

Stafford Municipal School District

Stafford Middle School

2026-2027 Campus Improvement Plan



Mission Statement

The mission of SMSD is for every student to graduate college or career ready, without remediation.

The mission of Stafford Middle School Campus is to utilize 21st century teaching and learning strategies to provide an atmosphere of high expectations for all students in pursuit of academic achievement, as well as to assist each student in the development of productive citizenship and cultural awareness.

Vision

The vision of SMSD, a diverse and visionary learning community, is to prepare each student to become a critical thinker and an ethical, productive citizen, in the pursuit of excellence through an unwavering commitment to provide multiple life and learning experiences led by dedicated professionals using innovative teaching techniques in an engaging learning environment.

The vision of Stafford Middle School is to create a culture of pride in the community and campus that supports the development of life-long learners who are prepared for high school and post-secondary opportunities through advanced classroom instruction and early crediting opportunities.

Value Statement

Core Belief: We are a place for dreams and opportunities

Core Purpose: Add value to each person every day

Core Values: We value integrity and embrace diversity

Commitment: We own our actions

Motto: Ready to **L.E.A.R.N.**

Learner

Engagement

Accountability

Respectfulness

Now

Table of Contents

Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: Ensure 100% of students are college/career ready without remediation by utilizing a well-designed curriculum, instruction, and assessment plan, resulting in increased student achievement.	8
Goal 2: SMSD will ensure that students with disabilities receive services that address their individual, academic, and behavioral needs to support continuous improvement and success in the general curriculum.	23
Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning with the goal of preparing students to become college and career ready.	27
Goal 4: By the end of the 2026-2027 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.	30
Goal 5: SMSD will provide a leadership program to help develop, support, and retain teachers and other support professionals.	31
Campus Funding Summary	32

Priority Problem Statements

Problem Statement 1: Some classrooms did not provide consistent, high-quality instruction.

Root Cause 1: 1- Teacher quality issues due to the high teacher turnover rate. We need to implement the curriculum and instructional plans with fidelity and raise teacher capacity. We also need to retain good teachers. 2- There are still learning gaps caused by COVID, especially in the areas of writing, math, and science. We need to continue to focus on these areas.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science.

Root Cause 2: Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.)

Root Cause 3: There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Students are submitting very little writing for their Extended Constructed Responses, causing the loss of points on summative assessments

Root Cause 4: Students are not being provided with enough opportunities to write and receive timely feedback

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students receiving special education services consistently perform below their peers who do not receive services.

Root Cause 5: Behavior needs increased the learning gap between the students with special education services and regular student population.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.).

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

Problem Statement 6 Areas: Family and Community Engagement

Problem Statement 7: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals.

Root Cause 7: Employee perks programs need to be updated.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Students are both misusing technology and spending most of their intervention time on online platforms rather than traditional small-group interventions

Root Cause 8: Access is unlimited and Teachers need small-group instruction training/support to implement hands-on activities

Problem Statement 8 Areas: Technology

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Goals

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

Performance Objective 1: Throughout the 2026-2027 school year, SMS will use PLC protocols in regularly scheduled daily meetings, interactive journals, writing sample/feedback cycles, and high-dosage tutoring and interventions to increase student performance in Reading/writing Meets to 60%, as measured by summative assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Curriculum-based assessments, STAAR Interim Assessments, student work samples, and unit assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development to provide modeling support in the following areas: data-driven instruction, data talks, lesson internalization, language objectives, and differentiated intervention support. Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth. Students will also be able to take ownership of their data and track their progress. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialists Title I: 2.51, 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 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.) - 211: Title I - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: To achieve our goal, teachers will lead data talks with students, explicitly instructing them on how to: analyze their own performance data to identify strengths and areas for improvement, pinpoint specific learning gaps based on data analysis, and develop personalized action plans to address identified gaps and improve their understanding. Strategy's Expected Result/Impact: Students will identify their individual needs and have a personal growth plan. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Culture and Climate 1 Funding Sources: Paper, folders - 199: General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will collaborate to conduct PLCs to review and analyze benchmark data to identify student needs, formulate tiered small groups (to front load, provide differentiated support, and remediate), and collectively formulate lesson plans according to student needs that include monitoring and adjustment measures Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize "No-tech" days to integrate brainstorming strategies for writing and the use of library services to enhance students' ability and stamina for independent reading. Strategy's Expected Result/Impact: Students will increase their reading and writing ability and stamina, and will increase their effort and rating on summative writing assessments Staff Responsible for Monitoring: Admin, Specialists, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Technology 1 Funding Sources: Incentives for student progress - (books, stickers, pencils, etc.) - 211: Title I - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize "Writing on Wednesday" every week except during campus testing to integrate regular writing practice in every classroom, including in Elective classes. Writing can be based on prompts, content-related, and/or free writing. Strategy's Expected Result/Impact: The objective is to ensure that students have an opportunity to practice their writing on a variety of topics on a regular basis. Staff Responsible for Monitoring: Admin, specialists, teachers. Title I: 2.51, 2.52 - TEA Priorities: 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 Problem Statements: Demographics 1 Funding Sources: Composition Notebooks, No. 2 Pencils, 1 and 1/2 inch 3 ring binders, college ruled loose leaf paper, blue ball point pens - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students are submitting very little writing for their Extended Constructed Responses, causing the loss of points on summative assessments **Root Cause:** Students are not being provided with enough opportunities to write and receive timely feedback

