

Stafford Municipal School District
Stafford Early Childhood Center
2026-2027 Campus Improvement Plan

Mission Statement

The mission of Stafford Early Childhood Center is to provide an exploratory learning environment by inspiring and personalizing quality education. We focus on developing our students academically, cognitively, emotionally, socially, behaviorally, and physically through strong and nurturing relationships between parents, school, and community.

Vision

We envision a school where curriculum and programming nurture the whole child by intentionally strengthening executive functioning skills, empowering students to become responsible citizens, independent thinkers, and fulfilled lifelong learners.

Value Statement

Collective Commitments (The Results)

At Stafford Early Childhood Center, we're committed to...

1. Providing a safe, positive, and orderly learning environment for all stakeholders.
2. Fostering constant collaboration between home and school.
3. Providing access to an engaging and innovative curriculum for all students at developmentally appropriate stages with passion and integrity.
4. Investing in professional development that enhances effective instructional delivery.
5. Providing students with exposure to a variety of college & career experiences.
6. Fostering an effective transition to elementary school.

Tagline: The Adventure Begins Here! (Synonymous w/our brand)

Motto: Every Student Counts, Every Moment Matters! (represents our values)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary: Stafford Early Childhood Center is a Title I campus that serves the diverse populations of Stafford, Houston, Fort Bend County and its surrounding communities. Recognized as a NABSE National Demonstration School, Stafford ECC is known for its innovative approach to early learning, dual language, fine arts and technology programs, the early childhood center offers academic, social, emotional, behavioral, physical and cognitive learning opportunities for low to middle-class families.

In August of 2020, SMSD launched the Stafford Early Childhood Center as its own school servicing daycare students as young as 6 months of age - Kindergarten. Our 2024-2025 enrollment report details our current socio-economic breakdown as 90% of our students being categorized as Economically Disadvantaged. The demographic breakdown of the student population consists of 50% African American, 3% Asian, 43% Hispanic, 2% White and 1% Other. To enhance student learning, special program services are offered to support the following student populations: 30% Emergent Bilinguals, 5% Special Education with 67% of students being considered At-Risk.

Demographics Strengths

The diverse demographic composition of Stafford Early Childhood Center allows us to foster a rich exchange of viewpoints, enhancing critical thinking and problem-solving by considering a wide range of perspectives. It prepares students for a globalized world, promoting cultural understanding and empathy, crucial skills in today's interconnected society.

Furthermore, as a diverse student body, our students learn the importance of demonstrating an appreciation of all cultures. Parents interested in diverse linguistic development enroll their children in the Spanish Dual Language program. Instruction in these languages supports language acquisition and teaches students about important traditions and customs of the people who live in various countries. Technology integration supports instruction.

SECC works collaboratively with families and community services to ensure students enter Elementary with the foundational skills and knowledge needed to be successful learners. The SECC programming addresses the needs of all learners and provides alignment across multiple learning domains.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers struggle with effectively teaching early literacy skills based on the students' developmental stages.

Root Cause: Students have never participated in a structured instructional setting or instruction was not individualized to meet their specific learning needs.

Student Achievement

Student Achievement Summary

Between 2015-2020, Stafford MSD recognized a need to focus on the development of students' early literacy skills. Data showed an increasing number of students with an inability to read on grade level. The district determined the best plan of action was to create a campus that focused solely on developing students' executive functioning skills, early literacy skills and foundational learning, in an effort to close learning gaps. Our programming has an integrated approach designed to ensure students enter school with foundational knowledge and skills across multiple domains of development.

Access to high quality early childhood education is a means of closing the achievement gap and ensuring all children are prepared to be successful in school. Research shows that 90% of a child's brain development happens before age 5, and much of the achievement gap in education starts before a child enters school. Consequently, once a child is behind, it becomes a constant task to catch up. Research also shows children are "ready" for school when families, schools and communities work together to ensure children's school readiness. By having students as early as six months of age, we can function proactively and not reactively. This comprehensive campus improvement program is designed to address children on a holistic level, thereby developing the 'whole child.'

In addition, due to COVID, many students who were born and/or entered school between 2020-2022 faced a deficit due to the lack of direct, face-to-face instruction or social skills development. Based on this understanding, our goal is to immediately provide intensive instruction with intervention support at an early age and as needed to help close any learning and/or developmental gaps resulting from what has been coined the "Covid Slide."

Our charge as an ECC campus is to strengthen students' executive functioning skills, promote growth developmentally, and produce students who are performing age appropriate skills on level. Ultimately, we want students to be readers when they leave SECC; thus, giving them a strong foundation to exceed across all core areas.

Stafford ECC EOY Data Analysis 2025

Pre-Kindergarten CIRCLE

	Rapid Letter Naming	Vocabulary	Phonological Awareness	Optional Phonological Awareness	Early Writing Skills	Literacy	Math
EOY Wave 3 2021	74%	70%	79%	85%	84%	78%	92%
EOY Wave 3 2022	86%	86%	88%	93%	N/A	88%	97%
EOY Wave 3 2023	100%	61%	75%	75%	N/A	78%	89%
EOY Wave 3 2024	88%	80%	81%	88%	92%	86%	95%
EOY Wave 3 2025	90%	79%	75%	89%	85%	84%	90%
Board Goals 2025						95%	96%
EOY Wave 3 2026						80% (88%)*	91% (95%)*
Board Goals 2026						97%	97%
EOY Wave 3 2027							
Board Goals 2027						98%	98%

*Includes PreK3 data

Kindergarten TX-KEA

	Vocabulary	Spelling	Letter Sounds	Blending	Literacy	Math
EOY Wave 3 2021	68%	71%	56%	53%	64%	75%
EOY Wave 3 2022	77%	70%	61%	48%	64%	67%
EOY Wave 3 2023	72%	82%	74%	51%	68%	67%
EOY Wave 3 2024	82%	72%	64%	59%	69%	68%
EOY Wave 3 2025	80%	73%	81%	73%	77%	71%
Board Goals 2025					70%	70%
EOY Wave 3 2026					75%	73%
Board Goals 2026					73%	73%
EOY Wave 3 2027						
Board Goals 2027					75%	75%

Student Achievement Strengths

The Stafford ECC campus is powered by *Fueling Brains*, an award-winning brain immersion system focused on ‘whole child development’ with integration of Left Brain/Right Brain research with the state’s PreK Guidelines and the Texas Essential Knowledge Skills (TEKS). The Fueling Brains platform optimizes brain development and accelerates childhood learning. This approach will provide our students with an advantage for student achievement and life-long success.

We believe focusing on developing students' executive functioning skills will better prepare them to receive and retain the content.

Student Outcomes:

- Be encouraged to think independently and drive their own learning
- Increase working memory, flexibility with transitions, and inhibitory control
- Be able to communicate, socialize, and build appropriate relationships
- Learn skills to self-regulate and control emotions
- Be taught how to learn, rather than simply what to learn.

At the end of the 2024-2025 school year, our data showed 88% of PreK students were on-level in reading and 95% in math. Data showed 75% of Kinder students were on-level in reading and 73% in math, both exceeding district-established goals. Ultimately, 83% of students performed on level and were developmentally ready for the next grade level.

