Stafford Municipal School District

District Improvement Plan

2024-2025

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

Strategic Priority Goals

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

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

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

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

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

qualified staff.

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Get IN the Bus: Let the Data Drive You! Districtwide Comprehensive Assessment and Improvement Program

On June 5, 2024, from 8:00 am – 3:00 pm, the Stafford Municipal School District and many of its stakeholders met to discuss the comprehensive needs of the district.

Smaller stakeholder sessions took place via Zoom each Friday from April 19 – May 17, 2024. Participants from these sessions included the following stakeholders who represented various departments:

Stakeholder	Role/Department/Student Population
Shaunte Norris	Interim Director Federal and State Programs
Verlincia Prince	Family and Community Coordinator, SMSD, Parents & Homeless Students
Dr. LaKenya Perry-Allen	Director of STEM, SMSD, Data Analysis
Dr. Evelyn Castro	Director of Multilingual, Emergent Bilinguals

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

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

Get IN the Bus: Let the DATA DRIVE YOU!

Breakfast Served (8-8:30)

INroads to Excellence INtro | Dr. Kadir Almus   5 min

Breakfast INterconnections: Purpose of CNA, Priorities & Requirements (District/State/Federal)
Shaunte' Norris | Dr. Evelyn Castro | Verlincia Prince   40 min

INspecting the CIP/DIP: Measure the Impact—What Does your Data Say?
High School Data Report | Raymond Root   75 min (15 min/each)
Middle School Data Report | Marissa Vanison
Elementary School Data Report | Dr. Diana De la Rosa
Early Childhood Center Data Report | Twyla Hynes
STEM Magnet | Ginny Liang
INdividual Impact: STAAR 2024 SUMMARY

INstructional Impact: STAAR 2024 SUMMARY
Dr. Kadir Almus   20 min

INtegration of Big INitiatives | District Department Leaders   *30 min*

CNA/CIP Process ENgagement to Impact
INformed Data-Driven Decisions | Dr. Lakenya Perry-Allen | Principals   *60 min*
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 | Shaunte' Norris   *10 min*
ESSER INitiatives Review/Update | Shaunte' Norris

Campus CIP Workshop (Steps 1-6) | Campus Leaders

Communicate—Group Share | Principals & Title 1 Campus Leads   *1-3:00 pm*

Stakeholders who participated and were invited to the session 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 Partern	
Lilia Medellin	Community Organization - Easter Seals	Early Childhood Instruction (IDEA)	lmedellin@eastersealshouston.org
Anil Kaan	Feuling Brains	Community	anil@fuelingbrains.com
Carlotta Allen	Stafford Adjustment Center	Principal	callen@staffordmsd.org
Brenda Weise	Stafford ECC	Reading Interventionist	brenda.wiese@staffordmsd.org
Cecilia Hepburn	Stafford ECC	Teacher	chepburn@staffordmsd.org
Aisha Atkinson	Stafford ECC		**aisha.atkinson@staffordmsd.org**
Johanna Chesser	Stafford ECC	Teacher	jchesser@staffordmsd.org
Joyce Wilkins	Stafford ECC	Parent	
Kandy Peralta	Stafford ECC	PreK Teacher	kperalta@staffordmsd.org
Maricela Diaz	Stafford ECC	Teacher	mdiaz@staffordmsd.org
Sherri Hobbs	Stafford ECC	Counselor	shobbs@staffordmsd.org
Twyla Hynes	Stafford ECC	Principal	thynes@staffordmsd.org
Amesha Forward	Stafford Elem	Math Specialist	aforward@staffordmsd.org
Jennifer Warford	Stafford Elem	Coordinator of Instruction and Data	jwarford@staffordmsd.org

Name	Organization	Role	Email
Karen Grant	Stafford Elem	STEM Teacher/ITL	kgrant@staffordmsd.org
Venita Johnson	Stafford Elem	Curriculum Specialist	vjohnson@staffordmsd.org
Aisha Atkinson	Stafford ES	ELAR Instructional Coach	aishaatkinson@staffordmsd.org
Angel Porter	Stafford ES	Teacher	aporter@staffordmsd.org
Janelle Toussant	Stafford ES	Assistant Principal	jtoussant@staffordmsd.org
Kimberly Scranton	Stafford ES	Teacher	kimberly.scranton@staffordmsd.org
Tiffany Contreras	Stafford ES	Parent	staffordes.pto@gmail.com
	Stafford HS	Student	
Djuna Pickens	Stafford HS	Counselor	dcole@staffordmsd.org
Marissa Vanison	Stafford MS	Principal	mvanison@staffordmsd.org
Jeffery Wiliams	Stafford MS	Associate Principal	jwilliams@staffordmsd.org
Keosha Gallow	Stafford MS	Math Teacher/Department Chair	kgallow@staffordmsd.org
Liza Knight	Stafford MS	Counselor	lknight@staffordmsd.org
Martina Judge	Stafford MS	Behavior Specialist	mjudge@staffordmsd.org
Tameika Jones	Stafford MS	Special Education Teacher/ Department Chair	tjones@staffordmsd.org
Zenikka Nicols	Stafford MS	6th Math Teacher	znichols@staffordmsd.org
Danny McDonald	Stafford MSD	Director of Food and Nutrition	dmcdonald@staffordmsd.org
Dawn Dubose	Stafford MSD	Chief of Schools	ddubose@staffordmsd.org
Evelyn Castro	Stafford MSD	Director of Multilingual	ecastro@staffordmsd.org
Jaci Phenix	Stafford MSD	Director of Operations	jphenix@staffordmsd.org
Jerrae Bazile	Stafford MSD	MS/HS Test Coordinator	jbazille@staffordmsd.org
Jerry Stephens	Stafford MSD	Content Specialist	jstephens@staffordmsd.org

