

Stafford Municipal School District District Improvement Plan

2023-2024



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.

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	18
Student Achievement	19
Staff Quality, Recruitment, and Retention	21
Parent and Community Engagement	23
Technology	24
Priority Problem Statements	26
Comprehensive Needs Assessment Data Documentation	27
Goals	30
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.	31
Goal 2: SMSD will implement services for Special Education students that meet their individual needs to meet academic and behavioral improvement.	39
Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) 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.	42
Goal 4: By the end of the 2023-2024 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.	45
Goal 5: SMSD will provide trauma-informed training for all school professionals (including substitute teachers) and students will receive services on all campuses related to mental health promotion/ intervention, substance abuse prevention /intervention, grief, and suicide prevention.	48
Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.	49
Goal 7: Stafford MSD Libraries is dedicated to fostering our school libraries as dynamic learning hubs. Our goal is to maintain a culture that encourages students' curiosity, critical thinking, and passion for reading. We are committed to providing equal access to resources, promoting information literacy, and engaging with the Stafford community.	54
Goal 8: Identify 100% of at-risk highly mobile students who qualify for services under the McKinney-Vento Act.	56
Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.	57
Goal 10: Stafford MSD STEM Department will increase STEM fluency for all students at the Early Childhood Center (ECC) by utilizing the Engineering Design Process (EDP).	60
Goal 11: Stafford MSD STEM Department aims to develop skills that heightens critical thinking, problem solving, collaboration, and brainstorming in all disciplines at Stafford Elementary School.	62
Goal 12: Stafford MSD STEM Department will increase college and career readiness through the lens of STEM education at Stafford Middle School.	64
Goal 13: Stafford MSD STEM Department will assist high school teachers with designing real-world projects through the Engineering Design Process.	67
Goal 14: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment.	69
Goal 15: The SHIELD Mentoring program will provide teachers with essential knowledge to become life-long learners and productive educators at Stafford Municipal School District.	72
Goal 16: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.	73
Goal 17: Provide outstanding customer service that focuses on preparing students to become life-long learners by serving them nutritious, quality meals prepared by well-	75

trained staff in a safe environment.

Goal 18: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff. 77

Goal 19: SMSD Technology will enhance the district's networking equipment and cybersecurity infrastructure to ensure the safety, reliability, and efficiency of our digital learning environment. 79

District Funding Summary 81

Comprehensive Needs Assessment

Revised/Approved: June 5, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

On the INRoads to Excellence: Districtwide Comprehensive Assessment and Improvement Program

On June 5, 2023, from 8:00 am – 4:00 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 14 – May 19, 2023. 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

ANNUAL AGENDA

Districtwide Comprehensive Needs Assessment and Improvement Program
June 5, 2023 | 8 am—12:30 pm
1—4 Campus CIP Development

Breakfast Served (8-8:30)	30 min.
INroads to Excellence INtro Dr. Kadir Almus and Dr. Dawn Dubose	5 min.
INterconnections: Purpose of CNA, Priorities & Requirements (District/State/Federal) Dr. Margaret Patton Dr. Evelyn Castro Shaunte Noris Verlincia Prince	40 min.
INspecting the CIP/DIP: Measure the Impact—What Does your Data Say?	75 min. (15 min/each)
High School Data Report Raymond Root	
Middle School Data Report Dr. Sonerka Moulton	
Elementary School Data Report Dr. Diana De la Rosa	
Early Childhood Center Data Report Twyka Hynes	
STEM Magnet Ginny Liang	
INstructional Impact: Districtwide College, Career, Postgraduate Data Dr. Kadir Almus Dr. Warford	20 min.
INtegration of Big INitiatives District Department Leaders	30min.
CNA/CIP Process ENgagement to Impact	60 min.
INformed Data-Driven Decisions Dr. Margaret Patton & Dr. Lakenya Penny-Allen Principals	
Step 1: Ask Questions/Define the Problem	
Step 2: Brainstorm (Root causes)	
Step 3: Develop Solutions for Priorities	
Step 4: Build	
Step 5: Test and Redesign (Measure Impact)	
Step 6: Communicate (Share Out)	
Fiscal INsight Dr. Margaret C. Patton	10 min.
ESSER INitiatives Review/Update Dr. Margaret C. Patton	
Campus CIP Workshop (Steps 1-6) Campus Leaders	1—4 pm
Communicate—Group Share Principals & Title 1 Campus Leads	

pg. 2 | Stafford MSD Comprehensive Needs Assessment (Federal and State Programs) 2023-24

Staff retention – Exit data

Stakeholders who participated during either of the three sessions included:

Name	Organization	Role	Email
Rachel Snow	Attack Poverty	Business Analyst	rsnow@attackpoverty.org
Travis Thomas	Baker Ripley	Head Start Manager	tthomas@bakerripley.org
Vanessa T. Reed	Bank	Corporate Partner	

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Ginny Liang	STEM Magnet	Principal	gliang@staffordmsd.org

10 Big Ideas (Priorities) of Needs Assessment

- 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**
- 4) Provide a Districtwide **Focus on the Student Profile** (Learning Style, Student Story, *Building Relationships, Student Character Program* – ex. The Leader in Me, 7 Habits of Highly Effective Teens)
- 5) **Communicate.** 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
- 7) **Train Staff/Teacher Mentorship** – Focus on Instruction and Intervention Best Practices
- 8) **Increase Technology Use** as a Learning Tool – Go Green; Support departments
- 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 indoor air quality and cleanliness

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. <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.	<p>In Stafford MSD:</p> <ul style="list-style-type: none"> • 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	<p>In Stafford MSD:</p> <ul style="list-style-type: none"> • 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.

Req.	Description	Stafford MSD's Plan
4	Description of poverty	<p>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.</p> <p>Before the October snapshot date, SMSD diligently attempts to identify all students who are identified as living in poverty.</p>
5	Nature of schoolwide programs	<p>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.</p>
6	Services for homeless children promoting success.	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> • 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 providing 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.

