, • Support is provided to the Early Childhood Center (ECC) to assist with the emerging needs of students between the ages of 3-5 years old. • Support is provided in the Child Find process, with an emphasis on early intervention through the RTI process and/or FIE process. • Support a partnership between the ECC and the Fueling Brains organization to identify and plan for improving the executive functioning of students in Pre-K-Kindergarten. • Support a partnership between the ECC and the Head Start program.

Req.	Description	Stafford MSD's Plan
9	Collaborative effort to identify and serve students most in need of services.	In Stafford MSD, • Campus administrators create a master schedule that supports the academic progress of students most in need of services including students receiving SPED services, emergent bilinguals, and students who are at-risk of dropping out of school. • The Co-Plan/Co-Teach model is prioritized in the master schedule and implemented with fidelity to provide the most effective teaching teams for students who receive special education inclusion services. Campus' master schedules provide Co-planning time within the school day to effectively implement the model. • Each campus implements their Positive Behavior Intervention and Supports System that includes campus expectations, CHAMPS, restorative practices, rewards, and consequences. PBISS is implemented to clearly communicate campus expectations while reducing behavioral problems and discipline infractions – especially for students with BIPS and repeat offenders. • The Chief Academic Officer reviews STAAR and district academic data with the district and campus teams. The CAO leads the district in analyzing the data and promoting the creation of an academic plan of student instruction and intervention. In this review, a special emphasis is made to address the gaps that may exist in students in sub-groups by ethnicities, socio-economic status, language acquisitions, and students with disabilities. • The CAO leads the district in a thorough examination of the TAPR and the Results Driven Accountability Report, followed by developing a plan that addresses any performance indicators that are NOT in the acceptable range. • Students in Tier 2 and Tier 3 are provided effective intervention based on individual student need, in a timely manner. • The campus counselor leads the creation, implementation, and monitoring of the students with disabilities that qualify for 504 services through their 504 plans. The campus principal monitors the implementation of all 504 students' plans. The campus SPED Department Chair and administrators monitor the implementation of the IEPs of students who qualify for special education services. A case manager

		model is used for annual ARDS and IEP progress monitoring. • The Director of Federal and State Programs and SPED counselor monitors the compliance areas of SPED and 504 services. • When necessary, the district provides homebound services for those students who qualify to utilize the Texas Student Attendance Accounting Handbook.
10	Strategies for effective transition of students from middle to high school and from high school to post-secondary education. • Consultation/partnerships with institutions of higher education • Increased access to early college HS, dual, concurrent enrollment • Career Counseling	In Stafford MSD, • The Director of CTE promotes and manages career and technical programs at the middle and high schools. • The Director of CTE provides an introduction to CTE programs to all middle school students prior to creating a HS schedules • All students in grades 9-12 have a complete graduation plan that promotes an endorsement. • A career counselor works with students to ensure they are following their graduation plan and encourages participation in programs that improve post-secondary college and career readiness. • A partnership is maintained with the Houston Community College that provides a dual enrollment program for Stafford High School students. Students can earn an associate degree prior to graduating from high school.

Req.	Description	Stafford MSD's Plan
11	Reduce and replace discipline practices that remove students from the classroom	In Stafford MSD, • Campus administrators and district administrators review discipline infractions that cause students to be removed from instruction and continually implement restorative practices that provide alternative forms of discipline. • Campus administrators have been trained in restorative practice and Crisis Prevention Institute. Campus administrators are required to implement these strategies and best practices. • Campus behavior specialists have been trained on de-escalation techniques to prevent disciplinary concerns. • Campus behavior specialists constantly monitor students with disabilities, who have a Behavior Intervention Plan, to prevent discipline infractions. • Campus behavior specialists implement the CONECT program to prevent discipline infractions. • Kagan Cooperative Structures and CHAMPS are implemented in ALL classrooms across the district. • Each campus implements their Positive Behavior Intervention and Supports System that includes campus expectations, CHAMPS, restorative practices, rewards, and consequences. PBISS is implemented to clearly communicate campus expectations while reducing behavioral problems and discipline infractions – especially for students with BIPS and repeat offenders.

Req.	Description	Stafford MSD's Plan
12	Coordinate and integrate academic, career, and technical opportunities. • Experiential learning opportunities • Promote skills attainable for in-demand occupations • Work-based opportunities	In Stafford MSD, • The CTE department provides several co-operative opportunities for students to participate in work-experience programs • The CTE department provides several programs that allow students to earn industry certification prior to graduation • All Stafford HS students can take the PSAT free of charge. • All Stafford HS students can take relative AP exams free of charge. • Stafford HS collaborates with the Workforce Solutions organization to support the career needs of students with special disabilities. • Stafford HS provides an adult transition program specific to students with disabilities. • Stafford HS provides a Vocational Assistance program for students with disabilities. Students receive on the job training via campus jobs. • A STEM Magnet school has been created to promote student preparation for STEM-related career fields. • A districtwide STEM plan has been created to emphasize STEM thinking throughout the district. • All Carl Perkins funds are utilized to improve vocational programming.

SMSD will continue to implement the Strategic Support Plan which is aligned with the 2021 Results Driven Accountability. Each campus has included goals in their CIP. The goals and relative objective are as follows:

Results Driven Accountability – Strategic Support Plan – At-a-Glance

What should we be doing? What is your progress on the following goals/activities? What is your evidence of implementation?