Name	Organization	Role	Email
Jorge Rodriguez	Stafford MSD	Director of Technology	jrodriguez@staffordmsd.org
Kadir Almus	Stafford MSD	Chief Academic Officer	kalmus@staffordmsd.org
Kathie Blanco	Stafford MSD	Coordinator of Data and Instruction	kblanco@staffordmsd.org
Lakenya Perry-Allen	Stafford MSD	STEM Director	lperry-wilson@staffordmsd.org
Margaret C Patton	Stafford MSD	Director of Fed/State Programs	mpatton@staffordmsd.org
Michelle Sanchez	Stafford MSD	Secondary ELAR Specialist	mdevonish@staffordmsd.org
Regina Taiwo	Stafford MSD	PEIMS Coordinator	regina.taiwo@staffordmsd.org
Rod Rodriguez	Stafford MSD	Director of Fine Arts	rrodriguez@staffordmsd.org
Shaunte Norris	Stafford MSD	SPED Coordinator	snorris@staffordmsd.org
Sheila Bond	Stafford MSD	Admin Assistant, Dir. Fed/State Programs	sbond@staffordmsd.org
Stephanie Jernigan	Stafford MSD	Coordinator of Instructional Technology	sjernigan@staffordmsd.org
Tiffany Fondal	Stafford MSD	STEM Specialist	tfondal@staffordmsd.org
Verlincia Prince	Stafford MSD	Family Liaison	vprince@staffordmsd.org
Anna Tyrlik	Stafford SMA	Teacher	anna.tyrlik@staffordmsd.org
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 2024-2025 school year; and

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

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

Req.	Description	Stafford MSD's Plan
1	Monitor student's progress in meeting the challenging state academic standards. • Well-rounded instructional program • Identifying and meeting the needs of at-risk students • Additional assistance for those students in need • Implement strategies to improve student learning.	In Stafford MSD: • The CIA team creates and implements a curriculum scope and sequence for all core areas of instruction • The CIA team facilitates biweekly professional learning communities that promote differentiated instructional planning. • The district follows the 2024-25 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.
2	Address disparities in low-income and minority students who are taught by ineffective and inexperienced staff.	In Stafford MSD: • Campus administrators provide additional supports to students who receive instruction from substitute teachers and those who have been ineffective • Campus administrators ensure that students who come from low-socio-economic backgrounds are given prioritized access to classes with experienced and high-quality staff. • The CIA and Talent Acquisition teams create a district-wide team to review data on teacher retention and create a plan for early recruiting, hiring, retaining, and valuing high-quality teachers. • The CIA and Talent Acquisition teams provide a new teacher and administrator mentoring program. • The CIA, Chief of Schools, and Talent Acquisition teams provide ongoing professional development that focuses on the needs and priorities of the staff. • The CIA team continues to provide "just in time" training that meets the needs of the current staff. • The CIA and Chief of Schools team work collaboratively to address mental wellness in the district.

Req.	Description	Stafford MSD's Plan
3	School support and improvement process	In Stafford MSD: • The CIA team assists campuses with facilitating PLCs, data team meetings, and instructional planning. • The CIA team assists campuses with providing timely professional development. • The CIA and Chief of Schools meet with campus leaders quarterly to review the campus improvement plan and their progress toward their annual goals. • The CIA team and Chief of Schools visit campuses and classrooms weekly to monitor campus, teacher, and student performance.
4	Description of poverty	In Stafford MSD, a student in poverty or an economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. Low-income children are eligible to receive reduced-price or free meals at school. Children in households with incomes below 130 percent of the poverty level or those receiving SNAP or TANF qualify for free meals. Those with family incomes between 130 and 185 percent of the poverty line qualify for reduced-price meals. Before the October snapshot date, SMSD diligently attempts to identify all students who are identified as living in poverty.
5	Nature of schoolwide programs	During the annual Comprehensive Needs Assessment, the district and the campuses determine the priority of needs. The campuses can request funds needed to address their priorities that are aligned directly to the TEA and district priorities. The district also uses approximately 80% of Title I Funds to assist with payroll costs for staff and extra duty pay.

Req.	Description	Stafford MSD's Plan
6	Services for homeless children promoting success.	In Stafford MSD, • 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.
7	Strategy for implementing effective parent and family engagement	In Stafford MSD, • The Family Engagement Liaison facilitates an ongoing list of Parent University courses. • The Family Engagement Liaison creates and maintains the districtwide Family Connection and Teacher Center on each campus. • The Family Engagement Liaison plans and implements the annual Parent University Conference. • The Family Engagement Liaison facilitates the District Parent Engagement Committee (DPEC) that meets quarterly. The committee reviews ongoing parent data to suggest, implement, and monitor a Family Engagement program. The committee also makes adjustments to the Districtwide **Parent Engagement Plan**.

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

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

		• When necessary, the district provides homebound services for those students who qualify to utilize the Texas Student Attendance Accounting Handbook.
10	Strategies for effective transition of students from middle to high school and from high school to post-secondary education. • Consultation/partnerships with institutions of higher education • Increased access to early college HS, dual, concurrent enrollment • Career Counseling	In Stafford MSD, • The Director of CTE promotes and manages career and technical programs at the middle and high schools. • The Director of CTE provides an introduction to CTE programs to all middle school students prior to creating a HS schedules • All students in grades 9-12 have a complete graduation plan that promotes an endorsement. • A career counselor works with students to ensure they are following their graduation plan and encourages participation in programs that improve post-secondary college and career readiness. • A partnership is maintained with the Houston Community College that provides a dual enrollment program for Stafford High School students. Students can earn an associate degree prior to graduating from high school.
11	Reduce and replace discipline practices that remove students from the classroom	In Stafford MSD, • Campus administrators and district administrators review discipline infractions that cause students to be removed from instruction and continually implement restorative practices that provide alternative forms of discipline. • Campus administrators have been trained in restorative practice and Crisis Prevention Institute. Campus administrators are required to implement these strategies and best practices. • Campus behavior specialists have been trained on de-escalation techniques to prevent disciplinary concerns. • Campus behavior specialists constantly monitor students with disabilities, who have a Behavior Intervention Plan, to prevent discipline infractions. • Campus behavior specialists implement the CONECT program to prevent discipline infractions. • Kagan Cooperative Structures and CHAMPS are implemented in ALL classrooms across the district. • Each campus implements their Positive Behavior Intervention and Supports System that includes campus expectations, CHAMPS, restorative practices, rewards, and consequences. PBISS is implemented to clearly communicate campus expectations while reducing behavioral problems and discipline infractions – especially for students with BIPS and repeat offenders.