Req.	Description	Stafford MSD's Plan
7	Strategy for implementing effective parent and family engagement	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> • 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 <i>Parent Engagement Plan</i>.
8	Support for early childhood and transition into elementary	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> • 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.	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> • 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.


		<ul style="list-style-type: none"> When necessary, the district provides homebound services for those students who qualify to utilize the Texas Student Attendance Accounting Handbook.
10	<p>Strategies for effective transition of students from middle to high school and from high school to post-secondary education.</p> <ul style="list-style-type: none"> Consultation/partnerships with institutions of higher education Increased access to early college HS, dual, concurrent enrollment Career Counseling 	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> 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.
11	<p>Reduce and replace discipline practices that remove students from the classroom</p>	<p>In Stafford MSD,</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Experiential learning opportunities • Promote skills attainable for in-demand occupations • Work-based opportunities 	In Stafford MSD, <ul style="list-style-type: none"> • 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.
13	Other info on how the district will meet purpose of grant like services to GT students, library programs, etc.	In Stafford MSD, <ul style="list-style-type: none"> • The library is available to the community.

SMSD will continue to implement the Strategic Support Plan which is aligned with the 2022 Results Driven Accountability. Each campus has included goals in their CIP. The goals and relative objective are as follows:

Special Education RDA Action Plan 2022-2023

This is a written document that describes the steps that administrators, curriculum leaders, teachers, and students will complete to help with the overall academic growth of students receiving special education services. The purpose is to increase achievement and close the learning gap between this special population student group through using differentiated Tier 1 instruction and intentional intervention. Additionally, the plan will include suggestions for monitoring, coaching and providing feedback to all stakeholders.

 Goal 1: Ensure 100% of students are college/career ready by utilizing a well-designed curriculum, instruction, and assessment plan resulting in increased student achievement.

 Goal 3: Objective 1: The percentage of Special Education students passing the STAAR test will increase by at least 10%.

Stakeholders responsibilities in order to ensure a well-designed differentiated Tier 1 instruction and data-driven intervention:

Campus Administrators Responsibilities

- Plan for and implement a calendar of dates for student **"data talks"** and student goal setting. Talks must include current data including most recent STAAR scores. Students must be guided in creating STAAR performance goals.
 - First data talks prior to December holiday break
 - Second data talks in March
- Lead campus team in creating a common vision for student self-monitoring/progress monitoring system, ie. Folder tracking system, progress tracking logs on specific TEKS intervention, etc. **Determine which assessments and interventions to log or monitor & planned and protected weekly time to lead a STOP and REVIEW of student progress. Include incentives in the campus' PBISS.**
- Collaborate with ARD committee to ensure the most appropriate IEP, with relevant accommodations, is created and implemented for students who are receiving SPED services.
- Attend Co-Plan/Co-Teach professional development
- Support the growth and development of the partner teachers
- Provide, protect, and participate in the weekly Co-Plan time between partner teachers
Conduct routine daily walk throughs and provide coaching feedback to the partner teachers Analyze assessments and provide feedback regarding the assessment.
- Ensure weekly coaching from coaches/specialists.
- Attend Professional Learning Communities that focus on data disaggregation/analysis, intervention, and progress monitoring at least once a week.
- Review and provide lesson plan feedback on differentiation.
- Implement and monitor student intervention plan and progress monitoring data. Adjust plan when necessary.
- Ensure compliance of IDEA through ARD collaboration, meeting required timelines and implementation of student IEPs accommodations.
- Encourage, support, and monitor the implementation of district initiatives (Co-Plan/Co-Teach, CHAMPS, Technology integration & Kagan strategies).
- Implement a Positive Behavior Intervention and Support System that ensures optimization of learning time for students who are typically removed from instructional time because of behavioral challenges.
- Ensure the rapid review and IEP implementation of transfer students who receive SPED services.

CIA Responsibilities

- Provide training and assistance with district initiatives: Co-Teach/Co-Plan, Kagan Cooperative Structures, Technology Integration, and CHAMPS. Provide curriculum documents (scope and sequence, pacing calendar, and unit guides).
- Coaching/Specialist support for differentiated instruction and intervention at least once a week to partner teachers in the Co-Teach classrooms; follow-up on suggested instructional changes.
- Collaborate with principals in planning for and implementing a calendar of dates for student **"data talks"** and student goal setting. Talks must include current data including most recent STAAR scores. Students must be guided in creating STAAR performance goals.
 - First data talks prior to December holiday break
 - Second data talks in March
- Collaborate with principal in creating a common vision for student self-monitoring/progress monitoring system, ie. Folder tracking system, progress tracking logs on specific TEKS intervention, etc. **Determine which assessments and interventions to log and monitor & and planned weekly time to lead a STOP and REVIEW of student progress.**
- Conduct targeted learning walks in the Co-Teach classrooms with immediate feedback to the partner teachers.
- Create assessment opportunities for students to practice utilizing the new state assessment format.
- Campus Team – Analyze and review student data from assessments and provide feedback to partner teachers.
- District Team - Analyze and review student data from assessments and provide feedback to campus leaders.
- SPED Dept. – Monitor IDEA compliance. Provide support to department chairs and teachers in IEP development, progress monitoring and implementation.

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 46.3% Hispanic, 41.1% African American, Asian 7.1%, White 3.3%, Two or More Races 1.8%, American Indian 0.2%, and Pacific Islander 0.1%.

