

Stafford Municipal School District

District Improvement Plan

2021-2022



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

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 3,312 students. The District's student ethnic breakdown reflects 45.6% Hispanic, 40.5% African American, Asian 6.9%, White 4.3%, Two or More Races 2.2%, American Indian 0.4%, and Pacific Islander 0.1%.

The District's data reflects 72.75% of our student population is Economically Disadvantaged. The district provides free breakfast and lunch to all SMSD students in PK-8th grade. The SMSD staff's ethnic breakdown reflects the following: White 30.2%, African American 34.9%, Hispanic 17.5%, Asian 8.3%, Two or More Races 0.9%, and 8.3% American Indian. The SMSD staff's average number of years of experience is 9.4 years. The District has a mobility rate of 12.6%. SMSD has an annual dropout rate of 2.1%. The average daily attendance rate is 96.3%. Stafford MSD's district-wide English Language Learner student population is 16.7%. The percentage of students graduating on the Recommended Graduation Plan is 88.2% 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.

Problem Statement 2 (Prioritized): The district's student enrollment has decreased. **Root Cause:** The root cause is the onset of the pandemic.

Student Achievement

Student Achievement Summary

The district received an overall "B" rating in 2019. This was the last year that the schools received accountability ratings in TX. Three of five campuses received a “B” rating while the Elementary campus was rated “D”.

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 Spring 2021 STAAR results. In general, the district’s pattern is not surprising and similar to the other school districts in TX and across the nation. High school students were the least affected by the prolonged period of instructional disruption and a return to a hybrid learning environment in the 20-21 school year where many students remained at home. The middle school students fared worse, and the elementary school students felt the brunt of the impact.

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 fidelity to data-driven systems that address student needs.

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. Last 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 (BLPG) 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).

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 1: Learning gaps are significantly impacting student achievement.

Root Cause 1: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

Problem Statement 1 Areas: Student Achievement

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 strong curriculum and raise teacher capacity.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

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 4: The district's student enrollment has decreased.

Root Cause 4: The root cause is the onset of the pandemic.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The number of quality candidates within applicant pools does not support staffing needs caused by forecasted annual turnover.

Root Cause 5: The traditional recruiting technique needs to be updated to incorporate innovative and multi-medium strategies.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: 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 6: As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The district needs to increase the number of ESL certified teachers in all content areas.

Root Cause 7: 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 7 Areas: Demographics

Problem Statement 8: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals.

Root Cause 8: Employee perks programs need to be updated.

Problem Statement 8 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- PSAT and/or 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM 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
- TTESS 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 70% On-Track on CIRCLE and TX-KEA as well as 75% Approaches, 50% Meets, and 25% Masters on Reading STAAR.

Targeted or ESF 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. 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 ELAR Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199: General Fund - \$53,526		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, professional learning communities (PLCs), and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes. 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 ELAR Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199: General Fund - \$30,600	Formative			Summative
	Nov	Jan	Mar	June
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. 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 CIA Coordinators ELAR Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199: General Fund - \$53,526	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Attrition is high across the district. Root Cause: Staff members felt increased pressure during COVID, and many did not feel they received adequate support.
Curriculum, Instruction, and Assessment
Problem Statement 1: Many classrooms did not provide consistent high-quality instruction. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need to implement strong curriculum and raise teacher capacity.

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 70% On-Track on CIRCLE and TX-KEA as well as 70% Approaches, 45% Meets, and 25% Masters on Mathematics STAAR.

Targeted or ESF 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			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; thorough planning and thoughtful instruction.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 199: General Fund - \$22,715</p>				

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, professional learning communities (PLCs), and coaching cycles. Focus on utilizing best practices in mathematics instruction to improve student outcomes. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199: General Fund - \$30,600	Formative			Summative
	Nov	Jan	Mar	June
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. 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 CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199: General Fund - \$22,715	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Attrition is high across the district. Root Cause: Staff members felt increased pressure during COVID, and many did not feel they received adequate support.
Curriculum, Instruction, and Assessment
Problem Statement 1: Many classrooms did not provide consistent high-quality instruction. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need to implement strong curriculum and raise teacher capacity.

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 75% Approaches, 40% Meets, and 25% Masters on Science STAAR and 75% 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. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - 199: General Fund - \$49,932	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, professional learning communities (PLCs), and coaching cycles. Focus on utilizing best practices in science and social studies instruction to improve student outcomes. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 199: General Fund - \$61,200	Formative			Summative
	Nov	Jan	Mar	June

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. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199: General Fund - \$49,932		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Attrition is high across the district. Root Cause: Staff members felt increased pressure during COVID, and many did not feel they received adequate support.
Curriculum, Instruction, and Assessment
Problem Statement 1: Many classrooms did not provide consistent high-quality instruction. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need to implement strong curriculum and raise teacher capacity.