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

SMSD will continue to implement the Strategic Support Plan which is aligned with the 2024 Results Driven Accountability. Each campus has included goals in their CIP.

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

Demographics

Demographics Summary

Nestled between Houston's bustling metropolis and the dynamic growth of East Fort Bend County, Stafford Municipal School District (SMSD) stands out as Texas' unique Municipal School District. Since its inception in 1982, SMSD has grown from a modest K-5 enrollment of 547 students to a comprehensive PreK-12 district serving 3,500 students. The district prides itself on maintaining a close-knit educational environment while holistically nurturing the academic, emotional, and social development of its students, equipping them for the diverse society they inhabit.

Reflecting the community's rich diversity, SMSD's student body comprises 46.3% Hispanic, 41.1% African American, 7.1% Asian, 3.3% White, 1.8% of two or more races, 0.2% American Indian, and 0.1% Pacific Islander. With 77% of students coming from economically disadvantaged backgrounds, the district ensures equitable access to nutrition by providing free breakfast and lunch to all PK-8th grade students. The teaching staff's diversity mirrors that of the student body, with an ethnic composition of 21.8% White, 41.6% African American, 23.2% Hispanic, 11.3% Asian, 1.7% of two or more races, and 0.4% American Indian, bringing an average of nearly ten years of experience to the classroom. Despite challenges, SMSD boasts a commendable 94.2% average daily attendance, a 3.8% dropout rate, and a graduation rate of 95.5%, surpassing the state average. The district's commitment to inclusivity is further evidenced by its support for a 22.1% English Language Learner student population, ensuring that every child has the opportunity to succeed.

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 district has slightly improved overall scores in Spring 2024 compared to 2023 Spring despite slight decreases in state averages in these categories.

DISTRICT- 2024 VS 2023 STAAR SPRING RESULTS PASSING PERCENTAGES

Stafford Municipal School District
Generated by Plan4Learning.com

District #079910
September 4, 2024 2:24 PM
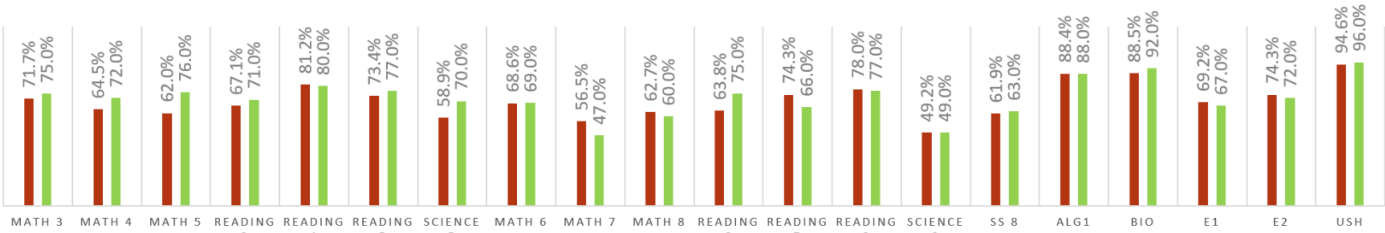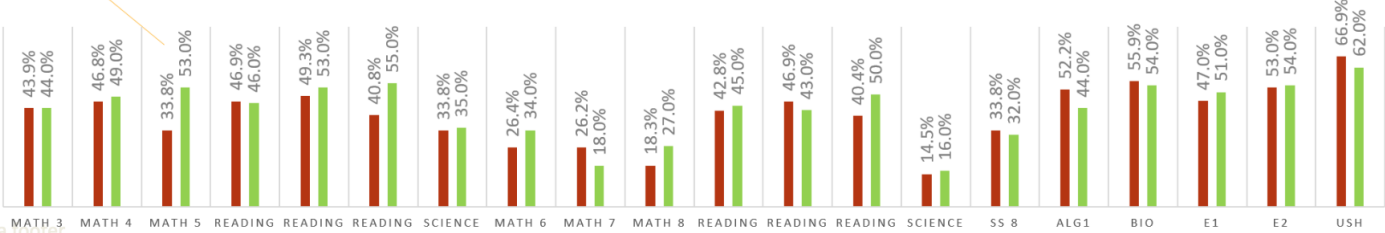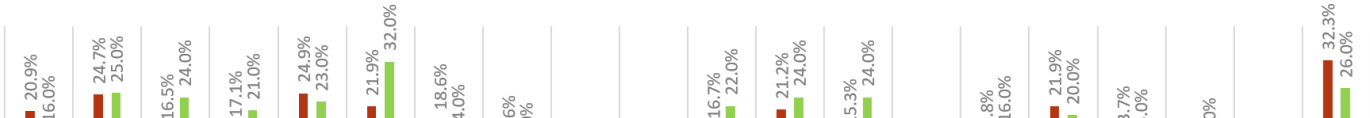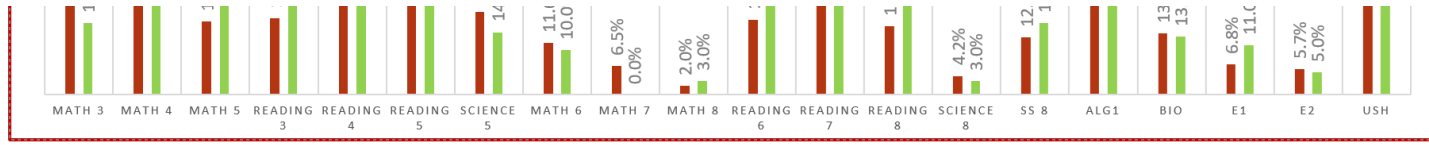
Student Achievement Strengths