The District's data reflects 77.0% 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 21.8%, African American 41.6%, Hispanic 23.2%, Asian 11.3%, Two or More Races 1.7%, and American Indian 0.4%. The SMSD teachers' average number of years of experience is 9.9 years. SMSD has an annual dropout rate of 3.8%. The average daily attendance rate is 94.2%. Stafford MSD's district-wide English Language Learner student population is 22.1%. The graduation rate is 95.5% and remains above the State average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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

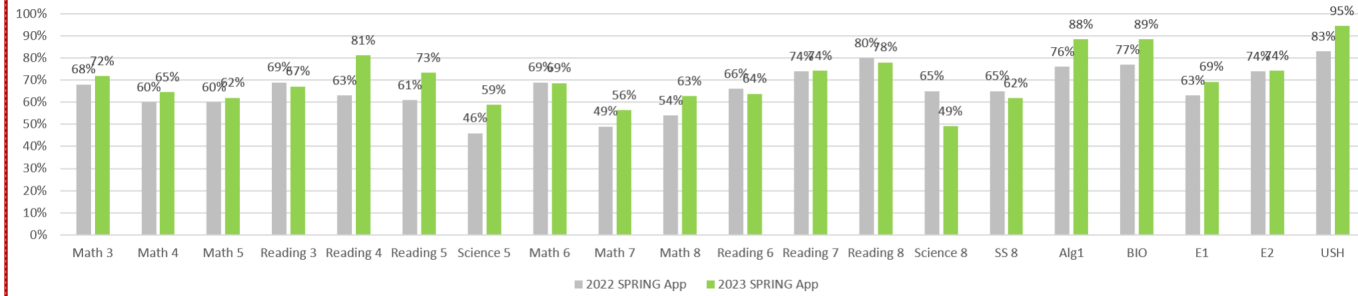
Student Achievement Summary

The state testing and accountability system underwent significant revisions by the Texas Education Agency. As a result of the standardization process, the 2023 Spring STAAR results were published later than usual. The state accountability results will be released on September 28th, 2023. The district achieved higher passing scores in most grade levels and subject areas, despite the major changes.

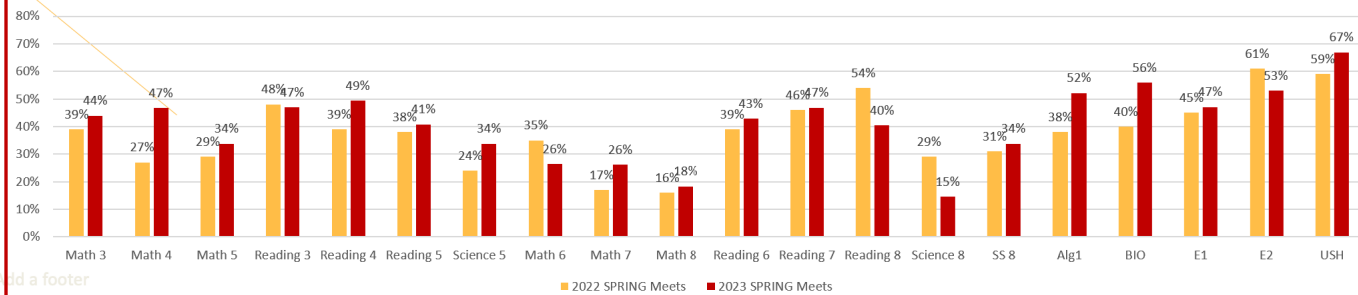
DISTRICT SPRING 2023 VS SPRING 2022



APPROACHES



MEETS



Student Achievement Strengths

1. The district achieved higher passing scores in most grade levels and subject areas in the Spring 2023 STAAR, despite the major changes.
2. The overall math scores improved and the learning gap caused by COVID-19 was noticeably reduced.
3. The CCMR performance in Stafford High School increased from 65% to 94%.
4. The overall STAAR student achievement scores (average of approaches, meets, and masters) for Stafford Elementary School, Stafford Magnet Academy, and Stafford High School also improved.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. **Root Cause:** COVID created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and 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 between the students with special education services and regular student population.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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:** The district needs to offer competitive salaries.

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 (Prioritized): 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: 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 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 (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) 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 1: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Attrition is high across the district.

Root Cause 2: The district needs to offer competitive salaries.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: The number of quality candidates within applicant pools does not support staffing needs caused by forecasted annual turnover.

Root Cause 3: The traditional recruiting technique needs to be updated to incorporate innovative and multi-medium strategies.

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

Problem Statement 4: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals.

Root Cause 4: Employee perks programs need to be updated.

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

Problem Statement 5: Outdated programs and workflow slow down the hiring process resulting in lost hiring opportunities.

Root Cause 5: Programs and workflow need to be updated for accuracy and efficiency.

Problem Statement 5 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
- Federal Report Card and accountability 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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-TESS 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 on all national, state, and local assessments.

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Instructional Coach Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 211: School Action Fund - \$25,000, - 279: TCLAS E3 - \$12,000, - 429: Blended Learning - \$25,000, - 199: General Fund - \$22,250, - 282: ESSER III - \$55,000, - 429: TCLAS GR - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction</p> <p>Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Instructional Coach Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$15,300, - 289: TRI Coaching - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly</p> <p>Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$26,760, - 282: ESSER III - \$55,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the use of evidence-based reading and writing opportunities across all content areas. Provide initial and ongoing training/support in the use of Talk-Read-Talk-Write to encourage fidelity of the use of writing across the curriculum.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Multilingual & ESL Department CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Instructional Coach Interventionists Campus Administrators Teacher</p> <p>Funding Sources: - 199: General Fund - \$2,500, - 263: Title III - \$12,200</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



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 Math STAAR.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<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 reading 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 Instructional Coach Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$11,350, - 282: ESSER III - \$55,000, - 211: School Action Fund - \$25,000, - 429: Blended Learning - \$25,000, - 429: TCLAS GR - \$12,000, - 279: TCLAS E3 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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.</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 Instructional Coach Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$15,300, - 289: TRI Coaching - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly</p> <p>Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 282: ESSER III - \$55,000, - 429: TCLAS GR - \$12,000, - 279: TCLAS E3 - \$12,000, - 199: General Fund - \$26,760</p>	Formative			Summative
	Nov	Jan	Mar	June
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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.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<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 science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Instructional Coach Campus Administrators Department Chairs Teachers</p> <p>Funding Sources: - 199: General Fund - \$5,626, - 211: School Action Fund - \$25,000, - 429: Blended Learning - \$25,000, - 429: TCLAS GR - \$12,000, - 279: TCLAS E3 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Instructional Coach Department Chairs Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$30,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly</p> <p>Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators Campus Administrators Department Chairs Teachers</p> <p>Funding Sources: - 199: General Fund - \$24,960, - 282: ESSER III - \$55,000, - 429: TCLAS GR - \$12,000, - 279: TCLAS E3 - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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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 95% 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			
<p>Strategy 1: Increase performance on SAT, ACT, and TSIA2 by 25%. Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased number of students who pass TSIA2 on the first attempt. Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator Secondary Math and RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$5,626, - 429: TCLAS GR - \$55,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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 Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Campus Administrators Teachers</p> <p>Funding Sources: - 199: General Fund - \$34,300</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Texas College Bridge Coursework in all junior/senior math and RLA courses once a week.</p> <p>Strategy's Expected Result/Impact: Increased number of students earning Texas College Bridge certificates and TSI exemptions.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator Secondary RLA and Math Curriculum Content Specialists Interventionists Campus Administrators Counselors English and Math Teachers</p> <p>Funding Sources: - 199: General Fund - \$19,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SMSD will implement services for Special Education students that meet their individual needs to meet 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, Classroom Walk-throughs (Kagan, CHAMPS, PBISS, MTSS)