Given the high rate of first-year students in Kindergarten, our overall campus goal remains 75% of all students performing on-level in all areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Many students did not have full access to a complete, structured instructional experience causing them to development gaps in learning.

Root Cause: For many students, this is their first exposure/experience participating in a full-day, structured learning environment.

Problem Statement 2: There continues to be deficits and gaps within curriculum alignment from PreK to Kinder.

Root Cause: Grade levels adopt different programs which often take different approaches to instruction, and/or do not allow for vertical alignment/connections.

Problem Statement 3: We see a decline in student performane from PreK to Kinder.

Root Cause: There are a large number of Kinder students entering school for the first time, without any prior instrution. Additionally, attendance is inconsistent.

School Culture and Climate

School Culture and Climate Summary

The mission of Stafford Early Childhood Center is to provide an exploratory learning environment by inspiring and personalizing quality education. We focus on developing our students academically, cognitively, emotionally, socially, behaviorally, and physically through strong and nurturing relationships between parents, school, and community. We envision a school where curriculum and programming build students' literacy, numeracy, language, and self-regulation abilities by focusing on the development of executive functioning skills through brain research. Our main premise is to create responsible citizens, as well as lifelong and self-full filled learners.

SECC will continue to promote a positive culture by promoting the Five Keys to Success and by maintaining the Culture of Excellence standards and Essential Seven. Teachers, parents, business and community members will continue to play an intricate role in the campus decision-making processes by providing their input and feedback in various forms.

>Five Keys to Success:

1. Safety
2. Courtesy
3. Inclusion
4. Show (Quality Instruction)
5. Efficiency

School Culture and Climate Strengths

SECC is extremely proud of the warm, inviting atmosphere that has been created. SECC continues to focus on maintaining a climate supported by parents, community and staff which exemplifies Spartan Pride while fostering creativity and respect through ownership of student success. This year 99% of faculty/staff members rated the campus climate as positive on the EOY Reflection survey.

Our students excel in a safe supportive environment forged by a partnership of all stakeholders. Through surveys, stakeholders have communicated that the climate of the campus is open, inviting, warm, supportive, nurturing and welcoming.

Positive social skills strategies will be used to teach students appropriate classroom and school behaviors. Character lessons will be taught

during the year.

We offer our students numerous ways to experience success through such activities as CHAMP BUCK drawings every Friday, Student of the Week acknowledgements, C.A.P.S. Day (Celebrating the Academic Performance of Students), Do the Right Thing celebrations and perfect attendance rewards to name a few. We also use the PBIS (positive behavior intervention support) approach to proactively train students about our behavioral expectations. Parent involvement is strengthened through the following school-sponsored events: Parent workshops, Coffee with the Counselor, Title I meetings, Surveys, Parents & Pastries, Grandparents' Day as well as school events such as the Hispanic Heritage Program, Family Literacy Night, Christmas, Multi-Cultural & Lunar New Year Programs, Science Fair, Robotics, GT Showcase and Academic Highlight days. We will continue to seek input about our school programming by conducting annual Parent and Teacher Surveys.

All staff member actions will reflect the mantra, "Every Student Counts & Every Moment Matters." In addition, campus efforts/activities will support the district's Family Friendly Schools initiative. Over the years, we've maintained a less than 2% turnover rate.

Based on campus and district surveys, data shows that SECC consistently ranks as a top campus for offering a positive, inviting learning environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher retention plays a significant role in instructional programming and contributes to student performance. Special consideration to the retention of 100% of our staff is critical and will greatly impact student learning. Special attention and concerted efforts will be placed on building campus culture and providing support for teachers. Professionally, our teachers will participate in various trainings throughout the year to enhance their teaching. The instructional support staff will work alongside teachers to provide instructional and student intervention support. The administrative and instructional staff consists of a campus principal, an assistant principal, one counselor, three instructional specialists and two behavior specialists who will work collaboratively together to build a positive working environment for stakeholders.

Staff Quality, Recruitment, and Retention Strengths

This year we retained 95% of our faculty & staff members.

The Administrative team will continue to recognize employees throughout the school year who make an extra effort to contribute to the success of the school.

- Monthly Moments that Matter highlights
- Monthly Recognitions
- Attendance rewards every six weeks
- End of Year Awards Breakfast
- Teacher of the Year, Years of Service and Support Staff awards.
- Monthly recognitions
- Supportive notes to the Faculty and Support staff
- Maintain and improve the teacher mentoring program
- New Teacher Input and Recognition Activities
- Restorative Discipline Practices with faculty at least twice each semester

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: This year, there was a loss of staff (4/58) putting us at an 93% retention rate.

Root Cause: We loss several staff members due to extenuating circumstances not necessarily within campus control (ie. mental health needs, retirement, salary concerns & growth opportunities). This is listed as a root cause moving forward because it impacts consistency and continuity of programming.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In an effort to increase student performance, the instructional team consisting of teachers, administrators, specialists, Fueling Brains consultants and the District's CIA Team, collaborated together during the summer to plan and integrate an effective early childhood curriculum. Our focus for the 2024-2025 school year is literacy development and increased development in executive functioning skills. The District's signature instructional programs, RBIs, the STR model and the Reflective Practice Model (RPM) will be implemented to impact student achievement.

Our campus instructional team has embraced the components of the state's Science of Teaching Reading, Dual Language, Amplify/Eureka curriculum planning and Fueling Brains programs by attending summer professional development to enhance their teaching skills. Using the strategies gained from the trainings, the team will implement activities in their instruction which will lead to increased levels of student achievement. The administration will consistently monitor instruction and provide coaching to support growth in teacher performance. The T-TESS professional evaluation and support system model will be used again this year to monitor and support improvements in teacher performance.

Additionally, to push our growth and momentum forward, this year there will be a more uniformed/structured approach to implementation of Kagan strategies, CHAMPS and MTSS.

Curriculum, Instruction, and Assessment Strengths

The Stafford ECC campus is designed to expand students' core skills, such as critical thinking, creativity, focus, logic, reasoning, decision making, communication, and academics.

Fueling Brains is an internationally recognized, research-based, experiential learning approach focused on wiring children's brains for success. *Fueling Brains* learning processes are derived from the very forefront of neuroscience and brain development research, and provide immersive classes designed to help children become flexible, adaptive, confident, self-regulated, and much more.

We start by developing executive functioning skills. EF Skills are a set of mental processes that work like an air traffic control system in the child's brain, enabling them to plan, focus attention, remember instructions and more. This "brain traffic control" is foundational to learning and is built in our classrooms through daily activities. As we grow older, EF skills become more crucial. Early childhood learning is vitally important, and yet it is often overlooked. It is time to change that. Typically, Fueling Brains programs costs thousands of dollars but are free to children enrolled in the PreK-3 and above programs at Stafford ECC campus.

In addition, SECC offers an instructional program that is aligned across multiple domains including academics, SEL and physical

development; this enables students to make better connections in their learning as well as the real world. We utilize the Scholastic, STEM/EDP, Amplify and Eureka curriculums for academics, Character Strong for character education development and multiple resources for supplemental support.

