

Stafford Municipal School District
Stafford Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

The mission of Stafford Elementary School is to provide a caring and safe environment where all students are given the opportunity to develop to their maximum capacity academically, emotionally, physically, and socially. Our school is committed to making a positive difference in the lives of our students.

Vision

We envision a school where students and teachers work collaboratively to promote advanced levels of student achievement through student engagement, product-based learning, and critical thinking skills that will prepare our students for college and career opportunities.

Value Statement

The faculty and staff of Stafford Elementary value -

- Access to challenging and engaging curriculum for all students
- High-quality professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusted environment
- A climate that supports strong relationships between adults and students.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	7
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: At Stafford Elementary School, all students will show progress toward being college and career-ready.	13
Goal 2: From August 2026 to May 2027 Stafford Elementary School will take action steps to continuously develop a positive campus climate and culture. A Weekly Campus News Letter will be posted in Parent Square, Monthly calendar, Monthly Parent Cafe Sessions, and opportunities to invite families to the school.	16
Goal 3: Stafford Elementary will take actions steps to increase student attendance by at least 1%.	17
State Compensatory	18
Budget for Stafford Elementary School	18
Campus Funding Summary	19

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2026 accountability data identify student achievement and academic growth as Stafford Elementary's most critical areas for improvement. The campus earned an overall accountability score of 73 (C). Student Achievement was the lowest-performing accountability domain, with a scaled score of 69 (D) and a STAAR Performance component score of 40. Additionally, Academic Growth earned a scaled score of 62 (D), demonstrating that increasing proficiency alone is not sufficient; the campus must also accelerate the academic growth of students who are currently performing below grade level.

School Progress was the campus's strongest domain, earning a 74 (C) and accounting for 70% of the overall accountability rating. Within this domain, Relative Performance earned a 74 (C), compared with the lower Academic Growth score of 62. The campus also earned a 71 (C) in Closing the Gaps, which accounted for 30% of the overall rating. These results indicate a continued need to strengthen outcomes for identified student groups through targeted instruction, intervention, progress monitoring, and differentiated support. Stafford Elementary is also identified as a Comprehensive Support and Improvement Progress School, further emphasizing the need for sustained and systematic improvement.

A significant campus strength is Science achievement. Stafford Elementary earned a Distinction Designation for Academic Achievement in Science, demonstrating that effective instructional practices are producing strong outcomes in this content area. However, the campus did not earn Academic Achievement distinctions in Reading/Language Arts or Mathematics, highlighting these areas as priorities for improvement. The campus should intentionally identify effective practices contributing to Science success and determine which practices can be replicated across Reading/ELA and Mathematics.

Analysis of accountability results, instructional practices, classroom observations, and campus systems indicates a need for greater consistency in the implementation of high-quality, grade-level instruction. The campus will strengthen systems for lesson internalization, instructional coaching, PLC data analysis, student work analysis, intervention, and frequent progress monitoring. Particular attention will be placed on ensuring students engage daily in rigorous grade-level tasks, demonstrate their thinking through written responses, receive timely feedback, and receive targeted acceleration based on identified skill gaps.

For 2026–2027, Stafford Elementary will focus on four interconnected priorities: increasing STAAR proficiency in Reading/ELA and Mathematics; accelerating academic growth; improving written responses and students' ability to demonstrate grade-level thinking; and closing achievement gaps among identified student groups. These priorities will be supported through consistent implementation of high-quality instructional materials, collaborative PLCs, targeted intervention and acceleration, ongoing instructional coaching, frequent analysis of student work and assessment data, and leadership monitoring of both adult implementation and student outcomes.

The campus will leverage its existing strengths—including Science achievement, collaborative planning structures, instructional support, intervention opportunities, and staff commitment to student success—to build greater instructional consistency across classrooms. The ultimate goal is to move Stafford Elementary from a C-rated campus toward

sustained B-level or higher performance by increasing the number of students achieving grade-level proficiency while ensuring that every student demonstrates meaningful academic growth.