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet biweekly to monitor plan and create supports where needed.</p> <p>Strategy's Expected Result/Impact: 100% Compliance</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p> <p>Funding Sources: - 282: ESSER III - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SMSD will implement services for Special Education students that meet their individual needs to meet academic and behavioral improvement.

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





Evaluation Data Sources: Walk through data (Co-Teach Best Practices, Kagan, CHAMPS, PBISS)
Frequent co-teach grows/glows

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a once a month Co- Teach virtual session for all Co Teachers as an opportunity to share strategies and get feedback.</p> <p>Strategy's Expected Result/Impact: Share best practices to be seen in walk- throughs.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SMSD will implement services for Special Education students that meet their individual needs to meet 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
 Special Education department meetings

Strategy 1 Details	Reviews			
Strategy 1: Provide tutorial 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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) 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.

Strategy 1 Details	Reviews			
Strategy 1: Perf. Obj. 1, Strategy 1: Offer TEXES 154 ESL Supplemental Certification test preparation professional development sessions. Funding Sources: - 199: General Fund - \$3,640, - 263: Title III - \$665	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Perf. Obj. 1, Strategy 2: Reimburse teachers for testing fees upon successfully passing the exam and adding it to one's Texas Educator Certificate. Funding Sources: - 199: General Fund - \$2,130	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Perf. Obj. 2, Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies.</p> <p>Funding Sources: - 199: General Fund - \$10,815, - 263: Title III - \$15,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perf. Obj. 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.</p> <p>Funding Sources: - 199: General Fund - \$8,400, - 263: Title III - \$8,400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Perf. Obj. 2, 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.</p> <p>Funding Sources: - 199: General Fund - \$23,450, - 263: Title III - \$10,155</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Perf. Obj. 3, Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies.</p> <p>Funding Sources: - 199: General Fund - \$10,815, - 263: Title III - \$15,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perf. Obj. 3, 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.</p> <p>Funding Sources: - 199: General Fund - \$8,400, - 263: Title III - \$8,400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Perf. Obj. 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.</p> <p>Funding Sources: - 199: General Fund - \$23,450, - 263: Title III - \$10,155</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By the end of the 2023-2024 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 1: Increase family participation in courses and volunteer opportunities by 10%.

High Priority

Evaluation Data Sources: Sign in sheets

Parent surveys

Meeting Minutes

Raptor data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a comprehensive parent engagement program that includes workshops, seminars, and informational sessions on topics such as curriculum, student well-being, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Parent education courses will increase the parental capacity of caregivers, increasing student support.</p> <p>Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs</p> <p>Funding Sources: - 211: Title I - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide the 4th Annual Parent University Conference and Parent University courses to increase parent education throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase participation in parent courses that will improve student achievement.</p> <p>Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs</p> <p>Funding Sources: - 211: Title I - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet Quarterly as a District Parent Engagement Committee.</p> <p>Strategy's Expected Result/Impact: Collect feedback and input from parents and caregivers in regard to ongoing district initiatives.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs.

Funding Sources: - 211: Title I - \$1,000



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: By the end of the 2023-2024 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 2: 95% of SMSD parents will feel engaged and welcome throughout the district.





Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement cultural competency training for school staff, including teachers, administrators, and support staff, to ensure they understand and respect the diverse backgrounds and perspectives of SMSD's student body and their families.</p> <p>Strategy's Expected Result/Impact: Parents and caregivers from all backgrounds will feel welcome and included.</p> <p>Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs.</p> <p>Funding Sources: Professional development and training courses - 211: Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: SMSD will provide trauma-informed training for all school professionals (including substitute teachers) and students will receive services on all campuses related to mental health promotion/ intervention, substance abuse prevention /intervention, grief, and suicide prevention.

Performance Objective 1: All (100%) school professionals (including substitute teachers) will minimally receive online trauma-informed training including: mental health promotion/ intervention, substance abuse prevention /intervention, grief, and suicide prevention for appropriate implementation in the district through the Eduhero Portal.

Evaluation Data Sources: Completion rates on Eduhero Portal (ESC Region 6)





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors, External Partners/Service Providers, Teachers (Health & PE), and student peer groups will assist with providing guidance lessons, group lessons, individual counseling, and assemblies for a minimum of three times collectively this school year.</p> <p>Strategy's Expected Result/Impact: Lessons and services for students will occur during Health & PE classes at least once a month, in ISS/SAEC/DAEP, September (Suicide Prevention), Red Ribbon Week (October 2023), International Boost Self-Esteem Month (February) Mental Health Awareness Month (May) by teachers, counselors, student peer groups, and other service providers.</p> <p>Staff Responsible for Monitoring: Chief of Schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: 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: 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: ITLs will grow in the area of coaching and increase their knowledge base with various technology application tools.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with campus ITLs to maintain and update technology integration guides that will provide more support for teachers by giving them ideas for integrating technology into their classrooms.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator Instructional Technology Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize coaching form in Eduphoria to document and track coaching cycle progress/feedback with teachers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ITLs will work with teachers, through PLCs or faculty meetings to provide tips/training for technology integration in addition to ways in which they can integrate technology into STEM challenges.</p> <p>Strategy's Expected Result/Impact: Provide teachers with extra support in planning and implementing their STEM challenges and ways to incorporate the technology piece.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator Instructional Technology Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: 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: 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ITLs will implement the coaching cycle with teachers on their campuses to assist with the integration of technology tools and strategies.</p> <p>Strategy's Expected Result/Impact: Build ITL capacity to facilitate the coaching cycle while assisting teachers with technology integration in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Build ITL capacity in the area of technology integration and broaden their knowledge of new technology tools and trends.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p> <p>Funding Sources: Registration fees, travel expenses - 199: General Fund - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: 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: Provide Professional Development support for teachers and staff, outside of campus and district PD days, through Webinar Wednesdays that focus on various topics of interest.