Goal #1	Type of Activity	Goal for Activity	Possible Evidence	Activity Completion	Personnel Responsible for Implementation	Supervision of Implementation
By the end of the 2021-2022 school year, the percentage of Special Education students scoring at the MEETS level on the Reading STAAR test will increase by at least 10%	Training & PD	Provide ongoing differentiated small group instruction professional learning opportunities during bi-weekly PLCs. (4-6 sessions)	Sign-in Sheets, PLC Agenda, PLC Minutes, Lesson Plans, Student Product	5/27/2022	Instructional Specialists Principals	CIA Coordinators, Dir, Fed/State SPED Coordinator, CAO
	Training & PD	Provide ongoing Blended Learning professional learning opportunities during monthly staff meetings. (5 sessions)	Sign-in Sheets Meeting Agenda w/BL Focus Lesson Plans, Student Product	5/27/2022	Coordinator of Instructional Technology Principals	CIA Coordinators, Dir, Fed/State SPED Coordinator, CAO
	Policies and Procedures	Meet weekly to create and implement a plan for early teacher recruitment and retention.	Meeting Agendas Sign-In Sheets, District Plan	7/29/2022	Talent Acquisition Principals	CAO Chief of Schools
	Self-Monitoring	Conduct walk-throughs in classes with inclusion at least twice a month to provide feedback on best instructional practices.	Walk-through Data Coach Feedback	5/27/2022	Principals, SPED Coordinator, Dir. Fed/State, CIA Coordinators, Instr. Spec.	Director of Fed/State Programs CAO
Goal #2	**Type of Activity**	**Goal for Activity**	**Evidence**	**Activity Completion**	**Personnel Responsible for Implementation**	**Supervision of Implementation**
By the end of the 2021-2022 school year, the percentage of Special Education students scoring at the MEETS level on the Math STAAR test will increase by at least 10%.	Training & PD	Provide ongoing differentiated small group instruction professional learning opportunities during bi-weekly PLCs. (4-6 sessions)	Sign-in Sheets, PLC Agenda, PLC Minutes, Lesson Plans, Student Product	5/27/2022	Instructional Specialists Principals	CIA Coordinators, Dir, Fed/State SPED Coordinator, CAO
	Training & PD	Provide ongoing Blended Learning professional learning opportunities during monthly staff meetings. (same sessions as above with reading focus)	Sign-in Sheets Meeting Agenda w/BL Focus Lesson Plans, Student Product	5/27/2022	Coordinator of Instructional Technology Principals	CIA Coordinators, Dir, Fed/State SPED Coordinator, CAO
	Policies & Procedures	Meet weekly to create and implement a plan for early teacher recruitment and retention.	Meeting Agendas Sign-In Sheets Plan	7/29/2022	Talent Acquisition Principals	CAO Chief of Schools
	Self-Monitoring	Conduct walk-throughs in classes with inclusion at least twice a month to provide feedback on best instructional practices.	Walk-through Data Coach Feedback	5/27/2022	Principals, SPED Coordinator, Dir. Fed/State, CIA Coor, Instructional Specialists	Director of Fed/State Programs CAO
Goal #3	**Type of Activity**	**Goal for Activity**	**Evidence**	**Activity Completion**	**Personnel Responsible for Implementation**	**Supervision of Implementation**
During the 2021-2022 school year, the number of special education discipline removals due to action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 will decrease by at least 10%.	Training & PD	Annually, require all staff to be trained in the defensive model/de-escalation techniques of Crisis Prevention.	Sign-in Sheets Agenda Training Module	8/25/2022	Special Education Coordinator Principals	Director of Fed/State Programs
	Self-Monitoring	Monthly, engage in a data team discussion that focuses on trends in discipline data and alternative forms of discipline.	Leading Edge Agenda Discipline Data Trends Needs Assessment	8/27/2022	Principals	Chief of Schools Dir. Fed/State Programs
	Self-Monitoring	During the 2021-2022 School year, the campus behavior specialist (CONECT) will monitor the special education students with BIPs. They will provide lessons on prevention and coping strategies.	Monthly Student Data Lessons, Win-Win Discipline Training, Win-Win Discipline Team Support (Campus)	8/27/2022	Principals, Beh. Spec., LSSPs, SPED Dept Chairs, SPED Coor.	Dir. Fed/State Programs
	Policies & Proc	By the end of the 2021-2022 school year, create a campus based Positive Behavior Support Plan for implementation during the 2022-2023 school year.	Sign-in Sheets Training Module Example - CHAMPS	8/27/2022	Principals, Campus Based Leadership Team	Chief of Schools Director of Fed/State Programs

The district will monitor the CIP and DIP plan monthly with updates completed on a quarterly basis.

Demographics

Demographics Summary

Hidden between the metropolis of Houston and the rapidly growing East Fort Bend County sits the "best little school district in Texas", the only Municipal School District in Texas, Stafford Municipal School District (SMSD). This Chapter 41 school district maintains a small school setting while addressing the academic, emotional, and social needs of our students, whereby preparing them for the multi-faceted society in which they live. SMSD opened its doors in 1982 with a (K-5) enrollment of 547 students. Today SMSD has a (PreK-12) student enrollment of 3,600 students. The District's student ethnic breakdown reflects 47.6% Hispanic, 41.0% African American, Asian 6.1%, White 3.2%, Two or More Races 1.7%, American Indian 0.3%, and Pacific Islander 0.2%.

The District's data reflects 74.1% of our student population is Economically Disadvantaged. The district provides free breakfast and lunch to all SMSD students in PK-8th grade. The SMSD teachers' ethnic breakdown reflects the following: White 22.6%, African American 40.2%, Hispanic 23.6%, Asian 11.0%, Two or More Races 1.7%, and 0.9% American Indian. The SMSD teachers' average number of years of experience is 8.9 years. SMSD has an annual dropout rate of 0.9%. The average daily attendance rate is 96.3%. Stafford MSD's district-wide English Language Learner student population is 22.3%. The graduation rate is 95.2% and remains above the State average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district needs to increase the number of ESL certified teachers in all content areas. **Root Cause:** The minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new- to -the profession teachers that need to add the ESL endorsement to their teacher certificate.

Student Achievement

Student Achievement Summary

The district received an overall "B" rating in 2022. One campus received an "A" rating while two campuses received a "B" rating and other two received a "C" rating.

DISTRICT ACCOUNTABILITY SUMMARY

	2018	**2019**	**2020**	**2021**	**2022**
STAFFORD ELEMENTARY SCHOOL	67(MET)	61(D)			**73(C)**
STAFFORD MIDDLE SCHOOL	81(MET)	88(B)			**79(C)**
STAFFORD MAGNET ACADEMY	NA	NA	Not Rated: Declared State of Disaster		**97(A)**
STAFFORD HIGH SCHOOL ACADEMY	78(MET)	82(B)			**82(B)**
DISTRICT OVERALL ACCOUNTABILITY RATING	**84(B)**	**87(B)**			**87(B)**

NOTE: STAFFORD ECC also receives accountability rating. It is B this year since it is paired with the district.

Student Achievement Strengths

COVID has created many barriers to consistent, high-quality instruction starting from March 2020. Learning gaps caused by COVID have significantly impacted student achievement. This is very evident, especially in the Spring 2021 STAAR results. In general, the district's performance has increased in every

subject area in 2022 from 2021. The goal is to continue to focus on addressing the learning loss and increase the performance of all our campuses in the 22-23 school year (See addendum for the comparison of STAAR scores between 2021 and 2022.)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Learning gaps are significantly impacting student achievement. **Root Cause:** COVID created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum ans instructional plan with fidelity to address student needs.

Problem Statement 2: Students receiving special education services consistently perform below their peers who do not receive services. **Root Cause:** COVID increased the learning gap and most students with special education services have received instruction in self-contained resource classes until 2021.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The terms "personnel, human resources, and human capital management" are often used interchangeably. Personnel management was historically limited to the performance of administrative processes and procedures such as hiring and maintaining employee records. Today, human capital management, the newest concept, is an approach to employee staffing and retention that perceives people as assets (human capital) whose current value can be measured and whose future value can be enhanced through investment.

The SMSD Talent Acquisition/HR Department's focus is to streamline processes while implementing innovative and fiscally responsible human capital concepts with the overarching goal of creating a stellar human relations culture and climate. SMSD embraces the goal to attract, hire and retain exceptionally talented and dedicated faculty and staff to support and facilitate student success; The district is using virtual platforms to break previous recruiting boundaries set by time and distance proximity, the application process includes Gallup's TEACHER INSIGHT and PRINCIPAL INSIGHT surveys to measure broad-spectrum talent dimensions of employment candidates, and SMSD provides an onboarding process designed to introduce and acclimate our newest team members into the SMSD family of staff. SMSD provides resources to help our team thrive: professional development workshops for engaging instructional and non-instructional topics, professional learning communities, a district laptop for instructional-based staff members, a tuition reimbursement program for continuing education opportunities, an employee assistance program, new state-of-the-art facilities, and a highly experienced administrative team supporting and encouraging our staff every step of the way.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality:

- A thorough review of teaching experience and credentials is conducted as part of the application process.
- All core content teachers are required to collaborate and plan together via a weekly Data Team meeting.
- All teachers meet regularly to align lesson plans.
- Teachers are provided planning time during staff development days.
- Campus department heads are provided a stipend to support additional time and effort dedicated to developing and maintaining their teams.
- District Content Specialists' schedules are modified so that they can provide more coaching and mentoring to the teachers.