The SECC leadership team has worked diligently over the summer to collaborate with the CIA team, SEED Representatives and Texas Learning Study Representatives to better align our practices with that of Stafford Elementary. It is our belief that this alignment will increase rigor and better prepare students for the structures in place entering 1st grade.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have not seen significant growth in Kinder performance. Data shows stagnation in the high 60th percentile range for consecutive years.

Root Cause: We continue to have a large population of students entering school for the first time at the Kinder level. There was not an aligned curriculum that addressed rigorous instructional delivery in combination with addressing developmental stages/EFS and PreK foundational skills. This year we are working with Region IV, the Texas Learning Study and UnTapped Genius to better align our curriculum.

Family and Community Engagement

Family and Community Engagement Summary

We will continue to develop and promote positive relations by encouraging parents and community members to become active partners in the education of Stafford ECC students. Our stakeholders have contributed to a positive learning environment by donating school supplies, uniforms and special awards for our students and staff members.

SECC will continue to develop a climate supported by parents, community, and staff which exemplifies Spartan pride, while fostering creativity, respect, and ownership for student success.

- Energize and integrate all aspects of a diverse community.
- Information posted to social media sites
- Encourage partnerships between parents and the school
- Provide various opportunities for parents to participate in campus activities (Meet and Greet the Teacher Hour, Parent Breakfasts, and parent conferences; etc.)
- Celebrate student accomplishments via board recognitions, media, and campus virtual gatherings.

Family and Community Engagement Strengths

Parent involvement is the cornerstone of everything we do at SECC. Data shows that we had the volunteer of the year for 3 consecutive years, and we accumulated the most volunteer hours across all campuses with over 1500 hours documented. We also had 98% participation on Parent Square.

We provide numerous activities for parents to be involved in their child's educational process, and we are intentional in our efforts to meet the needs of the parents. We want all stakeholders to feel a part of our learning community. This year, we will continue to incorporate virtual opportunities for parents to participate in school/learning activities.

Additionally, we have numerous business partnerships that allow us to provide incentives, support, parent workshops, resources and materials for parents' hierarchy of needs.

SECC provides parent workshops, trainings and tips/resources that can be used at home.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Many parents struggle with making or finding the time to be involved in their child's education.

Root Cause: Parents often lack the knowledge of HOW they can be involved and what they could be doing at home to help strengthen students' learning.

School Organization

School Organization Summary

Throughout the school year, teachers and administrators monitor student performance. Teachers meet collaboratively to analyze student achievement data to impact instructional practices. Data walls are used in the classrooms to inform all students about the overall progress of the class as well as help individual students achieve a personal target of improvement. Student data sheets are up-dated after campus and district assessments. Teachers and administrators meet to discuss student progress and interventions. Parent and teacher conferences are conducted during both the fall and spring semesters. Tutorial sessions are offered during the day as well as during/within the Extended Day Program.

Student attendance rates will be monitored and tracks based on physical presence along with active participation on virtual learning platforms.

Teachers meet collaboratively each week during their common planning time as well as after-school to review data and plan for instruction.

Within our school organization, our goal is to equip students with the necessary readiness skills to be effective learners in Elementary school. We want students exiting Kindergarten reading on grade level and developmentally prepared to be successful learners. To achieve this goal, we have implemented the following:

1. Infused our district curriculum with the Fueling Brains research and activities
2. Increased Admin presence in grade-level team planning sessions and PLCs
3. Created our Culture of Excellence framework
4. Created the Stafford Essential Seven (classroom non-negotiables)
5. Conveyed clearly defined expectations
6. Outlined all campus policies and procedures in teachers' Resource Binder (also provided instructional/behavioral samples and templates for teacher understanding and use)
7. Attempted to hire quality "rock star" teachers
8. Provided refresher training on Fueling Brains (left/right brain research) along with a 1-day training on Kagen strategies and CHAMPS
9. Redefined behavior management system
10. More visibility and support for teachers (2 Admin, 1 counselor, 2 behavior interventionists, 2 instructional specialists and the Fueling

Brains team of coaches)

11. Offered Lunch & Learns, after school PD sessions and other trainings to support teachers' needs
12. Continued with RPM model
13. Implemented mini-checkpoints and monitored the data more efficiently
14. Set timelines to go in an observe for teacher compliance and effectiveness as it relates to use of specific instructional strategies
15. Established a daycare that will provide instruction starting as early as 6months of age
16. Contracted additional consultants to provide instructional coaching and support to teachers and students

School Organization Strengths

A strength for the campus is the fact that it is specifically for early childhood education. Therefore, we can focus solely on strengthening students' foundational learning skills and help promote growth/progress through developmental stages....versus having our focus split between development and accountability.

Curriculum alignment and structured practicees have made a difference, and data supports our efforts are working.

Problem Statements Identifying School Organization Needs

Problem Statement 1: PreK students have shown tremendous growth and development based on EOY data, we want to work to continue that trend by EOY at Kinder level. We continue to see a decline in performance at that level.

Root Cause: Previously, there was not enough focus on early literacy skills, and now we continue to look at the vertical alignment of curriculum & practices.

Technology

Technology Summary

All staff will integrate technology and library/media in a manner that will effectively facilitate the delivery of instruction and learning. Teachers will also participate in integrated high-quality professional development and identify ways to infuse technological resources in lessons, so that students are engaged in learning.

Technology is constantly changing and improving, we will continue to utilize various tools to increase student performance. This will include the following ways:

- One-to-one devices
- Access to the computer lab
- Classroom technology (computers, Promethean board, document camera)
- Online Library resources
- Online remediation sites
- Tech platforms including See Saw, ReadyRosie, Fueling Brains

Technology Strengths

One of the highlights this year is that every student will have an individual device to utilize while in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students access to difital learning resources were hampered hindering their educatioal experience and potential for academic growth and success in a tech-driven world.

Root Cause: Students did not have access to individual devices or often had to share. Now, with us being 1-to-1, EVERY student has access and teachers have more freedom to assign varied, differentiated tasks by integrated the devices into the learning. We will also be utilizing Learning.com for structured digital citizenship lessons, keyboarding and mroe.

Priority Problem Statements

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- 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
- Other PreK - 2nd grade assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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

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
- Budgets/entitlements and expenditures data

Goals

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 1: By June 2027, Pre-K students will increase reading proficiency from 80% to 85%, and Kindergarten students will increase from 75% to 80%, as measured by developmentally appropriate assessments, including CLI, TX-KEA, and MAP. Students will also demonstrate age-appropriate, on-level literacy skills aligned to grade-level expectations.