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 66% 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 5%. 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 increase enrollment in dual-credit courses. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Secondary Math and ELAR Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199: General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase enrollment in Advanced Placement and Dual Credit courses by 5%. 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. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators CTE Director Secondary Math and ELAR Curriculum Content Specialists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 199: General Fund - \$69,601	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement lab coursework during the school day to improve SAT, TSI, and STAAR skills. Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Secondary ELAR and Math Curriculum Content Specialists Interventionists Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1 Funding Sources: - 282: ESSER III - \$130,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

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, power points, handouts, and purchase orders.

Strategy 1 Details	Reviews			
Strategy 1: Provide TExES 154 ESL Supplemental test preparation professional development sessions and reimburse teachers test fees for successful test completion. Strategy's Expected Result/Impact: Increased number of ESL certified teachers districtwide. Staff Responsible for Monitoring: Multilingual/ESL Program Director English Language (EL) Specialist Campus Administrators Teachers Title I Schoolwide Elements: 2.6 - Results Driven Accountability Funding Sources: - 199: General Fund - \$10,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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: Conduct annual sheltered instruction professional development sessions to ensure that English learners are receiving content instruction in ELAR, mathematics, science, and social studies by a teacher who is trained in facilitating second-language acquisition methods and sheltered instruction strategies. 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 English Language (EL) Specialist Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: - 199: General Fund - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 all national, state, and local assessments. Staff Responsible for Monitoring: Multilingual/ESL Program Director English Language (EL) Specialist Consulting Services Campus Administrators Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: - 199: General Fund - \$12,500, - 263: Title III - \$22,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: Conduct annual sheltered instruction professional development sessions to ensure that English learners are receiving content instruction in ELAR, mathematics, science, and social studies by a teacher who is trained in facilitating second-language acquisition methods and sheltered instruction strategies. 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 English Language (EL) Specialist Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 all national, state, and local assessments. Staff Responsible for Monitoring: Multilingual/ESL Program Director English Language (EL) Specialist Consulting Services Campus Administrators Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: By the end of the 2021-2022 school year, the percentage of Special Education students scoring at the MEETS level on the STAAR test will increase by at least 10%.

Performance Objective 1: 100% of co-teachers will implement best practices in the co-teach classroom.





Evaluation Data Sources: Sign-in sheets
Walk-through data

Strategy 1 Details	Reviews			
Strategy 1: Provide 3 options for CoTeach/CoPlanning PD w/Extra Duty Pay Strategy's Expected Result/Impact: General Ed and Special Ed teachers will understand the CoTeach/CoPlan Model Staff Responsible for Monitoring: Campus Administrators, SPED Department Head, Coordinator of SPED, Director of Federal and State Programs Title I Schoolwide Elements: 2.4 Funding Sources: - 211: Title I - \$12,500	Formative			Summative
	Nov	Jan	Mar	June
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. Strategy's Expected Result/Impact: Share best practices to be seen in walk-throughs. Staff Responsible for Monitoring: Director of Federal and State Programs. Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide supplies and materials to Co-Teach classrooms. Strategy's Expected Result/Impact: Additional practice materials for Co-Teach classes to support student learning. Staff Responsible for Monitoring: Campus Administrators, Director of Federal and State Programs. Funding Sources: Materials - 289: ESSER I - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: By the end of the 2021-2022 school year, the percentage of Special Education students scoring at the MEETS level on the STAAR test will increase by at least 10%.

Performance Objective 2: Students will show improvement on the district based assessments.

Evaluation Data Sources: student scores

Strategy 1 Details	Reviews			
Strategy 1: Provide Tutorials for students who need additional support. Strategy's Expected Result/Impact: Students will show growth on specified standards. Staff Responsible for Monitoring: SPED Case Managers. Title I Schoolwide Elements: 2.4 Funding Sources: - 289: ESSER I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: By the end of the 2021-2022 school year, the percentage of Special Education students scoring at the MEETS level on the STAAR test will increase by at least 10%.

Performance Objective 3: Hire a SPED Coordinator to assist with compliance, data monitoring, and program implementation.

Evaluation Data Sources: Hiring Process, Staff Evaluation, Staff Feedback





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

Goal 4: By the end of the 2021-2022 school year, provide 30 district led parent courses.