Recruiting:

- Virtual platforms have afforded the Talent Acquisition/HR Department the ability to exceed boundaries caused by time and distance proximity limitations.
- SMSD hosted virtual job fairs with advertising through Labor Connect.
- TA/HR is embracing out-of-state teaching candidates and assisting them in the steps to initiate and obtain their out-of-state certification through TEA.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Attrition is high across the district. **Root Cause:** Staff members felt increased pressure during COVID, and many did not feel they received adequate support.

Problem Statement 2 (Prioritized): The number of quality candidates within applicant pools does not support staffing needs caused by forecasted annual turnover. **Root Cause:** The traditional recruiting technique needs to be updated to incorporate innovative and multi-medium strategies.

Problem Statement 3 (Prioritized): Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals. **Root Cause:** Employee perks

programs need to be updated.

Problem Statement 4: Outdated programs and workflow slow down the hiring process resulting in lost hiring opportunities. **Root Cause:** Programs and workflow need to be updated for accuracy and efficiency.

Parent and Community Engagement

Parent and Community Engagement Summary

Stafford MSD promotes, supports, and encourages frequent and effective parent and community engagement in the education and success of our students and families. We are dedicated to building strong communication and collaboration among all community stakeholders, whereby accomplishing our mission which is 100% college and career readiness. SMSD consistently pursues and welcomes parent and community engagement, as we know this is a key factor in the success of SMSD. The district has created opportunities for parents to attend training and information training sessions, with the intent of equipping our parents with relevant information on an array of education-related topics. These training sessions will be offered via our Parent University platform. Our mission is for every student to graduate college and career ready, and as a district, our partnership with families and the community is vital to a brighter future. Together we can work together to identify and address the needs of our students while preparing them for academic and personal success!

Parent and Community Engagement Strengths

- Increased parental involvement as a result of the district's strategic plan of action
- Increased community involvement
- Communication via social media platforms and other marketing outlets
- An increase in frequent communication to parents, increasing the number of relationships built
- Increase in attendance at district hosted events
- Increase in school/community events
- Participation in annual district-wide events
- Implementation of online athletic ticket sales
- Implementation of Senior 55+ athletic tickets and preferred seating
- Increase in Parent University course offerings
- Consistent branding of Parent University
- Increased incentives for family and community involvement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents need access to district information in multiple languages. **Root Cause:** The district is a very diverse district causing there to be a need to provide a drop-down menu to translate district information to multiple languages.

Problem Statement 2 (Prioritized): SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.). **Root Cause:** As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Technology

Technology Summary

Technology is used as a resource to amplify instruction. When lessons begin with strong content and pedagogy, the integration of technology provides student engagement with communication, collaboration, and creativity. Digital learning resources and instructional materials are evaluated using a rubric for both qualities of content as well as technical functionality. We comply with COPPA, CIP and FERPA, and other laws as they relate to the utilization of technology in schools. There is a strong presence and utilization of online instructional resources.

Stafford MSD is looking to blended learning to address the growing learning gaps addressed first created by rapid expansion and now heightened by COVID. In year 20-21, our district approved a 1-to-1 initiative providing every student with an iPad. With the right infrastructure and technology in place, we look forward to utilizing devices to assist with both synchronous and asynchronous learning opportunities for our students. SMSD received the competitive and prestigious Blended Learning Planning Grant (BLGP) from TEA in the 20-21 school year and the continuation of this grant for the next 3 years starting from the 21-22 school year. The BLPG grant will enable us to address the deficits that have been created by this rapid change and provide our students with a technology-rich, 21st-century education. In addition, the district also received another competitive grant for blended learning for 21-22 school year (School Action Fund Planning Grant for redesign the elementary campus with a blended learning model) and 2 years of continuation of this grant for 2022-24.

As a result of challenges due to COVID and the advanced rate of change that we are all experiencing to address these challenges, many of our teachers need extra support in the area of technology. Though they have a wealth of resources and actively participate in PD sessions offered by the district, there is still a need for ongoing support at the campus level. With that in mind, SMSD created a program (ITL- Instructional Technology Leaders Program) where teachers are empowered to assume the role of technology leaders on their respective campuses and, in turn, support other teachers with various technology needs. That support can come in the form of training, modeling lessons, creating how-to resources, and job-embedded coaching.

Technology Strengths

- 1-to-1 Devices
- ITL- Instructional Technology Leaders Program
- Award-winning Robotics team
- Online resources
- Online textbooks/instructional resources
- Online curriculum resources
- Instructional Technology Specialists
- 1 Elementary/1 Secondary Integrated Technology Specialist
- Support digital teaching and learning for students and teachers
- Professional Development for staff - integration of technology
- Training for students - integration of technology
- Library computers available for student use throughout the day
- Office 365 training and implementation for all teachers and students
- Implementation of single sign-on for students
- All Classrooms are equipped with high-speed Internet.
- Data projectors and document cameras are available in every classroom
- Integration of current technology District initiatives
    - 1-to-1 iPADs
    - Maker spaces

- 3D printers
- Coding
- Robotics
- Drones

Priority Problem Statements

Problem Statement 6: The district needs to increase the number of ESL certified teachers in all content areas.

Root Cause 6: The minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new- to -the profession teachers that need to add the ESL endorsement to their teacher certificate.

Problem Statement 6 Areas: Demographics

Problem Statement 1: Learning gaps are significantly impacting student achievement.

Root Cause 1: COVID created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum ans instructional plan with fidelity to address student needs.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Attrition is high across the district.

Root Cause 3: Staff members felt increased pressure during COVID, and many did not feel they received adequate support.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Many classrooms did not provide consistent high-quality instruction.

Root Cause 2: COVID created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plans with fidelity, and raise teacher capacity.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: The number of quality candidates within applicant pools does not support staffing needs caused by forecasted annual turnover.

Root Cause 4: The traditional recruiting technique needs to be updated to incorporate innovative and multi-medium strategies.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.).

Root Cause 5: As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 7: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals.

Root Cause 7: Employee perks programs need to be updated.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

Performance Objective 1: Increase student performance in literacy to 80% On-Track on CIRCLE and TX-KEA as well as 80% Approaches, 50% Meets, and 25% Masters on Reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Increased academic performance in reading on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in literacy. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $44,518, - 282: ESSER III - $55,000, - 211: School Action Fund - $25,000, - 429: Blended Learning - $25,000				

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $30,600, - 289: TRI Coaching - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps and expedite COVID learning loss recovery, e.g., Response to Intervention (RtI), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Response to Intervention (RtI) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $53,526, - 282: ESSER III - $55,000				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Kagan strategies at least twice a month in RLA classes to increase student engagement, comprehension, and retention of content.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

Performance Objective 2: Increase student performance in mathematics to 80% On-Track on CIRCLE and TX-KEA as well as 80% Approaches, 50% Meets, and 25% Masters on Mathematics STAAR.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Increased academic performance in reading and mathematics on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in mathematics. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; thorough planning and thoughtful instruction.
     Staff Responsible for Monitoring: Chief Academic Officer
 CIA Coordinators
 Math Curriculum Content Specialists
 Interventionists
 Campus Administrators
 Teachers
 	
     Title I:
 2.4, 2.5, 2.6
     Funding Sources: - 199: General Fund - $22,715, - 429: Blended Learning - $25,000, - 211: School Action Fund - $25,000				

Strategy 2 Details		Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in mathematics instruction to improve student outcomes.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $30,600					

Strategy 3 Details		Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps and expedite COVID learning loss recovery, e.g., Response to Intervention (RtI), Accelerated Instruction (AI) and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; effective Response to Intervention (RtI) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $22,715, - 282: ESSER III - $55,000					

Strategy 4 Details	Reviews			
Strategy 4: Utilize Kagan strategies at least twice a month in math classes to increase student engagement, comprehension, and retention of content.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

Performance Objective 3: Increase student performance in science and social studies to 80% Approaches, 50% Meets, and 25% Masters on Science STAAR and 80% Approaches, 50% Meets, and 25% Masters on Social Studies STAAR.