1. The district achieved higher passing scores in most grade levels and subject areas in the Spring 2024 STAAR, despite the major changes in testing and raised perfoermance targets.
2. The overall math and science scores improved and the learning gap caused by COVID-19 was noticeably reduced.
3. The CCMR performance in Stafford High School increased to 95%.
4. The overall STAAR student achievement scores (average of approaches, meets, and masters) for the district, Stafford Elementary School, Stafford Magnet Academy, and Stafford High School also improved.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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.

Problem Statement 2 (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 ans instructional plan with fidelity to address student needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

Staff Quality:

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

Recruiting:

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Attrition is high across the district.   **Root Cause:** 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 (BLGP) from TEA in the 20-21 school year and the continuation of this grant for the next 3 years starting from the 21-22 school year. The BLPG grant will enable us to address the deficits that have been created by this rapid change and provide our students with a technology rich, 21st-century education. In addition, the district also received another competitive grant for blended learning for 21-22 school year (School Action Fund Planning Grant for redesign the elementary campus with a blended learning model) and 2 years of continuation of this grant for 2022-24.

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

Technology Strengths

- 1-to-1 Devices
- ITL- Instructional Technology Leaders Program
- Award-winning Robotics team
- Online resources
- Online textbooks/instructional resources
- Online curriculum resources
- Instructional Technology Specialists
- 1 Elementary/1 Secondary Integrated Technology Specialist
- Support digital teaching and learning for students and teachers
- Professional Development for staff - integration of technology
- Training for students - integration of technology
- Library computers available for student use throughout the day
- Office 365 training and implementation for all teachers and students
- Implementation of single sign-on for students
- All Classrooms are equipped with high-speed Internet.
- Data projectors and document cameras are available in every classroom
- Integration of current technology District initiatives
  - 1-to-1 iPADs
  - Maker spaces
  - 3D printers

- Coding
- Robotics
- Drones

Priority Problem Statements

Problem Statement 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 ans 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

Revised/Approved: September 9, 2024

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 88% On-Track on CIRCLE and 70% On-Track on TX-KEA. Raise STAAR scores to 60% Meets in 3 years and 70% Meets in 5 years.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in literacy. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Instructional Coach Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $22,250, - 289: TRI Coaching - $38,000, - 429: Strong Foundations - $160,000				

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Literacy Coaches Instructional Coach Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $15,300, - 289: TRI Coaching - $50,000, - 429: Blended Learning - $186,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $26,760, - 211: Title 1, ESF - $115,000				

Strategy 4 Details	Reviews			
	Formative			Summative
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 and My Access to encourage fidelity of the use of writing across the curriculum.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments. **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 **Funding Sources:** - 199: General Fund - $2,500, - 263: Title III - $12,200				

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

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

Performance Objective 2: Increase student performance in mathematics to 96% On-Track on CIRCLE and 70% On-Track on TX-KEA. Raise STAAR scores to 60% Meets in 3 years and 70% Meets in 5 years.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in mathematics. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Instructional Coach Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $11,350, - 429: Strong Foundations - $207,000				

Strategy 2 Details		Reviews		
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; thorough planning and thoughtful instruction **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Instructional Coach Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $15,300, - 289: TRI Coaching - $50,000					

Strategy 3 Details		Reviews		
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $26,760, - 211: Title 1, ESF - $115,000					

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

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

Performance Objective 3: Increase student performance in science and social studies to 60% Meets in 3 years and 70% Meets in 5 years.

    High Priority

    HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in science and social studies. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Instructional Coach Campus Administrators Department Chairs Teachers **Funding Sources:** - 199: General Fund - $5,626, - 429: AP_CSP - $26,000				

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction. **Staff Responsible for Monitoring:** Chief Academic Officer CIA Coordinators Instructional Coach Campus Administrators Department Chairs Teachers **Funding Sources:** - 199: General Fund - $30,600, - 211: Title 1, ESF - $56,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS), Accelerated Instruction (AI), and Kagan. Ensure that subpopulation needs are clearly identified and supported accordingly	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. **Staff Responsible for Monitoring:** Chief Academic Officer Director of Federal Programs CIA Coordinators Campus Administrators Department Chairs Teachers **Funding Sources:** - 199: General Fund - $24,960, - 211: Title I - $36,000				

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

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

Performance Objective 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			
Strategy 1: Increase performance on SAT, ACT, and TSIA2 by 25%.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased number of students who pass TSIA2 on the first attempt.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $5,626, - 429: PTECH - $100,000						

Strategy 2 Details			Reviews			
Strategy 2: Increase enrollment in Advanced Placement and Dual Credit courses by 5%.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased scores to 3 or higher on AP exam and increase the number of students who earn credit in dual credit classes.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $34,300						

Strategy 3 Details	Reviews			
Strategy 3: Utilize Texas College Bridge Coursework in senior math and RLA courses once a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students earning Texas College Bridge certificates and TSI exemptions.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator Secondary RLA and Math Curriculum Content Specialists Campus Administrators Counselors English and Math Teachers **Funding Sources:** - 199: General Fund - $19,000				

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

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 20%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Meet biweekly to monitor plan and create supports where needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% Compliance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Federal and State Programs				
Funding Sources: - 224: IDEA-B - $0				

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

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			
Strategy 1: Provide a once a month Co- Teach training for all Co Teachers as an opportunity to share strategies and get feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Share best practices to be seen in walk- throughs. **Staff Responsible for Monitoring:** Director of Federal and State Programs **Funding Sources:** - 224: IDEA-B - $2,000	**Nov**	**Jan**	**Mar**	**June**

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

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth on specified standards.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Case managers					
Funding Sources: - 211: Title I - $5,000					

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

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $3,640, - 263: Title III - $665					
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $2,130					

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

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			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $10,815, - 263: Title III - $15,800				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $8,400, - 263: Title III - $8,400				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $23,450, - 263: Title III - $10,155				

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

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			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $10,815, - 263: Title III - $15,800				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $8,400, - 263: Title III - $8,400				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $23,450, - 263: Title III - $10,155				

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

Goal 4: By the end of the 2024-2025 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 1: Increase family participation in Parent University courses by 10 %.