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

Targeted or ESF High Priority





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

Strategy 1 Details	Reviews			
Strategy 1: Open Parent Resource Center for parent support and volunteer opportunities. Strategy's Expected Result/Impact: Increase parent volunteerism/Increased student support Staff Responsible for Monitoring: Family Engagement Liaison Title I Schoolwide Elements: 3.1, 3.2 - Equity Plan Funding Sources: Fees - 211: Title I - \$5,000, Supplies and Materials - 211: Title I - \$6,000, Family Engagement Liaison - 289: ESSER I - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide the 2nd Annual Virtual Parent University Conference. Strategy's Expected Result/Impact: Increase participation in parent courses that will improve student achievement Staff Responsible for Monitoring: Family Engagement Liaison and Director of Federal and State Programs Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Conference Platform and Extra Duty Pay - 211: Title I - \$4,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Meet Quarterly as a District Parent Engagement Committee. Strategy's Expected Result/Impact: Gather input from parents in regards to ongoing district initiatives. Staff Responsible for Monitoring: Family Engagement Liaison and Director of Federal and State Programs Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Refreshments - 289: ESSER I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2021-2022 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. Strategy's Expected Result/Impact: Families will provide positive customer service feedback to the child nutrition department. Staff Responsible for Monitoring: Danny McDonald/Myrna Garcia Equity Plan Funding Sources: - 240: Food Service Fund - \$2,137,765		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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 the elementary student menu (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. Strategy's Expected Result/Impact: Positive feedback provided by SMSD families Staff Responsible for Monitoring: Danny McDonald/Myrna Garcia Funding Sources: - 240: Food Service Fund - \$2,137,765	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: SMSD Libraries will provide 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 Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Library Media Coordinator, Elementary ELAR Specialist Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 199: General Fund - \$1,200	Formative			Summative
	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. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Library Media Coordinator Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: SMSD Libraries will provide 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 data
 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. Strategy's Expected Result/Impact: Increased awareness and use of both digital and print library resources. Staff Responsible for Monitoring: Library Media Coordinator Title I Schoolwide Elements: 2.4 Funding Sources: - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote the FBCL EZ Card program, a partnership with Fort Bend County Libraries and SMSD. Strategy's Expected Result/Impact: Increased awareness and use of the FBCL EZ Card program. Staff Responsible for Monitoring: Library Media Coordinator Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Participate in campus level parent/family events and provide opportunity to engage with library digital and print materials. Strategy's Expected Result/Impact: Improve academic performance. Staff Responsible for Monitoring: Library Media Coordinator Title I Schoolwide Elements: 2.4 Funding Sources: - 199: General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching.

Performance Objective 1: Utilize newly selected campus Instructional Technology Leaders (ITLs) to provide teachers with support in the area of technology integration.

Evaluation Data Sources: Model lessons (lesson plans, video)
Tangible Student Samples
Digital Logs

Strategy 1 Details	Reviews			
Strategy 1: Develop system for campus teachers to requests services from Instructional Technology Leaders. (Consider using Microsoft Forms or Incident IQ to track and monitor teacher request for technology integration support.) Strategy's Expected Result/Impact: This will allow campus ITLs to stay organized and assist as many teachers as possible, all while tracking the number of teachers being impacted by this program. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop portfolio protocol and implement with ITIs to help them keep track of their progress and accomplishments through this new role. Strategy's Expected Result/Impact: This will allow ITLs to track the impact that their role on the campus and produce an artifact (portfolio) that can be shared to showcase the impact on technology integration in the classroom and student success. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching.

Performance Objective 2: 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: Implement "Webinar Wednesdays" where teachers will be able to engage in live, virtual interaction with the Instructional Technology Coordinator, or campus ITL, to learn more about various tech tools available to them. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement "Lunch and Learns" on each campus that will be facilitated by campus ITLs to provide teachers with ongoing training with various technology tools and initiatives (i.e. Office 365, Apple iPad integration, Zearn, etc.). Strategy's Expected Result/Impact: Provide another layer of support for teachers in the area of technology integration and blended learning. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize Apple Teacher Cadres to assist with iPad integration on each campus. Strategy's Expected Result/Impact: Provide support for all teachers in the area of Apple iPad integration in the classroom. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue partnership with Microsoft Education Trainers to provide ongoing sessions for all district personnel for various Microsoft applications. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching.

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. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: ITLs will attend a minimum of two technology conferences per year to acquire knowledge about new tools and strategies that can be implemented on their respective campuses. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner.

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. Strategy's Expected Result/Impact: District buildings and campuses will be operable at all times Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Remove and store surplus furniture from renovation areas Strategy's Expected Result/Impact: Furniture available to utilize for future use if needed Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner.