    Evaluation Data Sources: Increased academic performance in science and social studies on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in science and social studies. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction.
    Staff Responsible for Monitoring: Chief Academic Officer
CIA Coordinators
Campus Administrators
Teachers
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - 199: General Fund - $11,252, - 211: School Action Fund - $25,000, - 429: Blended Learning - $25,000				

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in science and social studies instruction to improve student outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction.
    Staff Responsible for Monitoring: Chief Academic Officer
CIA Coordinators
Campus Administrators
Teachers
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - 199: General Fund - $61,200				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Design systems that efficiently address learning gaps and expedite COVID learning loss recovery, e.g., Response to Intervention (RtI) and Accelerated Instruction (AI). Ensure that subpopulation needs are clearly identified and supported accordingly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; effective Response to Intervention (RtI) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $49,932, - 282: ESSER III - $55,000				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Kagan strategies at least twice a month in science and social studies classes to increase student engagement, comprehension, and retention of content.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators Campus Administrators Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

Performance Objective 4: Increase student performance to 90% on the College, Career, and Military Readiness Indicator.

HB3 Goal

Evaluation Data Sources: Increased academic performance on all national, state, and local assessments; Increased participation in AP and dual credit classes.

Strategy 1 Details	Reviews			
Strategy 1: Increase participation in SAT and TSI preparation courses by 25%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased number of students who pass TSI on the first attempt and successful completion of Texas College Bridge courses.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator Secondary Math and RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Increase enrollment in Advanced Placement and Dual Credit courses by 5%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased scores to 3 or higher on AP exam and increase the number of students who earn credit in dual credit classes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $69,601				

Strategy 3 Details	Reviews			
Strategy 3: Implement lab coursework during the school day to improve SAT, TSI, and STAAR skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Secondary RLA and Math Curriculum Content Specialists Interventionists Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 282: ESSER III - $130,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

Performance Objective 5: Decrease the achievement gap between at-risk student performance on the STAAR and their non-at-risk student peers by 10%.

    Evaluation Data Sources: STAAR Assessment, CBAs

Strategy 1 Details	Reviews			

Strategy 1: Provide ongoing support to homeless students by providing frequent outreach to students and/or families and by providing supplies and materials as needed.
    Strategy's Expected Result/Impact: Remove barriers to student performance. Increase student performance.
    Staff Responsible for Monitoring: Verlincia Prince
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: General supplies - 211: Title I, General Supplies and materials - 289: ESSER I
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 2: Goal 2: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning with the goal of preparing students to become college and career ready.

Performance Objective 1: Increase by 3% annually the percentage of core teachers who obtain the Texas Examination for Educator Standards (TExES) English as a Second Language (ESL) Supplemental 154 certification.

Evaluation Data Sources: Participants registration, sign-in sheets, passing test scores reports, updated Texas Educator Certificates, power points, handouts, and purchase orders.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Offer TExES 154 ESL Supplemental Certification test preparation professional development sessions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of ESL certified teachers districtwide. **Staff Responsible for Monitoring:** Multilingual/ESL Program Director Bilingual/ESL Specialist Campus Administrators Teachers **Title I:** 2.6 **- Results Driven Accountability** **Funding Sources:** - 199: General Fund - $10,500				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Reimburse teachers for testing fees upon successfully passing the exam and adding it to one's Texas Educator Certificate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of ESL certified teachers districtwide. **Staff Responsible for Monitoring:** Multilingual/ESL Program Director Bilingual/ESL Specialist Campus Administrators Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Goal 2: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning with the goal of preparing students to become college and career ready.

Performance Objective 2: Increase by 5% annually the percentage of K-2 English learners who progress by one proficiency level in the TELPAS Composite Rating.

    Evaluation Data Sources: Participant registration; consultant contracts; purchase orders; job-embedded professional development and support; academic performance on national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All teachers are equipped with sheltered instruction practices to meet the diverse linguistic and academic needs of students.
     Staff Responsible for Monitoring: Multilingual/ESL Program Director
 Bilingual/ESL Specialist
 Campus Administrators
 Teachers
 	
     Title I:
 2.4, 2.6
  - Results Driven Accountability - Equity Plan
     Funding Sources: - 199: General Fund - $12,000				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Provide dual language professional development for teachers aligned to research-based strategies and best practices to facilitate language and content transfer between the first language and second language and vice versa.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2: Strategy 2: Provide dual language professional development for teachers aligned to research-based strategies and best practices to facilitate language and content transfer between the first language and second language and vice versa.

Strategy's Expected Result/Impact: All dual language teachers are equipped with research-based strategies and best practices to facilitate the implementation of the dual-language program. Increased academic performance in national, state, and local assessments.

Staff Responsible for Monitoring: Multilingual/ESL Director
Bilingual/ESL Specialist
Consulting Services
Campus Administrators
Interventionists
Teachers

Title I:
2.4, 2.6
 - **Results Driven Accountability - Equity Plan**
Funding Sources: - 199: General Fund - $12,500, - 263: Title III - $22,500

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Implement Summit K-12, blended-learning program, to facilitate and scaffold English language development in the following domains: listening, speaking, reading, and writing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Strategy 3: Implement Summit K-12, blended-learning program, to facilitate and scaffold English language development in the following domains: listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Increased academic performance in national, state, and local assessments.

Staff Responsible for Monitoring: Multilingual/ESL Director
Bilingual/ESL Specialist
Consulting Services
Campus Administrators
Interventionists
Teachers

Funding Sources: - 199: General Fund - $15,000, - 263: Title III - $15,000

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Goal 2: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning with the goal of preparing students to become college and career ready.

Performance Objective 3: Increase by 7% annually the percentage of 3-12 English learners who progress by one proficiency level in the TELPAS Composite Rating.

    Evaluation Data Sources: Participants' registration; consultant contracts; purchase orders; job-embedded professional development and support; academic performance on national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All teachers are equipped with sheltered instruction practices to meet the diverse linguistic and academic needs of students.
    Staff Responsible for Monitoring: Multilingual/ESL Program Director
Bilingual/ESL Specialist
Campus Administrators
Teachers
 	
    Title I:
2.4, 2.6
 - Results Driven Accountability - Equity Plan				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Provide dual language professional development for teachers aligned to research-based strategies and best practices to facilitate language and content transfer between the first language and second language and vice versa.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All dual language teachers are equipped with research-based strategies and best practices to facilitate the implementation of the dual-language program. Increased academic performance in national, state, and local assessments. **Staff Responsible for Monitoring:** Multilingual/ESL Program Director Bilingual/ESL Specialist Consulting Services Campus Administrators Interventionists Teachers **Title I:** 2.4, 2.6 **- Results Driven Accountability - Equity Plan**				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Implement Summit K-12, blended-learning program, to facilitate and scaffold English language development in the following domains: listening, speaking, reading, and writing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in national, state, and local assessments. **Staff Responsible for Monitoring:** Multilingual/ESL Program Director Bilingual/ESL Specialist Consulting Services Campus Administrators Interventionists Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: SMSD will implement services for Special Education students that meet their individual needs to promote academic and behavioral improvement.