High Priority

Evaluation Data Sources: ParentSquare
Sign in sheets
Parent surveys
Meeting Minutes
Raptor data

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent education courses will increase the parental capacity of caregivers, increasing student support. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs **Funding Sources:** - 211: Title I - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide the 4th Annual Parent University Conference and Parent University courses to increase parent education throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase participation in parent courses that will improve student achievement. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs **Funding Sources:** - 211: Title I - $6,000				

Strategy 3 Details	Reviews			
Strategy 3: Meet Quarterly as a District Parent Engagement Committee.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collect feedback and input from parents and caregivers in regard to ongoing district initiatives. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs. **Funding Sources:** - 211: Title I - $1,000	**Nov**	**Jan**	**Mar**	**June**

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

Goal 4: By the end of the 2024-2025 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 and recognize campuses are "family friendly".

    Evaluation Data Sources: Parent surveys and polls

Strategy 1 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents and caregivers from all backgrounds will feel welcome and included. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs. **Funding Sources:** Professional development and training courses - 211: Title I - $500					

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

Goal 4: By the end of the 2024-2025 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 3: Increase family participation in school activities and workshops by 25% by the end of the 2024-2025 school year through targeted outreach, collaboration with community organizations, and the provision of resources and support services within the Parent Resource Centers.

Strategy 1 Details	Reviews			
Strategy 1: Targeted Outreach and Communication	**Formative**			**Summative**
Send personalized invitations to families for specific events, workshops, and activities using ParentSquare, phone calls, and letters home. Tailor the communication to highlight how the event aligns with the family's needs or interests.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Regular, tailored communication helps ensure that families are well-informed about school events and workshops. This can lead to improved responsiveness, with families more likely to ask questions, provide feedback, and engage in ongoing communication with the school. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator				
Funding Sources: Supplies - 211: Title I - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide outreach materials in multiple languages spoken within the community to ensure all families feel	**Formative**			**Summative**
welcomed and informed. Utilize translation services and bilingual staff to bridge language barriers.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the engagement of non-English speaking families **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator				
Funding Sources: Bilingual staff to translate - 211: Title I - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Offer sessions that address common challenges, such as financial literacy, health and wellness, or academic	**Formative**			**Summative**
support strategies, ensuring they meet the specific needs of the school community.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased awareness and education for parents to meet the needs of the whole child. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator				
Funding Sources: - 211: Title I - $6,000				

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

Goal 4: By the end of the 2024-2025 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 4: Increase volunteer opportunities for parents and the community district-wide including the establishment of parent groups.

Evaluation Data Sources: Raptor
ParentSquare

Strategy 1 Details			Reviews		
Strategy 1: Develop a comprehensive volunteer program and streamline volunteer recruitment and training.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase family and community awareness		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators and Parent, Family and Community Engagement Coordinator					
Funding Sources: Supplies - 211: Title I - $3,500, Upgraded Volunteer Software and Devices - 211: Title I - $14,000					

Strategy 2 Details			Reviews		
Strategy 2: Host an annual awards ceremony to publicly recognize volunteers who have made significant contributions throughout the year. This event could include awards such as "Volunteer of the Year," "Community Impact Award," and "Outstanding New Volunteer."		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Regular recognition and celebration of volunteers' efforts will foster a sense of appreciation and belonging, making volunteers feel valued. This is likely to lead to higher retention rates, as volunteers who feel acknowledged are more motivated to continue contributing their time and skills. **Staff Responsible for Monitoring:** Parent, Family and Community Engagement Coordinator					
Funding Sources: Supplies - 211: Title I - $3,000					

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

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		
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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Chief of Schools					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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			
Strategy 1: Conduct monthly meetings with ITLS in addition to bi-weekly check ins to discuss progress, model the use of various technology applications, and implement coaching cycle.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: ITLs will grow in the area of coaching and increase their knowledge base with various technology application tools.
    Staff Responsible for Monitoring: Instructional Technology Coordinator
 	
    Funding Sources: Meeting snacks - 199: General Fund - $500				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Providing teachers with guides will generate ideas for technology integration and ensure that teachers feel supported in the classroom. It will also provide ITLs with a cache of ideas to use when coaching teachers.
    Staff Responsible for Monitoring: Instructional Technology Coordinator
Instructional Technology Leaders
 	
    Funding Sources: No Funding Required - 199: General Fund - $0				

Strategy 3 Details	Reviews			
Strategy 3: Utilize coaching form in Eduphoria to document and track coaching cycle progress/feedback with teachers.	Formative			Summative
Strategy's Expected Result/Impact: This will provide documentation of coaching practices with ITLs. It will also provide useful data to help us determine future training and support that teachers need. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** No funding required - 199: General Fund - $0	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide teachers with extra support in planning and implementing their STEM challenges and ways to incorporate the technology piece. **Staff Responsible for Monitoring:** Instructional Technology Coordinator Instructional Technology Leaders **Funding Sources:** No funding required - 199: General Fund - $0				