Evaluation Data Sources: Webinar recordings
Participant logs
Feedback surveys

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge of various technology tools and strategies and provide more support in the area of technology integration.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct feedback surveys to determine the significance and impact of Webinar Wednesdays on technology integration in the classroom.</p> <p>Strategy's Expected Result/Impact: Using data collected from teachers to determine the effectiveness of Webinar Wednesdays and implement changes, if any, that increase engagement.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: 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: To engage and empower campus and district leadership to utilize and model technology on a consistent basis.

Evaluation Data Sources: Evidence of use and implementation (Campus newsletters//bulletins, faculty meetings, etc.)
 Observation of campus culture
 Integration of technology campus wide

Strategy 1 Details	Reviews			
Strategy 1: Provide training/tech tips through monthly Leading Edge Principal/Assistant Principal meetings. Strategy's Expected Result/Impact: Empower campus administrators to utilize and model technology tools for productivity and creativity. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Training/Tech Tips for district leadership through monthly CIA meetings. Strategy's Expected Result/Impact: Empower district leaders to utilize and model technology tools for productivity and creativity. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 7: Stafford MSD Libraries is dedicated to fostering our school libraries as dynamic learning hubs. Our goal is to maintain a culture that encourages students' curiosity, critical thinking, and passion for reading. We are committed to providing equal access to resources, promoting information literacy, and engaging with the Stafford community.

Performance Objective 1: Maintain a comprehensive collection of print and digital resources that represents various cultures, perspectives, and experiences. Collaborate with educators and students to continuously refresh and enrich the library materials.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with campus librarians, educators, and students to curate a wide range of library materials that reflect representative cultures, perspectives, and experiences.</p> <p>Strategy's Expected Result/Impact: A school library collection that embraces diversity and represents various cultures, perspectives and experiences.</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p> <p>Funding Sources: - 199: General Fund - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate closely with district educators to integrate library resources into the curriculum, supporting a seamless connection between classroom instruction and library materials</p> <p>Strategy's Expected Result/Impact: Ensure library resources are supporting district curricular and instructional goals</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p> <p>Funding Sources: - 199: General Fund - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly gather data on resource usage, circulation, and user feedback to gauge the effectiveness and impact of the collection.</p> <p>Strategy's Expected Result/Impact: A school library collection that continuously supports district curricular and instructional goals.</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Stafford MSD Libraries is dedicated to fostering our school libraries as dynamic learning hubs. Our goal is to maintain a culture that encourages students' curiosity, critical thinking, and passion for reading. We are committed to providing equal access to resources, promoting information literacy, and engaging with the Stafford community.





Performance Objective 2: Strengthen ties between campus libraries, students, parents, and public libraries to foster a sense of community and promote literacy. Organize regular events and workshops to involve the community in the library's growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with educators to align events and workshops with school curricula, ensuring a seamless connection between the library and educational goals.</p> <p>Strategy's Expected Result/Impact: A school/community library that supports the goals and initiatives of it's district.</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p> <p>Funding Sources: - 199: General Fund - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Organize regular events, such as author talks, book clubs, literacy workshops, and cultural celebrations, designed to engage different segments of the community.</p> <p>Strategy's Expected Result/Impact: A school/community library that encourages involvement in the district's goals and initiatives.</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p> <p>Funding Sources: - 199: General Fund - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Leverage digital platforms and social media to extend the library's reach beyond physical boundaries.</p> <p>Strategy's Expected Result/Impact: A school/community library actively utilizing the EZ Card Program through Fort Bend County Libraries.</p> <p>Staff Responsible for Monitoring: Horace Kenney, Library Media Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: Identify 100% of at-risk highly mobile students who qualify for services under the McKinney-Vento Act.





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

Evaluation Data Sources: Communication logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to school staff on the signs of homelessness and eligibility of students. Strategy's Expected Result/Impact: Remove barriers to student performance. Increase student performance Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: - 206: ARP Grant Funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify one point person on each campus to communicate directly with 100% of the students who qualify for services under the McKinney-Vento Act. Strategy's Expected Result/Impact: McKinney-Vento eligible students will be supported. Increase in student performance. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: Extra Duty Pay - 206: ARP Grant Funds - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate with local community organizations, businesses, and nonprofits to offer resources and support to SMSD families. This could include access to mental health services, afterschool programs, and tutoring services. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: - 206: ARP Grant Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 1: Strengthen the district's relationship with the Education Foundation to increase the amount of classroom grants to teachers.

Strategy 1 Details	Reviews			
Strategy 1: To fortify the relationship with the education foundation through monthly meetings. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 2: Increase classroom grants to \$25,000 instead of \$20,000. Teachers are to complete an end-of-the-year evaluation.

Strategy 1 Details	Reviews			
Strategy 1: The Foundation hosts fundraisers such as the Annual Golf Tournament, and Bowling Event. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 3: Conduct workshops for graduating seniors to assist with applying for and completing the Education Foundation scholarship.

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit students who applying for the Education Foundation Scholarship and provide workshops on how to complete the application.</p> <p>Funding Sources: - 199: General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Coordinate with the Education Foundation scholarship chair on how many students received a scholarship and report the information to the high school and administration.</p> <p>Funding Sources: - 199: General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 10: Stafford MSD STEM Department will increase STEM fluency for all students at the Early Childhood Center (ECC) by utilizing the Engineering Design Process (EDP).