Performance Objective 1: The percentage of Special Education students passing the STAAR test will increase by at least 10%.

High Priority

Evaluation Data Sources: STAAR Data, Benchmarks, Student Profiles; Classroom Walk-throughs (Kagan, CHAMPS, PBISS)

Strategy 1 Details	Reviews			
Strategy 1: Meet weekly to monitor plan and create supports where needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% Compliance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Federal and State Programs				
Title I: 2.4 **Funding Sources:** Salary - 282: ESSER III - $70,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: SMSD will implement services for Special Education students that meet their individual needs to promote academic and behavioral improvement.

Performance Objective 2: 100% of co-teachers will implement best practices in the co-teach classroom.

   Evaluation Data Sources: Monthly CoTeach Sign-in sheets
   CoTeach/CoPlan Book Study Feedback
   Walk-through data (CoTeach Best Practices, Kagan, CHAMPS, PBISS)
   Co-Planning sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide 3 options for CoTeach/CoPlanning PD w/Extra Duty Pay	**Formative**			**Summative**
Strategy's Expected Result/Impact: General Ed and Special Ed teachers will understand the CoTeach/CoPlan Model	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, SPED Department Head, Coordinator of SPED, Director of Federal and State Programs				
Title I: 2.4				
Funding Sources: - 211: Title I - $12,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide a once a month Co-Teach virtual session for all Co-Teachers as an opportunity to share strategies and get feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Share best practices to be seen in walk-throughs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Federal and State Programs.				
Title I: 2.4				

Strategy 3 Details	Reviews			
Strategy 3: Provide supplies and materials to Co-Teach classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional practice materials for Co-Teach classes to support student learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, Director of Federal and State Programs.				
Funding Sources: Materials - 289: ESSER I - $15,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: SMSD will implement services for Special Education students that meet their individual needs to promote academic and behavioral improvement.

Performance Objective 3: 100% of students' IEPS include standards-based academic goals with individualized accommodations that meet their specific learning needs.

Evaluation Data Sources: SPED Folder Audits
Progress Monitoring Logs
IEPs
Student Assessment Data
Training Sign-In Sheets
Campus Special Education Department Meetings - Minutes

Strategy 1 Details	Reviews			
Strategy 1: Provide Tutorials for students who need additional support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth on specified standards.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Case Managers. **Title I:** 2.4 **Funding Sources:** - 289: ESSER I - $10,000				
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: SMSD will implement services for Special Education students that meet their individual needs to promote academic and behavioral improvement.

Performance Objective 4: Discipline referrals for students receiving Special Education services will decrease by 20%.

High Priority

Evaluation Data Sources: Behavior Specialist Logs - CONECT Program
Progress Monitoring Logs for BIPS
Campus Discipline Data
Student participation in PBISS
Training Sign in Sheets - CHAMPS, Kagan, and PBISS

Goal 4: By the end of the 2022-2023 school year, develop family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 1: Increase family participation in courses and volunteer opportunities.

High Priority

Evaluation Data Sources: Sign-In Sheets, Surveys, Meeting Minutes

Strategy 1 Details	Reviews			
Strategy 1: Coordinate Parent Resource Center for parent engagement, support, and volunteer opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent engagement, volunteerism/Increased student support	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent, Family & Community Engagement Coordinator **Title I:** 4.1, 4.2 **- Equity Plan** **Problem Statements:** Parent and Community Engagement 2 **Funding Sources:** Family Engagement Liaison - 289: ESSER I - $40,000, Supplies and Materials - 211: Title I - $6,000, Fees - 211: Title I - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide the 3rd Annual Parent University Conference and Parent University courses to increase parent education throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase participation in parent courses that will improve student achievement **Staff Responsible for Monitoring:** Family Engagement Coordinator and Director of Federal and State Programs **Title I:** 4.1, 4.2 **Funding Sources:** Conference Platform and Extra Duty Pay - 211: Title I - $4,500				

Strategy 3 Details		Reviews			
Strategy 3: Meet Quarterly as a District Parent Engagement Committee.		Formative			Summative
Strategy's Expected Result/Impact: Gather input from parents in regards to ongoing district initiatives. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator, and Director of Federal and State Programs **Title I:** 4.1, 4.2 **Funding Sources:** Refreshments - 289: ESSER I - $1,000		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Create various engagement and volunteer opportunities in the Family Connection and Teacher Center		Formative			Summative
Strategy's Expected Result/Impact: Increase parent participation that supports teachers and students. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.). **Root Cause**: As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Goal 4: By the end of the 2022-2023 school year, develop family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 2: 85% of SMSD parents will feel engaged and welcome throughout the district.

    Evaluation Data Sources: Parent Surveys

Strategy 1 Details		Reviews			
Strategy 1: Conduct staff training on customer service and parent interaction ..		**Formative**			**Summative**
Staff Responsible for Monitoring: Campus leadership and Parent, Family, and Community Engagement Coordinator		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 5: Provide outstanding customer service that focuses on preparing students to become life-long learners by serving them nutritious, quality meals prepared by well-trained staff in a safe environment.

Performance Objective 1: Child Nutrition staff will participate in two (2) customer service trainings during the 2022-2023 school year (Fall and Spring).

    Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide a Fall and Spring customer service training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will provide positive customer service feedback to the child nutrition department.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Danny McDonald/Myrna Garcia **Equity Plan** **Funding Sources:** - 240: Food Service Fund - $2,137,765				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Provide outstanding customer service that focuses on preparing students to become life-long learners by serving them nutritious, quality meals prepared by well-trained staff in a safe environment.

Performance Objective 2: Introduce vegan options to all students at all schools (at least once a week)

    Evaluation Data Sources: Survey feedback from families.

Strategy 1 Details	Reviews			
Strategy 1: Families will provide vegan food options feedback to the child nutrition department.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback provided by SMSD families	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Danny McDonald/Myrna Garcia **Funding Sources:** - 240: Food Service Fund - $2,137,765				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: SMSD Libraries will promote an exemplary campus learning environment through library programming aligned to district curriculum, increase usage of library digital resources, and increase circulation of library print materials.

Performance Objective 1: Collaborate with campus instructional leaders, teachers, and library staff to develop library activity/programming that is aligned to campus curricular objectives.

Evaluation Data Sources: Learning products
Activity/Programming photos and/or videos
Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with elementary ELAR specialist to develop a plan to support/increase literacy skills through library instruction, K-5	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance **Staff Responsible for Monitoring:** Library Media Coordinator, Elementary ELAR Specialist **Title I:** 2.4, 2.5 **Funding Sources:** - 199: General Fund - $1,200	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Meet weekly with library staff, utilizing grade level curriculum pacing guide to identify learning objectives and develop aligned library programming.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance **Staff Responsible for Monitoring:** Library Media Coordinator **Title I:** 2.4, 2.5	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 6: SMSD Libraries will promote an exemplary campus learning environment through library programming aligned to district curriculum, increase usage of library digital resources, and increase circulation of library print materials.

Performance Objective 2: Provide professional development highlighting the use of library digital resources and print materials to support campus instructional and learning objectives.