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

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			
Strategy 1: The Instructional Technology Coordinator will implement the coaching cycle with campus ITLs concerning strategies and/or tools they want to implement with their students this year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build a foundation for effective coaching through modeling and implementation of the coaching cycle including, goal setting/planning, implementation/monitoring, and reflection. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** No funding required - 199: General Fund - $0				

Strategy 2 Details	Reviews			
Strategy 2: ITLs will implement the coaching cycle with teachers on their campuses to assist with the integration of technology tools and strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build ITL capacity to facilitate the coaching cycle while assisting teachers with technology integration in the classroom. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** No funding required - 199: General Fund - $0				

Strategy 3 Details	Reviews			
Strategy 3: ITLs will attend a minimum of one technology conference per year to acquire knowledge about new tools and strategies that can be implemented on their respective campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build ITL capacity in the area of technology integration and broaden their knowledge of new technology tools and trends. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** Registration fees, travel expenses - 199: General Fund - $5,000				

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

Goal 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			
Strategy 1: Continue facilitating Webinar Wednesdays where teachers will be able to engage in live, virtual instruction with the Instructional Technology Coordinator, or campus ITL, to learn more about various tech tools and strategies.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge of various technology tools and strategies and provide more support in the area of technology integration. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** No funding required - 199: General Fund - $0							

Strategy 2 Details				Reviews			
Strategy 2: Conduct feedback surveys to determine the significance and impact of Webinar Wednesdays on technology integration in the classroom.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Instructional Technology Coordinator **Funding Sources:** No funding required - 199: General Fund - $0							

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

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.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Empower campus administrators to utilize and model technology tools for productivity and creativity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Coordinator				
Funding Sources: No funding required - 199: General Fund - $0				
Strategy 2 Details		Reviews		
Strategy 2: Provide Training/Tech Tips for district leadership through monthly CIA meetings.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Empower district leaders to utilize and model technology tools for productivity and creativity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Coordinator				
Funding Sources: No funding required - 199: General Fund - $0				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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 5: Implement learning.com as the district's new technology applications curriculum to ensure that all students are equipped with 21st Century Skills, basic technical knowledge, and keyboarding skills.

Evaluation Data Sources: Usage and performance reports from learning.com platform
Monitoring of teacher usage at grade levels K-8

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers grades K-8 with training on the use of learning.com. The first year will focus on student-led activities and move to teacher-led activities and projects in subsequent years.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student knowledge of basic technology skills and the new Technology Applications TEKS.
    Increase student skills in keyboarding across all grade levels.
    Staff Responsible for Monitoring: Instructional Technology Coordinator
    Campus ITLs
 	
    Funding Sources: Learning.com Platform Licenses - 429: Blended Learning - $16,500				

Strategy 2 Details	Reviews			
Strategy 2: Integrate learning.com as part of the curriculum for Flight Plan course at Stafford Middle School and Stafford STEM Magnet Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase students' college and career readiness by exposing them to various projects and activities that align with Flight Plan curriculum.
    Staff Responsible for Monitoring: Instructional Technology Coordinator
 	
    Funding Sources: No funding required - 199: General Fund - $0				

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

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: Increase the circulation of print materials by 20% to enhance student engagement with reading across all grade levels and strengthen literacy performance on STAAR Reading.

HB3 Goal

Evaluation Data Sources: Follett Destiny Reports
STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Create opportunities for students to check out books: open high school library during lunch periods; hold special programming during lunches at the middle school for more library access, allow for more frequent check outs at the elementary.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased circulation of library books.
   Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services
 	
   Funding Sources: - 199: General Fund - $500					

Strategy 2 Details		Reviews			
Strategy 2: Regularly gather data on resource usage, circulation, and user feedback to gauge the effectiveness and impact of the collection.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: A school library collection, programming, and access which encourages
   increased circulation
   Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services
 	
   Funding Sources: - 199: General Fund - $5,000					

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

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: Increase the utilization of library digital resources by 20% across the district to bolster college, career, and military readiness for all students.

HB3 Goal

Evaluation Data Sources: Database usage reports.

Strategy 1 Details				Reviews			
Strategy 1: Provide professional development (synchronous/asynchronous) on library digital resources to support campus instructional and learning objectives.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased usage of library digital resources. **Staff Responsible for Monitoring:** Lindsey Brewer-Munoz, Coordinator of Library and Media Services **Funding Sources:** - 199: General Fund - $500							

Strategy 2 Details				Reviews			
Strategy 2: Regularly gather data on resource usage and user feedback to gauge the effectiveness and impact of the library digital resource professional development.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased library digital resource usage Engaging, effective, streamlined professional development **Staff Responsible for Monitoring:** Lindsey Brewer-Munoz, Coordinator of Library and Media Services **Funding Sources:** - 199: General Fund - $5,000							

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

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 3: Develop and enhance connections between campus libraries, students, parents, community members, and public libraries through organized events and workshops to foster a sense of community and advance literacy and CCMR.

HB3 Goal

Evaluation Data Sources: Feedback surveys from stakeholders and attendees

Strategy 1 Details		Reviews		
Strategy 1: Collaborate with campus staff, board members, community members, and Fort Bend County Libraries to develop and provide activities/programming during Community Library hours aligned to curricular and community needs.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation in Community Library and enhanced connections between SMSD and the community. **Staff Responsible for Monitoring:** Lindsey Brewer-Munoz, Coordinator of Library and Media Services **Funding Sources:** - 199: General Fund - $2,000				

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

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, academics).