High Priority

HB3 Goal

Evaluation Data Sources: MAP-CLi Results-BOY, MOY, EOY assessments, iCBAs-TX KEA, Fueling Brains progress measures

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will use brain research/Fueling Brains approach to learning and instructional delivery to build/develop students' executive functioning skills. Strategy's Expected Result/Impact: Strengthen and develop students' Executive Functioning Skills so that they are developmentally ready/capable to receive the academic conten Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Professional Development Opportunities through in-district, out of district and collaboration with UnTapped Genius will be provided to enhance teachers' knowledge and skills of curriculum (including Learning.Com, SAAVAS, Scholastic, Summit K12, Learning A-Z, Fueling Brains, STEMScopes, Kagan, CHAMPS, Harmony PBIS and Bluebonnet Eureka), while adding more tools to their toolbox. Strategy's Expected Result/Impact: Teachers will be equipped with the necessary knowledge to effectively instruct the students. Staff Responsible for Monitoring: Admin, CIA Team & Consultants TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: PD opportunities - 199: General Fund - \$2,000, - 211: Title I - \$500		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Early & frequent intervention efforts will be implemented and utilized to meet students' individual needs as well as provide support to AT-RISK STUDENTS. Strategy's Expected Result/Impact: Provide prescriptive support based on students' individual needs Staff Responsible for Monitoring: Admin, Counselors & Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Intervention materials - 199: General Fund - \$10,000, Intervention materials for parents home use - 211: Title I - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers and staff will engage in Collaborative Planning to provide opportunities for everyone to work together during the school day, in order to make connections, examine practices, consult with colleagues, share ideas and develop their skills. Strategy's Expected Result/Impact: Cohesive curriculum implemented across all classrooms Staff Responsible for Monitoring: Admin, Consultants, Teachers & Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: In classrooms, there will be a use of differentiated instructional practices and modeling of appropriate conversational language to address needs of AT-RISK STUDENTS, varied learners and learning styles. Strategy's Expected Result/Impact: Support provided for all sub-groups in manner/method needed Help develop students' academic language, articulation, pragmatics and confidence in speaking Staff Responsible for Monitoring: Admin, Specialists, LEP coordinator, SpEd personnel, 504 coordinator, GT coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Training, resources & materials for implementation - 199: General Fund - Title IV - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 2: By May 2027, SECC will strengthen early literacy development by increasing the percentage of PreK students demonstrating proficiency in vocabulary from 64% to 80% and phonological awareness from 75% to 80%; for Kinder focus will be to increase Spelling from 68% to 80%, Blending from 76% to 80% and Literacy from 78% to 80% as measured by district-approved early literacy assessments and ongoing progress-monitoring data (Or 60% on the MAP assessment).

High Priority

Evaluation Data Sources: CLi Circle / TxKEA
Teacher Tests

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide, data-driven early literacy instructional cycle that provides explicit daily vocabulary and phonological awareness instruction, differentiated small-group support, regular progress monitoring, and targeted intervention based on student need to accelerate growth toward end-of-year literacy benchmarks. Strategy's Expected Result/Impact: More repetition for students to support the acquisition of the skills Student growth Staff Responsible for Monitoring: All staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 3: By June 2027, Pre-K students will increase math proficiency from 91% to 95%, and Kindergarten students will increase from 73% to 75%, as measured by developmentally appropriate assessments, including CLI, TX-KEA, and MAP. Students will also demonstrate age-appropriate, on-level literacy skills aligned to grade-level expectations.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** MAP-TX KEA results-CLi Results-CBAs-BOY, MOY, EOY assessments-Fueling Brains progress measures

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will use brain research/Fueling Brains approach to learning and instructional delivery to build/develop students' executive functioning skills. Strategy's Expected Result/Impact: Strengthen and develop students' Executive Functioning Skills so that they are developmentally ready/capable to receive the academic content. Staff Responsible for Monitoring: All staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Fueling Brains resources, materials, tech platform and coaching sessions - 199: General Fund - \$60,000, - 211: Title I	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Professional Development Opportunities will be provided to enhance teachers' knowledge and skills., while adding more tools to their toolbox. Strategy's Expected Result/Impact: Teachers will be equipped with the necessary knowledge to effectively instruct the students. Staff Responsible for Monitoring: Admin and CIA Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: PD opportunities - 199: General Fund - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Early & frequent intervention efforts will be implemented and utilized to meet students' individual needs as well as provide support to AT-RISK STUDENTS. Strategy's Expected Result/Impact: Provide prescriptive support based on students' individual needs Staff Responsible for Monitoring: Admin, Counselor & Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Intervention materials - 199: General Fund - \$10,000, Intervention materials, resources and materials for parent use at home - 211: Title I - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers and staff will engage in Collaborative Planning to provide opportunities for everyone to work together during the school day, in order to make connections, examine practices, consult with colleagues, share ideas and develop their skills. Strategy's Expected Result/Impact: Cohesive curriculum implemented across all classrooms Staff Responsible for Monitoring: Admin, Consultants, Specailists and teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: In classrooms, there will be a use of differentiated instructional practices to address needs of AT-RISK STUDENTS, varied learners and learning styles. Strategy's Expected Result/Impact: Support provided for all sub-groups in manner/method needed Staff Responsible for Monitoring: Admin, Specialists, LEP coordinator, SpEd personnel, 504 coordinator, GT coordiantor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will utilize Kagan Structures to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction Strategy's Expected Result/Impact: Increased student participation and understanding in the classroom Staff Responsible for Monitoring: Teachers, Admin and Content Specialists TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will integrate more prescriptive interventions and activities to enhance student learning, including: high, medium, low math stations; online apps tailored to students' needs; data folders so students can take ownership of own learning & progress and use of high school tutors to support learning. Strategy's Expected Result/Impact: Improved working memory, flexibility and inhibitory control within students Staff Responsible for Monitoring: Principal Instructional Lead Behavior Personnel Content Specialists District Curriculum Coordinators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 4: By June 2027, at least 90% of students receiving special education services will demonstrate measurable growth toward their individualized IEP goals and/or applicable state assessment measures, representing a minimum 10-percentage-point increase from the campus beginning-of-year baseline.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** IEP Performance-Sign In Sheets-PLC minutes/agendas-Lesson Plans-Walk Thrus-State Assessments

Strategy 1 Details		Reviews			
Strategy 1: Provide ongoing differentiated, small group insruction, and professional learning opportunities during bi-weekly PLCs and faculty meetings. Strategy's Expected Result/Impact: Build a stronger foundation and basic skill level within SpEd population better preparing them to be able to acquire hihrger level skills that lead to passing the STAAR (if applicable). Staff Responsible for Monitoring: Principal-CIA Team-Teachers-SpEd Coordinator- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: PD - 211: Title I - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct walk-throughs in classes with inclusion at least twice a month to provide feedback on best instructional practices. Strategy's Expected Result/Impact: IEP Performance State Assessment Staff Responsible for Monitoring: Principal-CIA TEam-Teachers-SpEd Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide/conduct early screenings to identify and/or assess students' need for intervention and support. Strategy's Expected Result/Impact: By providing early intervention, we hope to decrease any adverse or persistent negative effects relataed to academic skill acquisition; thereby, offering the opportunity to eliminate gaps proactively vs reactively. Staff Responsible for Monitoring: Teachers Content Specialists Interventionists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 5: By May 2027, 100% of students will participate in at least two hands-on STEM learnkng experiences each month that integrates STEM concepts.