    Evaluation Data Sources: PD plan
PD learning artifacts
Teacher lesson plans
Digital resource usage date
Circulation statistics

Strategy 1 Details	Reviews			
Strategy 1: Promote available district library digital; as well as, campus level library print resources through campus library orientation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and use of both digital and print library resources.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Library Media Coordinator
 	
    Title I:
2.4
    Funding Sources: - 199: General Fund - $500				

Strategy 2 Details	Reviews			
Strategy 2: Promote the FBCL EZ Card program, a partnership with Fort Bend County Libraries and SMSD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and use of the FBCL EZ Card program.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Library Media Coordinator **Title I:** 2.4				

Strategy 3 Details	Reviews			
Strategy 3: Participate in campus level parent/family events and provide opportunity to engage with library digital and print materials.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve academic performance. **Staff Responsible for Monitoring:** Library Media Coordinator **Title I:** 2.4 **Funding Sources:** - 199: General Fund - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 1: Create and implement district-wide Technology Integration Plan to include expectations for technology integration, coaching, ITL responsibilities, and more.

    Evaluation Data Sources: Student Samples/Teacher Artifacts in Eduphoria
    Eduphoria Coaching Data
    Incident IQ Analytics
    Campus Technology Integration Plan Progress

Strategy 1 Details	Reviews			
Strategy 1: Communicate and monitor expectation for every teacher to implement a minimum of one technology integration lesson per semester.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will begin to effectively integrate technology, increasing student engagement, and ultimately increasing student achievement. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Ensure that each ITL implements one-on-one coaching with one teacher per six weeks in addition to other ITL duties. ITLs will utilize the coaching cycle to accomplish this.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: One-on-one coaching will build capacity in teachers to seamlessly integrate technology in the classroom and expose students to vital technology skills. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: Monitor progress of plans through a number of digital means, including analytics from Incident IQ, coaching data from Eduphoria, and check-ins with campus administrators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will ensure that the tech integration plan is on track and help to determine if updates or changes are necessary. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 2: Utilize selected campus Instructional Technology Leaders (ITLs) to provide teachers with support in the area of technology integration through training and coaching.

Evaluation Data Sources: Model lessons (lesson plans, video)
Tangible Student Samples
Digital Logs
Incident IQ Analytics
Eduphoria Coaching Data

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly meetings with ITLS in addition to bi-weekly check ins to discuss progress, model the use of various technology applications, and implement coaching cycle.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: ITLs will grow in the area of coaching and increase their knowledge base with various technology application tools. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with campus ITLs to develop technology integration guides that will provide more support for teachers by giving them ideas for integrating technology into their classrooms.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Providing teachers with guides will generate ideas for technology integration and ensure that teachers feel supported in the classroom. It will also provide ITLs with a cache of ideas to use when coaching teachers. **Staff Responsible for Monitoring:** Instructional Technology Coordinator Instructional Technology Leaders				

Strategy 3 Details	Reviews			
Strategy 3: Utilize coaching form in Eduphoria to document and track coaching cycle progress/feedback with teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will provide documentation of coaching practices with ITLs. It will also provide useful data to help us determine future training and support that teachers need. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 3: Implement the coaching cycle (Goal Setting/Planning, Implementation/Monitoring, Reflection) on all campuses to assist teachers with the integration of iPads and other district technology.

> **Evaluation Data Sources:** Meeting logs
> Documentation
> Classroom Observations
> Student Samples/Portfolios

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Technology Coordinator will implement the coaching cycle with campus ITLs concerning strategies and/or tools they want to implement with their students this year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build a foundation for effective coaching through modeling and implementation of the coaching cycle including, goal setting/planning, implementation/monitoring, and reflection. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: ITLs will implement the coaching cycle with teachers on their campuses to assist with the integration of technology tools and strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build ITL capacity to facilitate the coaching cycle while assisting teachers with technology integration in the classroom. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: ITLs will attend a minimum of one technology conference per year to acquire knowledge about new tools and strategies that can be implemented on their respective campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Build ITL capacity in the area of technology integration and broaden their knowledge of new technology tools and trends.
    Staff Responsible for Monitoring: Instructional Technology Coordinator
 	
    Funding Sources: Registration fees, travel expenses - 199: General Fund - $5,000				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 4: Provide more opportunities for teachers to learn and engage with technology integration strategies and resources through live webinars, lunch and learns, and continued partnerships with Apple and Microsoft.

Evaluation Data Sources: Webinar recordings
Participation logs
Informal classroom observations

Strategy 1 Details				Reviews			
Strategy 1: Continue facilitating Webinar Wednesdays where teachers will be able to engage in live, virtual instruction with the Instructional Technology Coordinator, or campus ITL, to learn more about various tech tools and strategies.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge of various technology tools and strategies and provide more support in the area of technology integration. **Staff Responsible for Monitoring:** Instructional Technology Coordinator							

Strategy 2 Details				Reviews			
Strategy 2: Utilize ITLs and/or Apple Learning Coaches to assist with iPad integration on each campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: This will ensure that teachers are effectively incorporating iPad technology into the classroom. **Staff Responsible for Monitoring:** Instructional Technology Coordinator				**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			
Strategy 3: Continue partnership with Microsoft Education Trainers to provide ongoing sessions for all district personnel for various Microsoft applications.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase knowledge, across the district, concerning the Microsoft and Office 365 tools that are available to teachers, staff, and students. **Staff Responsible for Monitoring:** Instructional Technology Coordinator							

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 1: On a daily basis provide well maintained campuses, buildings and exterior areas.

Evaluation Data Sources: Continuous safety checks throughout the district

Strategy 1 Details		Reviews			
Strategy 1: Complete repairs and preventative maintenance projects in a timely manner using time wisely.		**Formative**			**Summative**
Strategy's Expected Result/Impact: District buildings and campuses will be operable at all times		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 2: Continuous operating with newly constructed buildings and renovated areas on automated and mechanical systems with current staff and new hires

    Evaluation Data Sources: Meeting videos, notes and product instructions for building automation systems and mechanical controls

Strategy 1 Details	Reviews			
Strategy 1: On going training for newly added HVAC automated systems.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Low Utility Cost Less Lighting Supplies Cost Annually **Staff Responsible for Monitoring:** Chief Financial Officer Director Of Operations Outside Vendors	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Continue training with vendors and keeping track of warranties.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stay on track with updated software versions on all newly install automated programs. **Staff Responsible for Monitoring:** Chief Financial Officer Director Of Operations Outside Vendors	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 3: Provide safe and operational district buildings.

    Evaluation Data Sources: Monitor progress of daily work orders and help desk incoming calls

Strategy 1 Details				Reviews			
Strategy 1: Monitoring of the bond renovation projects reporting warranty items in a timely manner				**Formative**			**Summative**
Strategy's Expected Result/Impact: Contact project managers of any needed repairs to recent completed bond projects **Staff Responsible for Monitoring:** Chief Financial Officer Director of Operations Outside Consultants				Nov	Jan	Mar	June

Strategy 2 Details				Reviews			
Strategy 2: Continue to communicate regularly with contractors on needed repair projects of district events, closures, etc. to assure no delays.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Avoiding any disruptions to normal district operations days and events **Staff Responsible for Monitoring:** Chief Financial Officer Director Of Operations Outside Consultants				Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 4: Provide PPE items to all district students and staff as requested . The custodial staff will clean and disinfect all district areas daily.

Evaluation Data Sources: Sanitizer dispensers located in every classroom, offices and cafeterias
Student and staff masks and gloves are available if requested

Strategy 1 Details	Reviews			
Strategy 1: Handheld thermometers are distributed to all staff and digital stand thermometers are located at all district front offices. **Strategy's Expected Result/Impact:** Assist with avoiding and identifying any potential illnesses **Staff Responsible for Monitoring:** Chief Financial Officer Director Of Operations	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: PPE items are available for students and staff and can be requested via Eduphoria. **Strategy's Expected Result/Impact:** A clean and disinfected district **Staff Responsible for Monitoring:** Chief Financial Officer Director OF Operations	**Formative**			**Summative**
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 5: The Transportation Department will work closely with all campus Assistant Principals to enforce disciplinary policies to assure all issues are being taken care of in a timely manner.