Evaluation Data Sources: Communication logs, Parent feedback services

Strategy 1 Details		Reviews			
Strategy 1: Provide professional development to school staff on the signs of homelessness and eligibility of students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Remove barriers to student performance. Increase student performance		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs					
Funding Sources: - 461: MKV Campus Activity Funds - $500, - 280: ESEA - $1,500					

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	Jan	Mar	June
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: Stipend/Extra Duty Pay - 211: Title I - $10,000					

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
		Nov	Jan	Mar	June
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: Supplies - 461: MKV Campus Activity Funds - $2,500					

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

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.			**Formative**			**Summative**
Funding Sources: - 199: General Fund - $0			**Nov**	**Jan**	**Mar**	**June**

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

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.		**Formative**			**Summative**
Funding Sources: - 199: General Fund - $0		**Nov**	**Jan**	**Mar**	**June**

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

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		
Strategy 1: Recruit students who applying for the Education Foundation Scholarship and provide workshops on how to complete the application.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $0						
Strategy 2 Details			Reviews		
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.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Funding Sources: - 199: General Fund - $0						

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

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

Performance Objective 1: 100% students at ECC students will participate in monthly emerging STEM careers such as software developer, cyber security specialist , and engineering by May, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STEM assessments
Student portfolios
Classroom observation
Monthly careers feedback data
STEM writing portfolios
Weekly professional learning communities
Student interviews
Lab experiments with lab coats

Strategy 1 Details	Reviews			
Strategy 1: Provide STEM real- world experiences through guest speakers and exhibits monthly. Connect literacy including writing to the real world experiences	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. Students will be able to communicate through writing their STEM experiences.
     Staff Responsible for Monitoring: Director of STEM
 STEM Specialist
 Principal
 STEM Tutor
 STEM Teacher
 	
     Equity Plan
     Problem Statements: Student Achievement 2
     Funding Sources: Consumable Items - 199: General Fund - 13 6399 - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement STEM challenges and project-based learning to enhance mathematics proficiency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase math fluency to align students success to HB # Board Goals. Increase level of achievement as measured by NWEA MAP (Northwest Evaluation Association Assessment Measures of Academic Progress) **Staff Responsible for Monitoring:** Director of STEM STEM Specialist All Teachers **Problem Statements:** Student Achievement 2 **Funding Sources:** Coaching for Math STEM Teachers - 211: Title I - 255 13 6200 - $20,000	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 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 ans instructional plan with fidelity to address student needs.

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: 100% of students at Stafford Elementary will implement the Engineering Design process in all classes by May , 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom observations
Walkthroughs
Student portfolios
Projects
Science lab inquiries
Lab data collection tools

Strategy 1 Details	Reviews			
Strategy 1: All teachers will create Engineering Design Process lessons for their students. Teachers will create at least two minimum lessons for their students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Assessment results and student engagement will increase in all areas. **Staff Responsible for Monitoring:** Director of STEM Teachers STEM Specialist Principal **Equity Plan Funding Sources:** - 199: General Fund - $400				

Strategy 2 Details	Reviews			
Strategy 2: Implement Minecraft Gaming thorough science instruction to increase engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase science vocabulary and concepts in their daily languages. Additional students will score meets on the state exam as measured by HB3 Board Goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of STEM Gaming Teacher STEM Specialist Science Department Principal **Problem Statements:** Student Achievement 2 **Funding Sources:** Science Lab Materials - 199: General Fund - 13 6399 - $3,000				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 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 ans instructional plan with fidelity to address student needs.

Goal 12: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment to increase mastery on all state exams.

Performance Objective 1: Increase the number of AP classes for students as measured by HB3 board goals.

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			
Strategy 1: Using the National Institute for STEM Education (NISE) training modules, teachers will implement effective practices to increase college and career readiness.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Effective STEM education/ program 2. Increase of critical thinking skills **Staff Responsible for Monitoring:** Director of STEM STEM Specialist NISE Leadership TEAM STEM Teachers Principal **Equity Plan** **Funding Sources:** Consumable Planning Items - 199: General Fund - 13 6399 - $1,000				

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

Goal 12: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment to increase mastery on all state exams.

Performance Objective 2: 100% of 10th & 11th students will receive STEM industry mentors by January, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STEM Mentor Program Tools
Observations
Student portfolios
Journals
Student surveys

Strategy 1 Details	Reviews			
Strategy 1: Select industry mentors for current STEM high school students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive mentorship support from industry level STEM field adults to guide them on career goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of STEM STEM Specialist STEM Teachers Principal **Funding Sources:** Limited Student Travel - 199: General Fund - $500				

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

Goal 12: Stafford MSD STEM Department will equip STEM Magnet Academy faculty, staff, and students with pedagogy necessary for an effective STEM school environment to increase mastery on all state exams.

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, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: PLC Minutes
Data -Eduphoria
STEM Challenge Forms
Observations
Classroom Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Professional learning communities (PLCs) will be designed to promote teacher leaders. All PLCs will operate effectively with agendas that are predetermined based on data, instructional topics, and other related items.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data and lessons will be individualized and aligned to students' needs. **Staff Responsible for Monitoring:** Director of STEM STEM Specialists STEM Teachers Principal **Equity Plan** **Funding Sources:** Instructional Consumable Items for Planning - 199: General Fund - 11 6299 - $200				

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

Goal 13: 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			
Strategy 1: Provide monthly training and collaboration meetings using classroom management resources including Harry Wong materials.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be equipped with knowledge and skills to manage their classrooms effectively. **Staff Responsible for Monitoring:** Director of STEM Principals **Equity Plan** **Funding Sources:** Training Materials - 199: General Fund - $300				

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

Goal 14: 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			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: No down buses **Staff Responsible for Monitoring:** Director of Operations Chief Financial Officer **Funding Sources:** - 199: General Fund - $250,000	**Nov**	**Jan**	**Mar**	**June**

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

Goal 14: 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	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

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

Goal 15: 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 2024-2025 school year (Fall and Spring).