High Priority
Evaluation Data Sources: EOY STEM Assessment
Observations
STEM Challenges Rubrics

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student exposure to STEM careers and professionals through classroom connections, guest speakers, career-focused learning experiences, community partnerships, and real-world applications designed to help students begin seeing themselves as scientists, engineers, mathematicians, designers, innovators, and problem-solvers. Strategy's Expected Result/Impact: STudents will be able to make the connection between the career and how the work impacts the world. Staff Responsible for Monitoring: Principal Instructional Lead Counselor Content Specialists STEM Personnel TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details		Reviews			
Strategy 2: Teachers and students will utilize STEMscopes Science for science instruction; it combines research-based teaching strategies with the invaluable insight of real-life educators to provide a carefully curated, rigorous curriculum that both challenges and sparks the curiosity of students across the country. Strategy's Expected Result/Impact: Enhanced learning Staff Responsible for Monitoring: Teachers STEM Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Students will participate in a BOY and EOY STEM assessment to demonstrate and assess understanding of the Engineering Design Process, as well as, STEM concepts covered within the school year. Strategy's Expected Result/Impact: Students will perform higher on the EOY assessment based on instruction provided through the year. Staff Responsible for Monitoring: Teachers STEM Team TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Integrate STEM concepts across literacy instruction by providing students regular opportunities to engage with STEM-related texts, vocabulary, questioning, and developmentally appropriate writing/reflection activities that allow students to explain their observations, thinking, designs, discoveries, and learning. Strategy's Expected Result/Impact: Increase and cement understanding of STEM concepts, and how STEM is cross-curricular Staff Responsible for Monitoring: STEM Team Teachers Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Increase student access to hands-on STEM experiences through consistent use of STEM carts, manipulatives, building materials, instructional tools, and real-world problem-solving tasks that encourage exploration, creativity, collaboration, critical thinking, and application of classroom learning. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, problem-solving, collaboration, creativity, and application of learning through regular participation in hands-on STEM experiences utilizing STEM carts, manipulatives, and real-world challenges. Staff Responsible for Monitoring: STEM Team Admin Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Increase developmentally appropriate exposure to artificial intelligence, coding, computational thinking, and emerging technologies through classroom activities and digital learning experiences that build students' understanding of sequencing, patterns, problem-solving, creativity, and responsible technology use. Strategy's Expected Result/Impact: Students will increase their exposure to and foundational understanding of coding, sequencing, computational thinking, problem-solving, AI, and responsible technology use through developmentally appropriate learning experiences Staff Responsible for Monitoring: STEM Team Admin Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Provide students with consistent access to STEM Lab rotations featuring developmentally appropriate experiments, investigations, engineering challenges, and inquiry-based learning experiences that allow students to predict, observe, test, design, improve, and communicate their findings. Strategy's Expected Result/Impact: Students will regularly participate in inquiry-based investigations, experiments, and engineering-design experiences and demonstrate increased ability to ask questions, make predictions, observe, test, revise/improve, and communicate findings Staff Responsible for Monitoring: STEM TEAM Admin Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 6: By May 2027, SECC will provide targeted professional learning and training opportunities for staff and families focused on effectively supporting students with diverse emotional and behavioral needs, with the goal of maintaining special education disciplinary removals below 2%.

High Priority

Evaluation Data Sources: Discipline referrals

Data trackers

MTSS Data

Strategy 1 Details	Reviews			
Strategy 1: Require staff members complete CPI training. Strategy's Expected Result/Impact: TEachers will acquire des-escalation techniques that will help decrease situations escalating to referral status. Staff Responsible for Monitoring: All campus personnel TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote PBIS efforts to increase positive student behavior in a proactive approach. Strategy's Expected Result/Impact: Less referrals for misbehavior because students are following the rules Staff Responsible for Monitoring: All campus personnel TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Behavior Specialist and/or Team CONECT will monitor students' BIPs and meet monthly w/Admin team (and teachers if needed) to review data, provide intervention suggestions, model appropriate strategies and/or conduct lessons/trainings related to behavioral supports. Strategy's Expected Result/Impact: Campus personnel will have a "tool box" of approaches that can be used with SpEd students to decrease any inappropriate behaviors. Additionally, we will be able to identify if students are being disproportionately referred. Staff Responsible for Monitoring: All campus personel TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Teachers will be trained on how to use the campus level system for disciplinary infractions and the Crisis Response Cards in case of emergency. Strategy's Expected Result/Impact: Decrease in removals and early intervention. Staff Responsible for Monitoring: Principal Instructional Lead Counselor Behavior Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers will complete SEL training to help them better understand how to intervene and support students' social-emotional growth. Strategy's Expected Result/Impact: Decrease in misbehaviors, decrease in removals, increase in positive behavior Staff Responsible for Monitoring: Principal Instructional Lead Counselor Behavior Specialist TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 7: By May 2027, Stafford Early Childhood Center will sustain and expand the Early STEM Academy (ESA) Kindergarten program by increasing enrollment by at least five students annually, ensuring 100% of ESA students participate in weekly STEM experiences, and providing ongoing professional learning for teachers and at least two parent engagement opportunities each year, as evidenced by enrollment, lesson plans, PBLs, and implementation data.

- High Priority**
- Evaluation Data Sources:** Observations
STEM Assessments
PBLs
LPs
Parent Surveys
Registration data

Strategy 1 Details	Reviews			
Strategy 1: Delivering targeted professional development for ESA teachers each semester on STEM instructional strategies and integration across content areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilizing partnerships (e.g., Sprouting Texas, Fueling Brains) to provide authentic, hands-on STEM experiences for all students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Embedding exploratory learning into core programming.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: To build student academic proficiency and social-emotional well-being enabling them to thrive academically and emotionally within a rigorous learning environment.

Performance Objective 8: By May 2027, SECC will provide 100% of instructional staff with structured leadership-development opportunities through professional learning, coaching cycles, collaborative planning, peer learning, data analysis, mentoring, and/or opportunities to lead campus or content-based initiatives, resulting in each teacher participating in at least two documented leadership or capacity-building experiences that strengthen their ability to serve as instructional leaders within their classrooms, content areas, teams, or departments.

High Priority

Evaluation Data Sources: Surveys
Needs Assessments
Teacher Portfolio in Eduphoria
Sign In Sheets
Data

Strategy 1 Details	Reviews			
Strategy 1: SECC will implement a comprehensive instructional support and professional growth system that utilizes administrative walkthroughs and observations, instructional rounds, targeted LMS learning modules, coaching and feedback cycles, and external consultants to provide ongoing, job-embedded professional learning, actionable feedback, and differentiated support designed to strengthen instructional practices and build teacher capacity as instructional leaders. Strategy's Expected Result/Impact: Improved teacher performance Improved student performance Staff Responsible for Monitoring: Admin Content Specialists Consultants Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: To create a positive campus climate and culture that enhances work productivity and inspires/motivates teachers and students to focus on teaching & learning.

Performance Objective 1: By May 2027, increase student attendance at the Early Childhood Center from 92% to 97% through targeted parent communication, attendance incentives, workshops and consistent monitoring, as measured by monthly attendance reports.