Demographics

Demographics Summary

Stafford Elementary is a neighborhood school serving children who reside in Stafford, Texas and the surrounding areas. The campus now serves an estimated 900 students in grades 1-5. The Texas Education Agency's TAPR report details our current socio-economic breakdown as 72% of our students are categorized as Economically Disadvantaged. The demographic breakdown of our student population is as follows: 38% African American, 3% Asian, 54% Hispanic, 4% White, and 4% Other.

To enhance student learning, special program services are offered to support the following student populations: 29% English Language Learners, 6% Special Education, 5% Gifted and Talented with 60% of students being considered At-Risk.

The school benefits from an instructional support team whose sole purpose is to provide instructional and student intervention support. The administrative and instructional staff consists of a campus principal, 2.4 assistant principals, two counselors, three instructional specialists, and one curriculum director.

The community we serve has rapidly changed. Over the past five years, Stafford has experienced a growth of 16.3%. Our student population is now the most economically

disadvantaged in Fort Bend County (72.8%) with approximately 19.4% of those being English language learners (ELLs). Our student population has substantial needs, but we lack the financial resources of our affluent neighbors. Compared to the nearby city of Sugar Land, the household income in Stafford is 46% less, and the median home cost is \$98,700 less. These differences have very real impacts on our schools.

Demographics Strengths

Continuous progress in all aspects of our educational program is valued by our faculty and staff. Teachers and support staff are committed to working collaboratively to identify strategies that will promote academic and instructional excellence. Planned weekly PLC meetings consist of purposeful conversations about student learning and achievement.

Student performance is consistently monitored and tracked to determine progress toward yearly goals.

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 Dual Language for Spanish. Technology integration supports instruction. Two teacher leaders are tasked with assisting teachers with technology integration in lesson delivery.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Specific target areas are in the continuous improvement of teacher capacity to increase knowledge of the curriculum and build the skillset in lesson delivery.

Root Cause: Teacher turnover requires that current staff internalize the curriculum and maintain the rigor while differentiating it to meet the needs of the students. Teachers also expressed a need for teacher voice so that the teacher development is appropriate to meet the needs of the teachers.

Student Learning

Student Learning Summary

Academic Growth and Student Achievement must improve to allow for continuous growth to move from a "C" rating to a "B" rating. Students' writing responses show we need urgent invention to support this skill.

Student Learning Strengths

Students demonstrate resilience and a strong willingness to learn, as shown by consistent participation in classroom activities and interventions. Students benefit from teacher-led small groups and interventions, which will help many close gaps more quickly. Students have shown engagement in collaborative learning and classroom discussions reflects growing critical thinking and problem-solving skills.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

Our school has established curriculum and instructional practices aligned to state standards, with a focus on providing students access to grade-level content while addressing learning gaps through interventions and small-group instruction. Professional development is ongoing, with teachers receiving training in classroom management, instructional strategies, and the use of assessment data to guide planning.

Leadership and decision-making processes emphasize collaboration, with input from staff through committees and grade-level teams. Communication systems are in place to share expectations, monitor progress, and engage families, though consistency in implementation remains an area for growth.

The school schedule allows for designated intervention time and teacher collaboration, while support services—including counseling, special education, and English language support—address individual student needs. Extracurricular and cocurricular opportunities provide additional avenues for student engagement, though expansion in this area could strengthen school culture and student connectedness.

School Processes & Programs Strengths

- Curriculum is aligned to state standards and supported by intervention structures that provide targeted support for students.
- Professional development opportunities are offered regularly and focus on instructional practices, classroom management, and the use of assessment data.
- Leadership fosters collaboration through grade-level teams and committees, encouraging shared decision-making.
- Communication systems, including staff meetings, newsletters, and parent outreach, keep stakeholders informed and connected.
- The school schedule includes time for teacher collaboration and student interventions.
- Support services such as counseling, special education, and language support are available to meet diverse student needs.
- Technology is integrated into instruction and assessment, supporting both student learning and teacher planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staffing instability and a relatively new teaching staff have contributed to gaps in the implementation of curriculum, monitoring of student progress, and fidelity of intervention practices.