Performance Objective 1: ECC students will participate in monthly emerging STEM careers such as software developer, cyber security specialist, and engineering by May, 2024.





High Priority

HB3 Goal

Evaluation Data Sources: STEM assessments

Student portfolios

Classroom observation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide STEM real- world experiences through guest speakers and exhibits monthly. Connect literacy including writing to the real world experiences.</p> <p>Strategy's Expected Result/Impact: 1. Students will be able to communicate through writing their STEM experiences.</p> <p>Staff Responsible for Monitoring: Director of STEM STEM Specialist Principal STEM Tutor STEM Teacher</p> <p>Equity Plan</p> <p>Funding Sources: Consumable Items - 199: General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Stafford MSD STEM Department will increase STEM fluency for all students at the Early Childhood Center (ECC) by utilizing the Engineering Design Process (EDP).


Performance Objective 2: All ECC students will learn coding, STEM fluency skills, and team building strategies by rotating through the STEM lab weekly until May, 2024.


High Priority


HB3 Goal


Evaluation Data Sources: Lab observations
 Weekly PLC meetings
 Student portfolios
 Student interviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a monthly activities calendar with learning targets that are aligned to Science and Math concepts. These activities will be performed in the STEM classes.</p> <p>Strategy's Expected Result/Impact: Students will be able to make connections between what is taught in their core and auxiliary classes.</p> <p>Staff Responsible for Monitoring: Auxiliary Teacher Director of STEM STEM Specialist STEM Tutor Principal</p> <p>Equity Plan</p> <p>Funding Sources: Consumable Items - 199; General Fund - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 11: Stafford MSD STEM Department aims to develop skills that heightens critical thinking, problem solving, collaboration, and brainstorming in all disciplines at Stafford Elementary School.

Performance Objective 1: All Stafford Elementary teachers will integrate the Engineering Design Process throughout their curriculum regularly.

High Priority





HB3 Goal

Evaluation Data Sources: Classroom observations

Walkthroughs

Student portfolios

Projects

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will create Engineering Design Process lessons for their students. Teachers will create at least two minimum lessons for their students.</p> <p>Strategy's Expected Result/Impact: Assessment results and student engagement will increase in all areas.</p> <p>Staff Responsible for Monitoring: Director of STEM Teachers STEM Specialist Principal</p> <p>Equity Plan</p> <p>Funding Sources: - 199: General Fund - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 11: Stafford MSD STEM Department aims to develop skills that heightens critical thinking, problem solving, collaboration, and brainstorming in all disciplines at Stafford Elementary School.

Performance Objective 2: All Stafford Elementary science teachers will solicit critical and investigative thinking through weekly Science Lab instruction by May, 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Science lab inquiries
 Classroom observations
 Science lab activities
 Lab data collection tool

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement STEM Zone lab rotation for all Science instructors weekly.</p> <p>Strategy's Expected Result/Impact: Students will be able to apply real-world opportunities to critical science concepts.</p> <p>Staff Responsible for Monitoring: Principal Director of STEM Teacher STEM Specialist</p> <p>Equity Plan</p> <p>Funding Sources: Lab Supplies - 199; General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 12: Stafford MSD STEM Department will increase college and career readiness through the lens of STEM education at Stafford Middle School.

Performance Objective 1: All participating students will receive drone education and learn related career opportunities by May, 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Iconic Drone Education Tools
Classroom Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in Drone Education Tools that will prepare them for future coursework in the field of Drone.</p> <p>Strategy's Expected Result/Impact: The introduction of Drone education will increase an understanding and connection for a pathway to a Drone high school course.</p> <p>Staff Responsible for Monitoring: Director of STEM Drone Teacher Principal</p> <p>Funding Sources: Drone Supplies - 199: General Fund - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 12: Stafford MSD STEM Department will increase college and career readiness through the lens of STEM education at Stafford Middle School.

Performance Objective 2: All Stafford Middle school students will complete two STEM challenges in Math and Science by May, 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom observations


Student portfolios


Student surveys


Teacher surveys


Learning products

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Professional Learning Communities (PLCs) to model the Engineering Design Process (EDP) for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase implementation of STEM Challenges Increase the STEM Language Increase college and career readiness in STEM</p> <p>Staff Responsible for Monitoring: STEM Specialist Director of STEM Principal Middle and High School Math and Science Teachers</p> <p>Equity Plan</p> <p>Funding Sources: - 199: General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 12: Stafford MSD STEM Department will increase college and career readiness through the lens of STEM education at Stafford Middle School.


Performance Objective 3: All Stafford Middle science teachers will facilitate STEM challenges and/or investigative labs until May, 2024.


High Priority


HB3 Goal


Evaluation Data Sources: Lab tracking through QR Code
Classroom observations
PLC Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement labs and STEM challenges regularly. This include training of teacher and adult actions.</p> <p>Strategy's Expected Result/Impact: Critical thinking will increase among student outcomes and products.</p> <p>Staff Responsible for Monitoring: Director of STEM Principal Teachers STEM Specialist</p> <p>Equity Plan</p> <p>Funding Sources: - 199: General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 13: Stafford MSD STEM Department will assist high school teachers with designing real-world projects through the Engineering Design Process.

Performance Objective 1: All Stafford High school students will complete two STEM challenges in their Math and Science classes by May, 2024.

High Priority

HB3 Goal





Evaluation Data Sources: Classroom observations

Student portfolios

Student surveys

Teacher surveys

Learning products

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Professional Learning Communities (PLCs) to model the Engineering Design Process (EDP) for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase implementation of STEM Challenges Increase the STEM Language Increase college and career readiness in STEM</p> <p>Staff Responsible for Monitoring: STEM Specialist Director of STEM Principal High School Math and Science Teachers</p> <p>Equity Plan Funding Sources: STEM Challenge Items - 199: General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 13: Stafford MSD STEM Department will assist high school teachers with designing real-world projects through the Engineering Design Process.