High Priority
Evaluation Data Sources: Dailey Attendance Reports
Six Weeks Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Perfect Attendance Awards/incentives every 6wks Strategy's Expected Result/Impact: Promote attendance Staff Responsible for Monitoring: Registrar Teachers Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy Funding Sources: Incentive Awards - 199: General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Positive Parenting Workshops that target or focus on importance of student attendance Strategy's Expected Result/Impact: Parents will make a greater effort to keep kids in school Staff Responsible for Monitoring: Registrar Teachers Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: To create a positive campus climate and culture that enhances work productivity and inspires/motivates teachers and students to focus on teaching & learning.

Performance Objective 2: By June 2027, SECC will maintain at least a 90% retention rate and 90% of all teachers will rate the campus climate as positive/productive on the EOY feedback survey.

HB3 Goal

Evaluation Data Sources: Teacher Satisfaction Surveys

Exit Interview Feedback

Coaching Documentation

Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Offer incentives for attendance and active participation in the learning environment every six weeks. Strategy's Expected Result/Impact: Students learn and perform better when the teacher is present. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems - Targeted Support Strategy Funding Sources: Gift Cards, Free Passes, Parking Privilege Pass - 199: General Fund - Donations - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send out weekly Motivators, Inspirational Messages and encourage/promote staff, student and family recognitions. Strategy's Expected Result/Impact: Campus climate and culture will continue to improve. Staff Responsible for Monitoring: Admin Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: snacks, treats, words of affirmation - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide actual collaboration opportunities, communication links and access to needed personnel at the campus and district level. Strategy's Expected Result/Impact: To ensure faculty/staff members' input is valued and opinions respected as part of the decision-making process. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct a Teacher Needs Assessment followed by targeted supports to meet those needs, while at the same time recognizing efforts to promote and sustain a positive, productive learning environment. Strategy's Expected Result/Impact: Teachers will feel better equipped to give more of themselves to accomplish the end result. Staff Responsible for Monitoring: Principal Instructional Lead TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Resources, materials, incentives, TBD - 199: General Fund, Supplies, parental supports, extra pay for tutorials - 211: Title I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: To create a positive campus climate and culture that enhances work productivity and inspires/motivates teachers and students to focus on teaching & learning.

Performance Objective 3: By October 2026, SECC will fully implement PBIS Framework with campus-wide systems and practices in place that result in less than five disciplinary referrals per month.

High Priority

Evaluation Data Sources: Discipline Reports & Data

Do the Right Thing Participation

CHAMP Buck/Character/SOTW Recognitions

Survey Data

Strategy 1 Details		Reviews			
Strategy 1: CHAMP Bucks issued to students who demonstrate SPARTAN behavior (CHAMP Buck drawing for rewards every friday). Strategy's Expected Result/Impact: Encourage more students to behave as a SPARTAN and demonstrate positive character traits. Campus of well-behaved students will increase teachers' desire to stay. Staff Responsible for Monitoring: All campus staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Use of common language campus-wide and reinforcement of student expectations to be Safe- Polite- Actively engaged in class -Respectful/Responsible- Tolerant of others- positive Attitude-Nice. Strategy's Expected Result/Impact: Provides consistency and repetition for students; clear expectations Staff Responsible for Monitoring: All campus staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Clear expectations set and visually observed in every classroom. Strategy's Expected Result/Impact: Consistency in routines and procedures; more time on task; less teacher frustration Staff Responsible for Monitoring: All campus staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Focus on remediating any adult behavior that may be impeding student progress as well as any student behavior that is disruptive in order to create a more conducive learning environment. Strategy's Expected Result/Impact: Better student/teacher relationships Better understanding of ABCs of behavior Better understanding of how to deal with problematic behaviors Staff Responsible for Monitoring: Principal Instructional Lead Behavior Specialist SpEd Personnel School Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement the 3S Approach with fidelity (common campus-wide SIGNS, SIGNALS & STRUCTURES) to promote continuity, repetition and consistency across all areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize Harmony strategies to promote positive, proactive classroom environments where students and teachers work collaboratively to create respectful classroom communities.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: To create a positive campus climate and culture that enhances work productivity and inspires/motivates teachers and students to focus on teaching & learning.

Performance Objective 4: By May 2025, establish and maintain a family-friendly environment at SECC while enforcing strict safety and security protocols, ensuring 100% accountability for all stakeholders at all times through regular safety drills, secure entry points, and clear communication with families.

High Priority
HB3 Goal
Evaluation Data Sources: SAR
SVA
Stakeholder Feedback

Strategy 1 Details		Reviews			
Strategy 1: Safety protocols will include but are not limited to: colored lanyards each week to distinguish visitors; use of Raptor system; id badges for students; periodic emergency drills; daily door checks; emergency training for staff; colored decals for parent pick-up; id badges required for all members in building; on-site security officer; secured doors; limited entry points; emergency Go Bags; periodic checks of safety equipment Strategy's Expected Result/Impact: Safe & secure facility Staff Responsible for Monitoring: All Stakeholders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing - Targeted Support Strategy Funding Sources: materials - 199: General Fund - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: To introduce students to a variety of college and career options as well as professionals within the community.

Performance Objective 1: By June 2026, 100% of students will be exposed to various college & career options as well as community leaders' roles & responsibilities.

Evaluation Data Sources: Participation feedback-Career Day Agenda-Parent/Student Surveys-College Powerpoints-Guest Visits

Strategy 1 Details	Reviews			
Strategy 1: Conduct an Informative Career Week Strategy's Expected Result/Impact: Students will recognize that there are various jobs in the community they could do when they grow up. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college Funding Sources: Advertising materials, goodie bags for speakers, and refreshments. - 211: Title I - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Present Guest speakers that correlate with instructional themes. Strategy's Expected Result/Impact: Provide students with real-world experiences and interactions with people in various careers. Staff Responsible for Monitoring: Counselor-Teachers-Admin TEA Priorities: Connect high school to career and college Funding Sources: Guest speakers and author visits - 211: Title I - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Promote College shirt day every Wednesday Strategy's Expected Result/Impact: Promote student knowledge of and interest in attending college. Staff Responsible for Monitoring: Admin Team and Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Create a consistent display of college messaging and education through visuals throughout the building, in-class presentations and guest speakers. Strategy's Expected Result/Impact: Promote student knowledge of and interest in attending college. Staff Responsible for Monitoring: Admin Team, Teachers & Counselor TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 1: To provide a self-sustaining early literacy program at the infant/toddler stages that maintains an enrollment of 25+ children, and is designed to expand core skills while enhancing developmental stages as measured by program assessment.