Performance Objective 2: Continuous operating with newly constructed buildings and renovated areas on automated and mechanical systems.





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

Strategy 1 Details	Reviews			
Strategy 1: Finalize setting up all training for newly added HVAC automated systems. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue meeting with vendors on training and keeping track of warranties. 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner.

Performance Objective 3: Continuously provide safe and operational district buildings during bond renovations.





Evaluation Data Sources: Monitor progress of projects and attend update meetings

Strategy 1 Details	Reviews			
Strategy 1: Track and monitor the status of bond renovation projects. Strategy's Expected Result/Impact: Maintain accurate schedules and dates on projects Staff Responsible for Monitoring: Chief Financial Officer Director of Operations Outside Consultants	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to communicate regularly with both Bond Project Managers of district events, closures, etc. to assure no delays. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: SMSD Operations Department will continue to display dependable and efficient customer service to all district areas. Continuous cleaning and disinfecting is our main focus with maintenance and repairs being completed in a timely manner.

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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 participate with a STEM immersion activities that are relevant to student achievement.

HB3 Goal





Evaluation Data Sources: Student Observations

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. 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 Schoolwide Elements: 2.4, 2.6 - Equity Plan Problem Statements: Student Achievement 1 Funding Sources: Engineering Design; Poster Define STEM Maker Maven; STEM Trainings - 199: General Fund - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.	

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 drones in all subject areas at Stafford Middle School.

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Increase drones awareness and establish a curricuilm at the Stafford Middle School. 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 Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Problem Statements: Student Achievement 1 Funding Sources: Southern Methodist University ;TEA ;Drones - 199: General Fund - \$10,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

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 work and teaching mathematical through coding at the Stafford Elementary School .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional learning documentation

Lesson plan design





Goal development

Progress reports of students in Math

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. Strategy's Expected Result/Impact: Students will increase mathematical fluency and engineering design skills. Staff Responsible for Monitoring: Director of STEM Elementary School Principal STEM Specialist Elementary School Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: - 199: General Fund - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  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, or procedures for a gaming lab and curriculum at Stafford High School.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Action plans
Policies and procedures guidelines
Focus Group Data

Strategy 1 Details		Reviews			
Strategy 1: 1. Through ESSA funds hire a Gaming Coach. 2. Develop a gaming Strategic committee. 3. Design a gaming lab. 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 gaming curricuiulm, club, and class. Staff Responsible for Monitoring: Director of STEM High School Principal STEM Specialist High School Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Equity Plan Problem Statements: Student Achievement 1 Funding Sources: Gaming Coach and Gaming Supplies - 211: Title I - \$65,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.





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.

Targeted or ESF 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. 2. Outreach program for all students 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 Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Equity Plan Problem Statements: Student Achievement 1 Funding Sources: Marketing Plan - 199: General Fund - \$35,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.

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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Focus Group Data

Strategy 1 Details		Reviews			
Strategy 1: 1. Research the health science program that has the greatest demand and outlook in the future. 2. Create the pathway for the health science program. 3. Develop curriculum for the health science program. Strategy's Expected Result/Impact: Increase of students obtaining certification in health and science related fields. Staff Responsible for Monitoring: Director of STEM STEM Magnet Principal STEM Specialist STEM Magnet Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Problem Statements: Student Achievement 1 Funding Sources: Health Science Lab Capital Supplies - 199: General Fund - \$25,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are significantly impacting student achievement. Root Cause: COVID created many barriers to consistent, high-quality instruction, but we also need fidelity to data-driven systems that address student needs.





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.

Targeted or ESF 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. 2. Meet regularly with teachers that have 0 to 2 years. 3. Provide adequate resources for teachers with 0 to 2 years. 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 Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Coaches - 211: Title I - \$35,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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

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

Performance Objective 1: Develop and utilize community events to foster at least 20 new partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen our partnership with the SMSD Education Foundation by attending monthly meetings. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Annual Community Party on the Plaza Super Seniors 55+ Breakfast Stafford MSD Education Foundation Annual Golf Classic Strategy's Expected Result/Impact: Increase partnerships and resources for the district Staff Responsible for Monitoring: Coordinator of Grants and Partnerships Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$53,526.00
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			\$49,932.00
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
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					\$582,547.00

263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$22,500.00
Sub-Total					\$22,500.00
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
3	1	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
3	1	3	Materials		\$15,000.00
3	2	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	4	3			\$130,000.00

282: ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Salary		\$70,000.00
Sub-Total					\$200,000.00
Grand Total					\$5,274,577.00

Addendums