Performance Objective 2: All Game Design and Development students will create electronic portfolios that demonstrates mastery of program languages such as Java, Python, and JavaScript by May, 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Student electronic portfolios
 Classroom observation
 Lesson plans
 Student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Create electronic portfolios aligned to the students' learning objectives.</p> <p>Strategy's Expected Result/Impact: Students will build electronic portfolios in their Gaming Design class that will assist with career advancement.</p> <p>Staff Responsible for Monitoring: Gaming Teacher Director of STEM Principal Teacher</p> <p>Equity Plan</p> <p>Funding Sources: Student Travel and other related materials - 199: General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 14: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment.


Performance Objective 1: Stafford STEM Magnet Academy will receive a national STEM certification by May, 2024.


High Priority


HB3 Goal


Evaluation Data Sources: NISE Domains of STEM
 Professional Learning Portal
 Observations
 Teacher Surveys
 Student Surveys
 Principal Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the National Institute for STEM Education (NISE) training modules, teachers will learn STEM classroom effective practices.</p> <p>Strategy's Expected Result/Impact: 1. Effective STEM education/ program 2. Increase of critical thinking skills</p> <p>Staff Responsible for Monitoring: Director of STEM STEM Specialist NISE Leadership TEAM STEM Teachers Principal</p> <p>Equity Plan</p> <p>Funding Sources: Consumable Planning Items - 199: General Fund - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 14: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment.

Performance Objective 2: 100% of 10th Grade students will receive STEM industry mentors by January, 2023.

High Priority

HB3 Goal





Evaluation Data Sources: STEM Mentor Program Tools

Observations

Student portfolios

Journals

Student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Select industry mentors for current STEM high school students.</p> <p>Strategy's Expected Result/Impact: Students will receive mentorship support from industry level STEM field adults to guide them on career goals.</p> <p>Staff Responsible for Monitoring: Director of STEM STEM Specialist STEM Teachers Principal</p> <p>Funding Sources: Limited Student Travel - 199: General Fund - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 14: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment.

Performance Objective 3: All STEM Magnet Academy educators will participate in professional learning communities to review data, design challenges, create horizontal plans, and accelerate learning by May, 2024.

High Priority

HB3 Goal





Evaluation Data Sources: PLC Minutes

Data -Eduphoria

STEM Challenge Forms

Observations

Classroom Walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning communities (PLCs) will be designed to promote teacher leaders. All PICs will operate effectively with agendas that are predetermined based on data, instructional topics, and other related items.</p> <p>Strategy's Expected Result/Impact: Data and lessons will be individualized and aligned to students' needs.</p> <p>Staff Responsible for Monitoring: Director of STEM STEM Specialists STEM Teachers Principal</p> <p>Equity Plan</p> <p>Funding Sources: Instructional Consumable Items for Planning - 199: General Fund - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 15: The SHIELD Mentoring program will provide teachers with essential knowledge to become life-long learners and productive educators at Stafford Municipal School District.


Performance Objective 1: All novice educators will participate in monthly turbo meetings that will address topics such as classroom management, data analysis, lesson planning, and STEM education.


High Priority


Evaluation Data Sources: Minutes
Observations
Teacher Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide monthly training and collaboration meetings using classroom management resources including Harry Wong materials.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped with knowledge and skills to manage their classrooms effectively.</p> <p>Staff Responsible for Monitoring: Director of STEM Principals</p> <p>Equity Plan</p> <p>Funding Sources: - 199: General Fund - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue


Goal 16: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.


Performance Objective 1: Daily provide well maintained buses.


High Priority


Evaluation Data Sources: All students and staff will be transported to and from school and extra curriculum activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Day to day bus inspections prior to transporting students with repair work orders reported to the City of Stafford with repairs and preventive maintenance completed in a timely manner.</p> <p>Strategy's Expected Result/Impact: No down buses</p> <p>Staff Responsible for Monitoring: Director of Operations Chief Financial Officer</p> <p>Funding Sources: - 199: General Fund - \$250,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 16: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 2: Daily provide clean disinfected safe operating district buildings inside and out for students and staff.

High Priority

Evaluation Data Sources: Continuous safety checks throughout the district to have school and facilities operable as needed with repairs and preventative maintenance completed as needed.


Strategy 1 Details	Reviews			
Strategy 1: Needed repairs, preventative maintenance and state required inspections completed Strategy's Expected Result/Impact: All district buildings and areas operable at all times Staff Responsible for Monitoring: Director of Operations Chief Financial Officer Funding Sources: - 199: General Fund - \$250,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 17: 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 training during the 2023-2024 school year (Fall and Spring).


Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a fall and spring customer service training.</p> <p>Strategy's Expected Result/Impact: Students and families will provide positive customer service feedback to the child nutrition department</p> <p>Staff Responsible for Monitoring: Danny McDonald/Adam Alvarado</p> <p>Funding Sources: - 240: Food Service Fund - \$2,438,658</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 17: 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: Continue to provide vegan options to all students at all schools.

Evaluation Data Sources: Survey feedback from families.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and families will provide vegan food options feedback to the child nutrition department.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students and families</p> <p>Staff Responsible for Monitoring: Danny McDonald/Adam Alvarado</p> <p>Funding Sources: - 240: Food Service Fund - 2438658</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 18: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff.

Performance Objective 1: The Coordinator of Grants, Partnerships, and Community Relations will continue coordinating with SMSD partners to bring resources to its students and staff and add new partners.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Innovations Grant Coordinator will continue to apply for competitive grants to increase academic, social, and behavioral skills.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on all state and local assessments; Increase of positive behaviors for students with and without disabilities.</p> <p>Staff Responsible for Monitoring: Innovations Grant Coordinator; Curriculum Specialists; Behavior Specialists</p> <p>Funding Sources: - 289: TRI Coaching - \$200,000, - 429: Blended Learning - \$50,000, - 211: School Action Fund - \$12,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase outreach to local businesses for resources for the district through grants, cash, and in-kind donations.</p> <p>Funding Sources: - 199: General Fund - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 18: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff.