High Priority

HB3 Goal

Evaluation Data Sources: PreK/Kinder assessment results

Strategy 1 Details	Reviews			
Strategy 1: Implementation of HQIM curriculum rooted in research-based, best practices starting at 6months of age (daycare) to 6 years old (Kinder). Strategy's Expected Result/Impact: To provide programming that has an integrated approach designed to ensure students enter school with foundational knowledge and skills across multiple domains of development Staff Responsible for Monitoring: Admin Team, Teachers, Fueling Brains Team, Curriculum Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Resources, materials, coaching sessions, tech platform - 211: Title I - \$5,000, Resources, materials, coaching sessions, tech platform - 199: General Fund - \$70,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide sign language instruction to infants and toddlers in an effort to promote /build early communication efforts. Strategy's Expected Result/Impact: Research shows that sign language speeds up speech development, reduces frustration in young children by giving them a means to express themselves before they know how to talk, increases parent-child bonding, and lets babies communicate vital information, such as if they are hurt or hungry. Staff Responsible for Monitoring: Daycare Personnel TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 2: To use brain research/Fueling Brains activities as a way to teach children "how" to learn, not just "what" to learn with the expectation that all students show growth by moving up at least one animal persona during the year.

Evaluation Data Sources: Fueling Brains assessment results

Strategy 1 Details	Reviews			
Strategy 1: The Stafford ECC campus will be powered by Fueling Brains, an award-winning brain immersion curriculum focused on 'WHOLE-CHILD development' with integration of Left Brain/Right Brain research with the state's PreK Guidelines and the Texas Essential Knowledge Skills (TEKS). The Fueling Brains platform will optimize brain development and accelerate childhood learning. Teachers are also able to access learning modules through the platform. Strategy's Expected Result/Impact: This initiative will provide our students with an advantage for student achievement and life-long success. Staff Responsible for Monitoring: Admin Team, Teachers, Fueling Brains Team, Curriculum Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 3: To provide a solid character education program that encourages/promotes students to demonstrate core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others, as measured by monthly character traits nominations.

High Priority

HB3 Goal

Evaluation Data Sources: Surveys

Parent/Teacher Feedback

Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in bi-weekly character education lessons centered on a monthly character trait, with resources shared through virtual platforms to support family reinforcement at home and recognition opportunities provided for students who demonstrate the targeted trait. Strategy's Expected Result/Impact: By building students' character at a young age, this will hopefully help develop them into students with a clear focus and mindset as they grow up. In addition, it will help create a positive campus climate/culture w/low disciplinary issues. Staff Responsible for Monitoring: School Counselor Teachers Parents TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Integrated Student Support Systems - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Counselor and staff will provide lessons and instructional practices/opportunities that help students understand their emotions, how to express these emotions in a productive manner and how to use their "words" to convey certain feelings and emotions versus inappropriate actions. Strategy's Expected Result/Impact: Decrease in behavior issues Staff Responsible for Monitoring: All Staff Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 4: SECC will provide targeted intervention and/or tutorials to identified students at Tier II and Tier III levels in an effort to spark growth and progress as measured by progress monitoring instruments.

High Priority

HB3 Goal

Evaluation Data Sources: Progress Monitoring data

Strategy 1 Details	Reviews			
Strategy 1: Daily intervention time embedded into the Master Schedule campus-wide. Strategy's Expected Result/Impact: Providing a specified time where we are sure intervention is being provided and it can be monitored consistently Close gaps by providing smaller group instruction that targets missed skills. Staff Responsible for Monitoring: All teachers Campus Admin & Interventionists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Funding Sources: Personnel - 263: Title III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Content interventionist (along with the campus instructional lead) will provide both pull-out and push-in intervention support on a weekly basis, and during intercession week. Strategy's Expected Result/Impact: Targeted lessons based on students' weaknesses. Staff Responsible for Monitoring: Content Interventionist Instructional Lead TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Before and after school tutorial opportunities will be available to students (and parents) where teachers can share instructional techniques that students can use to practice/reinforce skills. Strategy's Expected Result/Impact: Close gaps; build students' foundational skills that may not be addressed during regular class time Staff Responsible for Monitoring: Teachers and parents TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Personnel, materials, extra-duty pay - 211: Title I - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 5: To provide inclusive practices in the general ed classrooms as well as in-home supports that enable students receiving special services and/or EB supports to show at least a 20% gain in performance as measured by district EOY assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District assessments

Strategy 1 Details	Reviews			
Strategy 1: Personnel support will be provided in class where the co-teach model is being piloted. Strategy's Expected Result/Impact: Students with special needs will have in-class support. Staff Responsible for Monitoring: Teachers, paras and specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Training - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Training will be provided to in-clusion personnel, staff and parents on how to effectively structure the classroom, utilize differentiated materials and suppots (including Talk REad Talk Write) to meet student needs. Strategy's Expected Result/Impact: Improved student performance specifically those receiving special services Staff Responsible for Monitoring: Principal Instructional Lead SpEd Personnel Content Specialists District Curriculum Coordinators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: training, resources - 211: Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: SECC will provide access to high quality early childhood education as a means of closing the achievement gap and ensuring ALL children are prepared to be WELL-ROUNDED, successful learners and future productive citizens in society.

Performance Objective 6: To provide supports that help meet the hierarchy of needs for students (and families) enabling them to be emotionally & physically ready to learn .

Evaluation Data Sources: Parent surveys, student engagement and performance
District School Family Liasion

Strategy 1 Details	Reviews			
Strategy 1: Continue to partner with business/community partners to offer food drives, clothing & toy drives, in-home supports, nutrition guidance, parenting supports, etc. Strategy's Expected Result/Impact: Well-rounded, happier/healthier students Staff Responsible for Monitoring: School Counselor, Business Partners, Baker Ripley Head Start TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to partner with Head Start to offer additional supports through school and home. Strategy's Expected Result/Impact: Increased enrollment Families receiving needed supports that may impact student learning (Maslow's Hierarchy of Needs) Provides classrooms with co-teach model (lowers student/teacher ratio) TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide a consultant that can come in and model, evaluate and offer recommendations for effective implementation of SEL practices. Strategy's Expected Result/Impact: Improved learning for all; better organized community of classrooms Staff Responsible for Monitoring: Principal Instructional Lead Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Consultant - 255: Title II - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: To utilize Ready Rosie as a way to partner with families to make connections between learning in the classroom and learning at home, in an effort to promote age-appropriate growth and development. Strategy's Expected Result/Impact: Students' executive functioning skills more developed; students' more prepared to learn Staff Responsible for Monitoring: All staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials - Targeted Support Strategy - Results Driven Accountability Funding Sources: on-line platform - 211: Title I - \$8,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: By May 2027, SECC will increase the percentage of families participating in two or more school-sponsored, academic engagement opportunities 30% to 50% as measured by attendance records, participation logs, PTO involvement, and parent feedback surveys.