    Evaluation Data Sources: Communications with campuses quickly and fairly will eliminate any disruption on the buses

Strategy 1 Details			Reviews			
Strategy 1: Working with campuses for resolutions will help drivers have a non-disruptive transport and stop repeat offenders			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: No returns of disruptive students back to campuses delaying routes **Staff Responsible for Monitoring:** Bus Driver Dispatcher Transportation Supervisor Director of Operations						
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 6: Reduce the number of ineligible bus riders causing over crowding on bus routes to and from school

Evaluation Data Sources: Work closely with all campuses to help enforce district transportation policies by not allowing ineligible riders to board the bus

Strategy 1 Details			Reviews			
Strategy 1: Day to day checking of bus passes will allow drivers to easily identify bus riders are on the correct route			**Formative**			**Summative**
Strategy's Expected Result/Impact: No loss students			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Bus Driver Dispatcher Transportation Supervisor Director of Operations						

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas in the maintenance, custodial, grounds and transportation areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner. Transporting students on the buses safety and on time to and from school and all extra curriculum activities is top priority.

Performance Objective 7: Continuous school bus trainings for all drivers in order to comply with all state requirements

    Evaluation Data Sources: Monitor and track all driver certifications, medical cards and physicals ensuring all are completed in a timely manner not to disrupt drive time

Strategy 1 Details	Reviews			
Strategy 1: Tracking State of Texas CDL driver requirements will omit any drivers from not being able to drive	**Formative**			**Summative**
Strategy's Expected Result/Impact: All drivers will always be up to date with state driver requirements	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Bus Driver Dispatcher Transportation Supervisor Director of Operations				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 9: SMSD Technology Department will implement an after hours helpdesk for parents, students and staff to increase availability.

Performance Objective 1: Increase Technology Help Availability to Parents/Students and staff for after hours

    Evaluation Data Sources: Phone and SMS logs of hotline usage. Feedback form will be sent mid year to evaluate effectiveness

Strategy 1 Details	Reviews			
Strategy 1: Create a Hotline number using Telzio. Parents, Students and staff will be able to call this number to reach technology help via phone call and SMS	**Formative**			**Summative**
Strategy's Expected Result/Impact: Immediate assistance after hours will increase productivity and reduce stress for waiting on assistance for the next business day. **Staff Responsible for Monitoring:** Desktop Support Specialist **Funding Sources:** - 199: General Fund - $5,500	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 1: 100% of students will particpate with a STEM immersion activities that are relevant to student achievement.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Student Observations and Feedback
> Interest Inventory
> Campus Based Assessment
> District Based Assessment
> Triangulation of State Assessments , STEM Projects, and Observations

Strategy 1 Details	Reviews			
Strategy 1: Provide campus-based instructional strategies for the ECC(Early Childhood Center) that will promote STEM Awareness in the Engineering Design Process and Careers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. PLC teams will create lessons aligned to Engineering Design Process. 2. The administration and leadership will create one STEM challenge for students. 3. Teams will spotlight careers in STEM through advisory class. **Staff Responsible for Monitoring:** Director of STEM ECC Principal STEM Specialist ECC Teachers **Title I:** 2.4, 2.6 **- Equity Plan** **Funding Sources:** Engineering Design; Poster Define STEM Maker Maven; STEM Trainings - 199: General Fund - $10,000				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 2: SMSD will increase Engineering Design Process (EDP) in Science at Stafford Middle School.

High Priority

HB3 Goal

Evaluation Data Sources: Professional learning documentation
Observation data on lesson plan design
Coaching observation
Goal development and progress reports of students in Science
Building Data Team
Campus Based Assessment
District Based Assessment
STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Increase drones awareness and establich a curriciuilm at the Stafford Middle School.	**Formative**			**Summative**
Strategy's Expected Result/Impact: .1. Create a focus group that will work on incorporating Drone curriculum in all subject areas. 2. Work closely with principal to create a drone class for the upcoming school year. 3. Inhance the Drone curriciulm within the after-school program. **Staff Responsible for Monitoring:** Director of STEM Middle School Principal STEM Specialist Middle School Teachers **Title I:** 2.4, 2.5, 2.6 - Equity Plan **Funding Sources:** Southern Methodist University ;TEA ;Drones - 199: General Fund - $10,000	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 3: SMSD will increase opportunities for real-world authentic learning in Science and other related courses at Stafford Elementary School .

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Professional learning documentation
> Lesson plan design
> Goal development
> Progress reports of students in Science
> STEM Zone visits & observations
> Professional learning communication observation data
> Campus Based Assessment
> District Based Assessment
> STAAR

Strategy 1 Details	Reviews			
Strategy 1: 1. Open a STEM Tank for students to brainstorm and incorporate critical thinking throughout the disciplines. 2. Adopt coding in Math. 3. Create a coding club. 4. Adopt a STEM curriculum for the STEM class.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Studnets will increase mathematical fluencey and engineering design skills. **Staff Responsible for Monitoring:** Director of STEM Elementary School Principal STEM Specialist Elementary School Teachers **Title I:** 2.4, 2.5, 2.6 - Equity Plan **Funding Sources:** - 199: General Fund - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 4: SMSD will review, enhance and/or develop action plans, policies, procedures for a gaming lab, Esports, and curriculum at Stafford High School.

High Priority

HB3 Goal

Evaluation Data Sources: Action plans
Policies and procedures and guidelines
Student surveys
Classroom observations
Esports Data

Strategy 1 Details	Reviews			
Strategy 1: 1. Through ESSA funds hire a Gaming Coach.	**Formative**			**Summative**
2. Develop a gaming Strategic committee. 3. Design a gaming lab.	**Nov**	**Jan**	**Mar**	**June**

4. STEM Director work with principal to develop a gaming course for August 2022.
 	
    Strategy's Expected Result/Impact: High school campus will have establish a gamimg curricuiulm, club, and class.
    Staff Responsible for Monitoring: Director of STEM
High School Principal
STEM Specialist
High School Teachers
Gaming Teachers
 	
    Title I:
2.4, 2.5, 2.6, 4.1
  - **Equity Plan**
    Funding Sources: Gaming Coach and Gaming Supplies - 211: Title I - $65,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement a video gaming design course that will allow students to learn coding.	Formative			Summative
Strategy's Expected Result/Impact: Awareness of Gaming Design Increase knowledge in the Gaming Industry Team building and leadership skills **Staff Responsible for Monitoring:** Director of STEM STEM Specialist Gaming Coaching Gaming Teacher	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 5: Using culturally relevant STEM pedagogical practices, increase the STEM student enrollment for all students at the STEM Magnet Academy.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Blackbaud student data information system.

Strategy 1 Details	Reviews			
Strategy 1: 1. Increase awareness of STEM for all students.	**Formative**			**Summative**
2. Outreach program for all students	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase enrollment for all students promote equity and equality in STEM.
   Staff Responsible for Monitoring: Director of STEM
STEM Magnet Principal
STEM Specialist
STEM Magnet Teachers
 	
   Title I:
2.4, 2.5, 2.6, 4.1
 - Equity Plan
   Funding Sources: Marketing Plan - 199: General Fund - $35,000				

0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 10: SMSD will ensure that their STEM curricula are focused on the most important topics in each discipline, are rigorous, and are articulated as a sequence of topics and performances.