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details		Reviews		
Strategy 1: Provide a fall and spring customer service training.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students and families will provide positive customer service feedback to the child nutrition department	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Danny McDonald/Adam Alvarado **Funding Sources:** - 240: Food Service Fund - $2,438,658				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 15: 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			
Strategy 1: Students and families will provide vegan food options feedback to the child nutrition department.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive feedback from students and families **Staff Responsible for Monitoring:** Danny McDonald/Adam Alvarado **Funding Sources:** - 240: Food Service Fund - 2438658		**Nov**	**Jan**	**Mar**	**June**

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

Goal 16: 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			
Strategy 1: The Innovations Grant Coordinator will continue to apply for competitive grants to increase academic, social, and behavioral skills.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance on all state and local assessments; Increase of positive behaviors for students with and without disabilities. **Staff Responsible for Monitoring:** Innovations Grant Coordinator; Curriculum Specialists; Behavior Specialists **Funding Sources:** - 289: TRI Coaching - $200,000, - 429: Blended Learning - $50,000			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Increase outreach to local businesses for resources for the district through grants, cash, and in-kind donations.			**Formative**			**Summative**
Funding Sources: - 199: General Fund - $0			**Nov**	**Jan**	**Mar**	**June**

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

Goal 16: 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.		**Formative**		**Summative**
Funding Sources: - 199: General Fund - $6,500	**Nov**	**Jan**	**Mar**	**June**

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

Goal 16: 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 3: The Innovations Grant Coordinator will ensure that SMSD applies for and receives TEA competitive grants to enhance instruction and to support students, staff, and parents.

Goal 17: 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				**Formative**			**Summative**
Strategy's Expected Result/Impact: Acquire the needs assessment for the equipment that needs to be replaced.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Technology Department							
Strategy 2 Details				**Reviews**			
Strategy 2: Utilize E-Rate funding to pay for the new equipment and installation costs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Replace aging equipment with cutting edge technology.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: External Vendor, Technology Department							
Funding Sources: - 199: General Fund - $110,745							
Strategy 3 Details				**Reviews**			
Strategy 3: Testing and Quality Assurance				**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish Key Performance indicators for network reliability, downtime reduction, and overall performance improvements.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Technology Department							

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

Goal 17: 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			
Strategy 1: Create a needs assessment and analyze historical data on malware infections and phishing incidents to understand the scope.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a baseline for review later and needs of licenses. **Staff Responsible for Monitoring:** Technology Department	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop a detailed implementation plan that outlines the deployment process including timelines and responsibilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Organized thought processes and game plan for the installation of the new NGAV **Staff Responsible for Monitoring:** Technology Department	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use TEA Cybersecurity Initiative to apply for NGAV and other cybersecurity tools available for Texas LEAs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Qualify to receive grants from TEA to enhance Cybersecurity Infrastructure **Staff Responsible for Monitoring:** Director of Technology	Nov	Jan	Mar	June

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

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	1	1	Meeting snacks		$500.00
6	1	2	No Funding Required		$0.00
6	1	3	No funding required		$0.00
6	1	4	No funding required		$0.00
6	2	1	No funding required		$0.00

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2	No funding required		$0.00
6	2	3	Registration fees, travel expenses		$5,000.00
6	3	1	No funding required		$0.00
6	3	2	No funding required		$0.00
6	4	1	No funding required		$0.00
6	4	2	No funding required		$0.00
6	5	2	No funding required		$0.00
7	1	1			$500.00
7	1	2			$5,000.00
7	2	1			$500.00
7	2	2			$5,000.00
7	3	1			$2,000.00
9	1	1			$0.00
9	2	1			$0.00
9	3	1			$0.00
9	3	2			$0.00
10	1	1	Consumable Items	13 6399	$2,000.00
11	1	1			$400.00
11	1	2	Science Lab Materials	13 6399	$3,000.00
12	1	1	Consumable Planning Items	13 6399	$1,000.00
12	2	1	Limited Student Travel		$500.00
12	3	1	Instructional Consumable Items for Planning	11 6299	$200.00
13	1	1	Training Materials		$300.00
14	1	1			$250,000.00
14	2	1			$250,000.00
16	1	2			$0.00
16	2	1			$6,500.00
17	1	2			$110,745.00
				Sub-Total	$974,577.00

224: IDEA-B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$0.00
2	2	1			$2,000.00
				Sub-Total	$2,000.00

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
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
1	3	3			$36,000.00
2	3	1			$5,000.00
4	1	2			$6,000.00
4	1	3			$1,000.00
4	2	1	Professional development and training courses		$500.00
4	3	1	Supplies		$2,000.00
4	3	2	Bilingual staff to translate		$1,500.00
4	3	3			$6,000.00
4	4	1	Supplies		$3,500.00
4	4	1	Upgraded Volunteer Software and Devices		$14,000.00
4	4	2	Supplies		$3,000.00
10	1	2	Coaching for Math STEM Teachers	255 13 6200	$20,000.00
				Sub-Total	$98,500.00

240: Food Service Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
15	1	1			$2,438,658.00
15	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
8	1	2	Stipend/Extra Duty Pay		$10,000.00
				Sub-Total	$12,500.00

289: TRI Coaching					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$38,000.00
1	1	2			$50,000.00
1	2	2			$50,000.00
16	1	1			$200,000.00
				Sub-Total	$338,000.00

429: Blended Learning					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$186,000.00
6	5	1	Learning.com Platform Licenses		$16,500.00
16	1	1			$50,000.00
				Sub-Total	$252,500.00

280: ESEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1			$1,500.00
				Sub-Total	$1,500.00

461: MKV Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1			$500.00
8	1	3	Supplies		$2,500.00
				Sub-Total	$3,000.00

211: Title 1, ESF					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$115,000.00
1	2	3			$115,000.00
1	3	2			$56,000.00
				Sub-Total	$286,000.00

429: Strong Foundations					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$160,000.00
1	2	1			$207,000.00
				Sub-Total	$367,000.00

429: AP_CSP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$26,000.00
				Sub-Total	$26,000.00

429: PTECH					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$100,000.00
				Sub-Total	$100,000.00