Performance Objective 1: By May 2027, at least 50% of SECC families, or approximately 215 families based on current enrollment, will participate in EACH designated campus engagement events, as measured by documented attendance, participation records, and PTO membership data.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Parent Surveys
- Sign In Sheets
- Direct Participation Rate
- PTO Memberships
- Membership on organizations/committees

Strategy 1 Details	Reviews			
Strategy 1: SECC will conduct a variety of Parent Literacy Nights, workshops, seminars and virtual events that meet the needs of parents' schedules. Strategy's Expected Result/Impact: Equip parents with the necessary knowledge and skills to effectively reinforce learning at home. Staff Responsible for Monitoring: Admin Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Funding Sources: Resources. materials, incentives - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: SECC will maintain an open line of communication via a variety of platforms where parents can share feedback, insights, concerns and needs , specifically with 95% engagement on Parent Square. Strategy's Expected Result/Impact: Keep parents informed and involved in students educational journey and the learning community as a whole. Staff Responsible for Monitoring: Admin Team & Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy Funding Sources: - 199: General Fund, - 211: Title I	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SECC will share the Parental Engagement Policy and involve parents in campus decision-making processes. Strategy's Expected Result/Impact: Formation of campus structures that support the needs of all stakeholders based on knowledge/understanding of their needs. Staff Responsible for Monitoring: Admin Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy Funding Sources: Refreshments - 211: Title I, Instructional materials - 199: General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Parents will participate in the Fueling Brains assessment process in order to provide a comprehensive picture of the child from home to school. Strategy's Expected Result/Impact: This will help us better meet the needs of students because we will understand them more in-depthly and with a broader lens. Staff Responsible for Monitoring: Teachers Admin Team FB Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Parent workshops and training courses will be offered periodically throughout the year to help families learn about child development, how to support student academic learning/development at home as well as how to access social media platforms and/or other tech resources. Strategy's Expected Result/Impact: Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation Staff Responsible for Monitoring: Counselor and Campus Leadership Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Resources, food and incentive treats - 211: Title I - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Promote participation in an actively involved PTO. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Principal Instructional Lead TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: SECC will offer in-person and virtual activities at multiple times during the day so that all parents will have the opportunity to celebrate student achievements, participate in activities, and access the learning environment along with related resources. Strategy's Expected Result/Impact: Parent involvement will increase because there is always an opportunity available to them and for them to be involved. Staff Responsible for Monitoring: Admin Team and Teachers ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: By May 2027, SECC will increase the percentage of families participating in two or more school-sponsored, academic engagement opportunities 30% to 50% as measured by attendance records, participation logs, PTO involvement, and parent feedback surveys.

Performance Objective 2: SECC's marketing efforts will be geared toward maintaining a campus enrollment of 400+ students, with partnerships that provide families with in-home support, resources and learning opportunities.

HB3 Goal

Evaluation Data Sources: PEIMS/Enrollment Numbers
BakerRipley Acceptance Data
Parent Surveys

Strategy 1 Details		Reviews			
Strategy 1: Partner with BakerRipley Early Head Start program to cultivate stable family relationships, enhance children's physical and emotional well-being, and establish an environment to develop strong cognitive skills. Strategy's Expected Result/Impact: Foster the social, emotional well-being, health, nutrition, education, and mental health of children and their families. Staff Responsible for Monitoring: Admin, BR Personnel & Chief of Schools TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: To utilize extensive marketing efforts to promote enrollment from surrounding communities in and outside of Stafford. Strategy's Expected Result/Impact: Recruit additional families to the campus. Staff Responsible for Monitoring: Admin & Registrar TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership - Targeted Support Strategy Funding Sources: Advertising time, signs, flyers, etc. - 199: General Fund - \$10,000		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: By May 2027, SECC will increase the percentage of families participating in two or more school-sponsored, academic engagement opportunities 30% to 50% as measured by attendance records, participation logs, PTO involvement, and parent feedback surveys.

Performance Objective 3: SECC will forge collaborative alliances with at least 3 local businesses and/or community organizations to contribute resources, expertise, and financial support, fostering a mutually beneficial relationship for the purpose of enhancing our campus facilities and overall student experience.

High Priority
Evaluation Data Sources: Business participataion
Documented contributions

Strategy 1 Details		Reviews			
Strategy 1: Establish and nurture business/community partnerships (via spirit nights, community service events, etc.) that not only enhance the educational experience for our students, but also provide for connection outside the school setting as well as contribute to the overall growth and vitality of the community. Strategy's Expected Result/Impact: Parents and community members able to interact with school personnel in more relaxed settings School personnel supporting local businesses/organizations as they support us Allows students to see school related content in real-world application Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

2023-2024 CBLT

Committee Role	Name	Position
Business Representative	Pending Pending	Pending
Classroom Teacher	Cecilia Hepburn	Special Education Team Lead
LPAC Rep	Claudia Fernandez	Teacher
Parent	Sheena Williams	Parent of Kinder Student
Community Representative	Monica Riley	Community Rep
District-level Professional	Verlincia Prince	District Parent & Family Liaision
Non-classroom Professional	Takeya Coleman	School Counselor
Daycare Coordinator	Regina Matthews	Daycare Coordinator
Non-classroom Professional	Senee Jackson	Admin Assistant
Community Representative	Tammy Brown	Director of Boys & Girls Club (Stafford)
Parent	Joyce Wilkins	Parent/PTO Pres./Business Owner
Health Dept.	Brittany Son	School Nurse
Classroom Teacher	LaToya Davis	Kinder Teacher/Team Leader
Classroom Teacher	Kandy Peralta	PreK Teacher/Team Leader
Non-classroom Professional	Aisha Atkinson	Instructional Lead
Administrator	Twyla Hynes	Campus Principal

Campus Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PD opportunities		\$2,000.00
1	1	3	Intervention materials		\$10,000.00
1	1	5	Training, resources & materials for implementation	Title IV	\$2,000.00
1	3	1	Fueling Brains resources, materials, tech platform and coaching sessions		\$60,000.00
1	3	2	PD opportunities		\$2,000.00
1	3	3	Intervention materials		\$10,000.00
2	1	1	Incentive Awards		\$5,000.00
2	2	1	Gift Cards, Free Passes, Parking Privilege Pass	Donations	\$300.00
2	2	2	snacks, treats, words of affirmation		\$500.00
2	2	4	Resources, materials, incentives, TBD		\$0.00
2	4	1	materials		\$5,000.00
4	1	1	Resources, materials, coaching sessions, tech platform		\$70,000.00
5	1	2			\$0.00
5	1	3	Instructional materials		\$0.00
5	2	2	Advertising time, signs, flyers, etc.		\$10,000.00
Sub-Total					\$176,800.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	1	3	Intervention materials for parents home use		\$5,000.00
1	3	1			\$0.00
1	3	3	Intervention materials, resources and materials for parent use at home		\$5,000.00
1	4	1	PD		\$2,000.00
2	2	4	Supplies, parental supports, extra pay for tutorials		\$10,000.00
3	1	1	Advertising materials, goodie bags for speakers, and refreshments.		\$500.00
3	1	2	Guest speakers and author visits		\$500.00

211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Resources, materials, coaching sessions, tech platform		\$5,000.00
4	4	3	Personnel, materials, extra-duty pay		\$4,000.00
4	5	1	Training		\$1,000.00
4	5	2	training, resources		\$2,000.00
5	1	1	Resources, materials, incentives		\$1,000.00
5	1	2			\$0.00
5	1	3	Refreshments		\$0.00
5	1	5	Resources, food and incentive treats		\$1,000.00
Sub-Total					\$37,500.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	4	on-line platform		\$8,000.00
Sub-Total					\$8,000.00
255: Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	3	Consultant		\$5,000.00
Sub-Total					\$5,000.00
263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Personnel		\$0.00
Sub-Total					\$0.00