Performance Objective 6: SMSD will develop CTE pathways for the health science program and labs at the STEM Magnet Academy.

High Priority

HB3 Goal

Evaluation Data Sources: Focus Group Data
Student pathways

Strategy 1 Details	Reviews			
Strategy 1: 1. Research the health science program that has the greatest demand and outlook in the future.	**Formative**			**Summative**
2. Create the pathway for the health science program. 3. Develop curriculum for the health science program.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of students obtaining ceritfication in health and science related fields. **Staff Responsible for Monitoring:** Director of STEM STEM Magnet Principal STEM Specialist STEM Magnet Teachers **Title I:** 2.4, 2.5, 2.6 - **Equity Plan** **Funding Sources:** Health Science Lab Capital Supplies - 199: General Fund - $25,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 11: SMSD will provide coaching support to retain teachers throughout the district.

Performance Objective 1: SMSD will retain 80% of its teaching staff through the S.H.I.E.L.D program throughout the district.

High Priority

HB3 Goal

Evaluation Data Sources: Teacher retention report
Observation Data
S.H.I.E.L.D. Program Meeting Notes

Strategy 1 Details	Reviews			
Strategy 1: 1. Provide coaching support for teachers with 0 to 2 years.	**Formative**			**Summative**
2. Meet regulary with teachers that have 0 to 2 years. 3. Provide adequate resources for teachers with 0 to 2 years.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: SMSD will retain teaching staff throughout the district. Increase in student achievement. **Staff Responsible for Monitoring:** Director of STEM Director of Human Resource Principals Teachers- Team Leaders Mentors Mentees **Title I:** 2.4, 2.5, 2.6 - **Equity Plan** **Funding Sources:** Coaches - 211: Title I - $35,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 12: SMSD will develop new business and community partnerships to support student achievement.

Performance Objective 1: Develop and utilize community events to foster at least 20 new partnerships by the end of the 2022-2023 school year.

    Evaluation Data Sources: The evaluation data sources are the number of new partnerships added to the district. DPS background forms have been submitted for a new partnership to support the elementary campus staff and students. Documentations of hours and donations, etc.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen our partnership with the SMSD Education Foundation by attending monthly meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Distribute $25,000 in teacher classroom grants. EOY teacher evaluation measures grant impact on student achievement. **Staff Responsible for Monitoring:** Coordinator of Grants and Partnerships Chief Financial Officer	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Create programs to facilitate partnerships that impact student achievement. Some programs include: Annual Community Party on the Plaza Super Seniors 55+ Breakfast Stafford MSD Education Foundation Annual Golf Classic	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase partnerships and resources for the district **Staff Responsible for Monitoring:** Coordinator of Grants and Partnerships Chief Financial Officer	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 12: SMSD will develop new business and community partnerships to support student achievement.

Performance Objective 2: To have ten mentors who have passed their background checks who will work with at-risk students. The elementary campus will partner with a local church to support staff.

Goal 13: SMSD Fine Arts will provided resources for teachers and students in order to ensure that all students can be successful in the district and state aligned curriculum.

Performance Objective 1: 100% of students will have the supplies needed in order for visual arts have will have a positive impact on students' ability to organize their writing. Sophisticated reading Students that take a combination of arts programs demonstrate improved verbal, reading, and math skills, and also show a greater capacity for higher-ordered thinking skills such as analyzing and problem-solving.

HB3 Goal

Evaluation Data Sources: Teachers
Fine Arts Director

Goal 14: SMSD will provide internal support for staff regarding mental wellness.

Goal 15: Identify 85% of at-risk highly mobile students who qualify for services under McKinney-Vento.

Performance Objective 1: 100% of students who are identified as eligible for services in McKinney-Vento will have their immediate needs met (clothing, supplies, transportation etc)

    Evaluation Data Sources: Communication logs

Goal 15: Identify 85% of at-risk highly mobile students who qualify for services under McKinney-Vento.

Performance Objective 2: Identify one point person on each campus to communicate directly with 100 % of the students and families who qualify for services under McKinney-Vento

    Evaluation Data Sources: Communication logs

District Funding Summary

199: General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$44,518.00
1	1	2			$30,600.00
1	1	3			$53,526.00
1	2	1			$22,715.00
1	2	2			$30,600.00
1	2	3			$22,715.00
1	3	1			$11,252.00
1	3	2			$61,200.00
1	3	3			$49,932.00
1	4	1			$0.00
1	4	2			$69,601.00
2	1	1			$10,500.00
2	2	1			$12,000.00
2	2	2			$12,500.00
2	2	3			$15,000.00
6	1	1			$1,200.00
6	2	1			$500.00
6	2	3			$1,000.00
7	3	3	Registration fees, travel expenses		$5,000.00
9	1	1			$5,500.00
10	1	1	Engineering Design; Poster Define STEM Maker Maven; STEM Trainings		$10,000.00
10	2	1	Southern Methodist University ;TEA ;Drones		$10,000.00
10	3	1			$10,000.00
10	5	1	Marketing Plan		$35,000.00
10	6	1	Health Science Lab Capital Supplies		$25,000.00
				Sub-Total	$549,859.00

263: Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			$22,500.00
2	2	3			$15,000.00
				Sub-Total	$37,500.00

211: Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies and Materials		$6,000.00
				Sub-Total	$6,000.00

240: Food Service Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			$2,137,765.00
5	2	1			$2,137,765.00
				Sub-Total	$4,275,530.00

211: Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	General supplies		$0.00
3	2	1			$12,500.00
4	1	1	Fees		$5,000.00
4	1	2	Conference Platform and Extra Duty Pay		$4,500.00
10	4	1	Gaming Coach and Gaming Supplies		$65,000.00
11	1	1	Coaches		$35,000.00
				Sub-Total	$122,000.00

289: ESSER I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	General Supplies and materials		$0.00
3	2	3	Materials		$15,000.00
3	3	1			$10,000.00
4	1	1	Family Engagement Liaison		$40,000.00
4	1	3	Refreshments		$1,000.00
				Sub-Total	$66,000.00

282: ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$55,000.00
1	1	3			$55,000.00
1	2	3			$55,000.00
1	3	3			$55,000.00
1	4	3			$130,000.00
3	1	1	Salary		$70,000.00
				Sub-Total	$420,000.00

289: TRI Coaching					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$50,000.00
				Sub-Total	$50,000.00

429: Blended Learning					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$25,000.00
1	2	1			$25,000.00
1	3	1			$25,000.00
				Sub-Total	$75,000.00

211: School Action Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$25,000.00
1	2	1			$25,000.00
1	3	1			$25,000.00
				Sub-Total	$75,000.00

Addendums

DISTRICT STAAR PERFORMANCE CHART

Legend: DNM, Approaching, Meets, Masters

Subject-Year	DNM	Approaching	Meets	Masters
READING-21	38%	62.0%	38.0%	11.0%
READING-22	29%	71.0%	47.0%	21.0%
MATH-21	46%	54.0%	21.0%	7.0%
MATH-22	31%	69.0%	33.0%	15.0%
SCIENCE-21	35%	65.0%	37.0%	14.0%
SCIENCE-22	34%	66.0%	32.0%	12.0%
SOC STUD-21	32%	68.0%	42.0%	17.0%
SOC STUD-22	23%	77.0%	45.0%	24.0%