Performance Objective 2: Ensure that SMSD continues developing relations with potential new partners by attending outside events, training, and other community opportunities to market SMSD.





Strategy 1 Details	Reviews			
Strategy 1: To continue hosting the community breakfast to encourage community engagement and district awareness. Funding Sources: - 199: General Fund - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 19: SMSD Technology will enhance the district's networking equipment and cybersecurity infrastructure to ensure the safety, reliability, and efficiency of our digital learning environment.

Performance Objective 1: Upgrade and optimize 80% of SMSD's networking equipment, resulting in a minimum 30% increase in network reliability, a 20% reduction in network downtime, and a 50% improvement in overall network performance.

High Priority

Evaluation Data Sources: Reports from the Network Dashboard





Strategy 1 Details	Reviews			
Strategy 1: Conduct a comprehensive assessment of networking equipment Strategy's Expected Result/Impact: Acquire the needs assessment for the equipment that needs to be replaced. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize E-Rate funding to pay for the new equipment and installation costs. Strategy's Expected Result/Impact: Replace aging equipment with cutting edge technology. Staff Responsible for Monitoring: External Vendor, Technology Department Funding Sources: - 199: General Fund - \$110,745	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Testing and Quality Assurance Strategy's Expected Result/Impact: Establish Key Performance indicators for network reliability, downtime reduction, and overall performance improvements. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 19: SMSD Technology will enhance the district's networking equipment and cybersecurity infrastructure to ensure the safety, reliability, and efficiency of our digital learning environment.

Performance Objective 2: Implement Next-Generation Antivirus (NGAV) and email spam filtering solutions, resulting in a 95% reduction in malware infections and phishing incidents.

High Priority

Evaluation Data Sources: Reports from AV system

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a needs assessment and analyze historical data on malware infections and phishing incidents to understand the scope.</p> <p>Strategy's Expected Result/Impact: Create a baseline for review later and needs of licenses.</p> <p>Staff Responsible for Monitoring: Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a detailed implementation plan that outlines the deployment process including timelines and responsibilities.</p> <p>Strategy's Expected Result/Impact: Organized thought processes and game plan for the installation of the new NGAV</p> <p>Staff Responsible for Monitoring: Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use TEA Cybersecurity Initiative to apply for NGAV and other cybersecurity tools available for Texas LEAs.</p> <p>Strategy's Expected Result/Impact: Qualify to receive grants from TEA to enhance Cybersecurity Infrastructure</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$22,250.00
1	1	2			\$15,300.00
1	1	3			\$26,760.00
1	1	4			\$2,500.00
1	2	1			\$11,350.00
1	2	2			\$15,300.00
1	2	3			\$26,760.00
1	3	1			\$5,626.00
1	3	2			\$30,600.00
1	3	3			\$24,960.00
1	4	1			\$5,626.00
1	4	2			\$34,300.00
1	4	3			\$19,000.00
3	1	1			\$3,640.00
3	1	2			\$2,130.00
3	2	1			\$10,815.00
3	2	2			\$8,400.00
3	2	3			\$23,450.00
3	3	1			\$10,815.00
3	3	2			\$8,400.00
3	3	3			\$23,450.00
6	2	3	Registration fees, travel expenses		\$5,000.00
7	1	1			\$5,000.00
7	1	2			\$15,000.00
7	2	1			\$1,200.00
7	2	2			\$1,100.00
9	1	1			\$0.00

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1			\$0.00
9	3	1			\$0.00
9	3	2			\$0.00
10	1	1	Consumable Items		\$500.00
10	2	1	Consumable Items		\$600.00
11	1	1			\$400.00
11	2	1	Lab Supplies		\$500.00
12	1	1	Drone Supplies		\$5,000.00
12	2	1			\$500.00
12	3	1			\$500.00
13	1	1	STEM Challenge Items		\$500.00
13	2	1	Student Travel and other related materials		\$2,500.00
14	1	1	Consumable Planning Items		\$300.00
14	2	1	Limited Student Travel		\$500.00
14	3	1	Instructional Consumable Items for Planning		\$200.00
15	1	1			\$300.00
16	1	1			\$250,000.00
16	2	1			\$250,000.00
18	1	2			\$0.00
18	2	1			\$6,500.00
19	1	2			\$110,745.00
Sub-Total					\$988,277.00
263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$12,200.00
3	1	1			\$665.00
3	2	1			\$15,800.00
3	2	2			\$8,400.00
3	2	3			\$10,155.00
3	3	1			\$15,800.00

263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$8,400.00
3	3	3			\$10,155.00
Sub-Total					\$81,575.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$3,500.00
4	1	3			\$1,000.00
4	2	1	Professional development and training courses		\$500.00
Sub-Total					\$5,000.00
240: Food Service Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
17	1	1			\$2,438,658.00
17	2	1		2438658	\$0.00
Sub-Total					\$2,438,658.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$2,500.00
Sub-Total					\$2,500.00
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	1			\$55,000.00
1	2	3			\$55,000.00
1	3	3			\$55,000.00
2	1	1			\$70,000.00
Sub-Total					\$345,000.00
289: TRI Coaching					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$50,000.00

289: TRI Coaching					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$50,000.00
18	1	1			\$200,000.00
Sub-Total					\$300,000.00
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
18	1	1			\$50,000.00
Sub-Total					\$125,000.00
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
18	1	1			\$12,000.00
Sub-Total					\$87,000.00
429: TCLAS GR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$12,000.00
1	2	1			\$12,000.00
1	2	3			\$12,000.00
1	3	1			\$12,000.00
1	3	3			\$12,000.00
1	4	1			\$55,000.00
Sub-Total					\$115,000.00
279: TCLAS E3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$12,000.00
1	2	1			\$12,000.00

279: TCLAS E3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$12,000.00
1	3	1			\$12,000.00
1	3	3			\$12,000.00
Sub-Total					\$60,000.00
206: ARP Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			\$1,500.00
8	1	2	Extra Duty Pay		\$3,000.00
8	1	3			\$500.00
Sub-Total					\$5,000.00