Root Cause: Staffing instability and limited teacher experience

Perceptions

Perceptions Summary

The survey taken at the end of the 2025-2026 school year indicated that we need to focus on the following areas: academics, student discipline, culture and climate and community and family engagement.

Perceptions Strengths

Our parents have shown that they are willing to volunteer and become involved with our school if we present the opportunities. Having a relatively new staff presents an opportunity to change/shape the culture of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Stafford Elementary has a need to strengthen a positive, collaborative, and inclusive school culture in which students, staff and families feel valued, supported, connected and engaged.

Root Cause: Campus-wide systems and practices for intentional relationship building, consistent communication, staff and student recognition, family engagement, and collaborative decision makin have not been implemented consistently.

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
- 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
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Homeless data
- Gifted and talented data
- Dyslexia 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: At Stafford Elementary School, all students will show progress toward being college and career-ready.

Performance Objective 1: Achieve 50% Meets within 3 years and 60% Meets within 5 years across all grade levels and subject areas.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and MAP assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly PLCs and weekly internalization meetings that will focus on developing teacher capacity. Strategy's Expected Result/Impact: Students will show academic progress as a result of opportunities to engage in more rigorous learning activities. Staff Responsible for Monitoring: Administrators, coaches, interventionists, and curriculum 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 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Students will participate in additional learning through tutorials during and after school, during intersession, and on Saturdays. Strategy's Expected Result/Impact: Students whose data from interim and benchmark assessments that do not show significant progress will receive differentiated interventions from highly effective teaching and learning opportunities. Staff Responsible for Monitoring: administrators, interventionists, curriculum specialists, and instructional coaches. Title I: 2.51, 2.52, 2.53 - 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Extra duty pay, food for students, general supplies - 211: Title I - \$35,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement the curriculum with fidelity and receive frequent coaching from curriculum team and appraisers or administrators who will conduct weekly instructional rounds. Strategy's Expected Result/Impact: Students will learn from a rigorous plan for instruction and teachers will develop their instructional capacity to become more effective teachers. Staff Responsible for Monitoring: CIA team and administrators. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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 - Results Driven Accountability Funding Sources: fees for professional development - 211: Title I - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Every content teacher will use data binders to track student progress on interim assessments, MAP assessments, and CBAs. Students will track their own growth in data notebooks during monthly meeting. Strategy's Expected Result/Impact: teachers and students will be able to set goals between assessments Staff Responsible for Monitoring: teachers, administrators, and CIA team Title I: 2.51, 2.52, 2.53 - 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 Funding Sources: Binders, office supplies to maintain and update binders - 199: General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Weekly meetings between CIA team and administration to take place.... with a checklist to address teacher capacity needs. Strategy's Expected Result/Impact: Increase teacher capacity based data that reflects student progress. Staff Responsible for Monitoring: CIA team and administrators.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: From August 2026 to May 2027 Stafford Elementary School will take action steps to continuously develop a positive campus climate and culture. A Weekly Campus News Letter will be posted in Parent Square, Monthly calendar, Monthly Parent Cafe Sessions, and opportunities to invite families to the school.

Goal 3: Stafford Elementary will take actions steps to increase student attendance by at least 1%.

State Compensatory

Budget for Stafford Elementary School

Total SCE Funds: \$35,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Provide interventions to students who are not meeting standards as evidenced by interim assessments, campus-based assessments, and MAP testing.

Campus Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Binders, office supplies to maintain and update binders		\$5,000.00
Sub-Total					\$5,000.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra duty pay, food for students, general supplies		\$35,000.00
Sub-Total					\$35,000.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	fees for professional development		\$5,000.00
Sub-Total					\$5,000.00