Student Achievement

Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. **Root Cause:** Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.

School Culture and Climate

Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) **Root Cause:** There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Technology

Problem Statement 1: Students are both misusing technology and spending most of their intervention time on online platforms rather than traditional small-group interventions **Root Cause:** Access is unlimited and Teachers need small-group instruction training/support to implement hands-on activities

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

Performance Objective 2: During the 2026-27 school year, SMS will implement PLC protocols during scheduled meetings, honors curriculum, interactive notebooks, and high-dosage tutoring to boost math performance: 50% Meets all on-level classes, and at least 80% meets on Algebra I summative assessments

High Priority

HB3 Goal

Evaluation Data Sources: Curriculum-based assessments, IXL, STAAR Interim assessments, Common Formative Assessments, student work samples, unit assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development to provide modeling support in the following areas: data-driven instruction, data talks, lesson internalization, language objectives, and differentiated intervention support. Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth. Students will also be able to take ownership of their data and track their progress. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialists Title I: 2.51, 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 5: Instructional Leadership and Capacity Building Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.) - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: To achieve our goal, teachers will lead data talks with students, explicitly instructing them on how to: analyze their own performance data to identify strengths and areas for improvement, pinpoint specific learning gaps based on data analysis, and develop personalized action plans to address identified gaps and improve their understanding. Strategy's Expected Result/Impact: Students will identify their individual needs and have a personal growth plan. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Culture and Climate 1 Funding Sources: Paper, folders - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will collaborate to conduct PLCs to review and analyze benchmark data to identify student needs, formulate tiered small groups (to front-load, provide intervention, and remediate), and collectively formulate lesson plans according to student needs that include monitoring and adjustment measures Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 2 Funding Sources: Maneuvering the Middle Math Resource - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. **Root Cause:** Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.

School Culture and Climate

Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) **Root Cause:** There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Staff Quality, Recruitment, and Retention

Problem Statement 2: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals. **Root Cause:** Employee perks programs need to be updated.

Curriculum, Instruction, and Assessment

Problem Statement 1: Some classrooms did not provide consistent, high-quality instruction. **Root Cause:** 1- Teacher quality issues due to the high teacher turnover rate. We need to implement the curriculum and instructional plans with fidelity and raise teacher capacity. We also need to retain good teachers. 2- There are still learning gaps caused by COVID, especially in the areas of writing, math, and science. We need to continue to focus on these areas.

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

Performance Objective 3: By May 2027, SMS will utilize hands-on labs, reading and writing, interactive notebooks, and small group interventions to increase the student achievement percentage of Meets to 50% on 8th grade Science state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Campus and classroom-based assessments, Summit K12, CER, research-based instruction/labs and STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development to provide modeling support in the following areas: data-driven instruction, data talks, lesson internalization, language objectives, interactive notebooks, and intervention support. Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth. Students will also be able to take ownership of their data and track their progress. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialists Title I: 2.51, 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 5: Instructional Leadership and Capacity Building Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: PD materials, curriculum resources for classroom instruction, iPad/chargers for online aspect of interventions (IXL, Summit K12, etc.) - 211: Title I - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: To achieve our goal, teachers will lead data talks with students, explicitly instructing them on how to: analyze their own performance data to identify strengths and areas for improvement, pinpoint specific learning gaps based on data analysis, and develop personalized action plans to address identified gaps and improve their understanding. Strategy's Expected Result/Impact: Students will identify their individual needs and have a personal growth plan. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Culture and Climate 1 Funding Sources: Paper, folders - 199: General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will collaborate to conduct PLCs to review and analyze benchmark data to identify student needs, formulate tiered small groups (to front load and remediate), developing interactive notebooks and collectively formulate lesson plans according to student needs that include monitoring and adjustment measures Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 1, 2	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Students receiving special education services consistently perform below their peers who do not receive services. **Root Cause:** Behavior needs increased the learning gap between the students with special education services and regular student population.

Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. **Root Cause:** Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.

School Culture and Climate

Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) **Root Cause:** There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Staff Quality, Recruitment, and Retention

Problem Statement 2: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals. **Root Cause:** Employee perks programs need to be updated.

Curriculum, Instruction, and Assessment

Problem Statement 1: Some classrooms did not provide consistent, high-quality instruction. **Root Cause:** 1- Teacher quality issues due to the high teacher turnover rate. We need to implement the curriculum and instructional plans with fidelity and raise teacher capacity. We also need to retain good teachers. 2- There are still learning gaps caused by COVID, especially in the areas of writing, math, and science. We need to continue to focus on these areas.

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

Performance Objective 4: By May 2027, SMS will increase Social Studies STAAR achievement to 50% Meets or higher by utilizing aligned and rigorous lessons, interactive notebooks, and cross-curricular connections with RLA and library services.

High Priority

HB3 Goal

Evaluation Data Sources: Curriculum-based assessments, Progress Learning, STAAR Interim assessments, Common Formative Assessments, student work samples, unit assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development to provide modeling support in the following areas: data-driven instruction, data talks, lesson internalization, language objectives, and intervention support. Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth. Students will also be able to take ownership of their data and track their progress. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialists Title I: 2.51, 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 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.) - 211: Title I - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: To achieve our goal, teachers will lead data talks with students, explicitly instructing them on how to: analyze their own performance data to identify strengths and areas for improvement, pinpoint specific learning gaps based on data analysis, and develop personalized action plans to address identified gaps and improve their understanding. Strategy's Expected Result/Impact: Students will identify their individual needs and have a personal growth plan. Staff Responsible for Monitoring: Teachers, department chair, campus administrators, content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 2 - School Culture and Climate 1 Funding Sources: Paper, folders - 199: General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will collaborate to conduct PLCs to review and analyze benchmark data to identify student needs, formulate tiered small groups, and collectively formulate lesson plans according to student needs that include monitoring and adjustment measures Strategy's Expected Result/Impact: Students will receive targeted intervention support and differentiated interventions to ensure individualized academic growth Staff Responsible for Monitoring: Teachers, department chair, campus administrators, and content specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. **Root Cause:** Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.

School Culture and Climate

Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) **Root Cause:** There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Curriculum, Instruction, and Assessment

Problem Statement 1: Some classrooms did not provide consistent, high-quality instruction. **Root Cause:** 1- Teacher quality issues due to the high teacher turnover rate. We need to implement the curriculum and instructional plans with fidelity and raise teacher capacity. We also need to retain good teachers. 2- There are still learning gaps caused by COVID, especially in the areas of writing, math, and science. We need to continue to focus on these areas.

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

Performance Objective 5: By May 2027, at least 38% of economically disadvantaged students will meet or master grade-level science STAAR, 47% in reading, 42% in math, and 41% in social studies.

High Priority

HB3 Goal

Evaluation Data Sources: CBA, STAAR Interim, STAAR

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

Performance Objective 6: By May 2027, discipline referrals will decrease by 30% with the use of character education lessons, guidance lessons, and PBIS incentives.

High Priority

Evaluation Data Sources: Discipline referral data, student eligibility for PBIS incentives, parent feedback

Strategy 1 Details		Reviews			
Strategy 1: Students that are ineligible for PBIS incentives will participate in character education lessons to increase their ability to make the right choices. Strategy's Expected Result/Impact: Students will increase positive behaviors and spend more time in class, thereby increasing their academic achievement Staff Responsible for Monitoring: Admin, counselors, teachers Title I: 2.52, 2.53 Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 Funding Sources: Character Strong - 211: Title I - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Students receiving special education services consistently perform below their peers who do not receive services. Root Cause: Behavior needs increased the learning gap between the students with special education services and regular student population. Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. Root Cause: Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.
School Culture and Climate
Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) Root Cause: There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Goal 2: SMSD will ensure that students with disabilities receive services that address their individual, academic, and behavioral needs to support continuous improvement and success in the general curriculum.

Performance Objective 1: By May 2027, students who receive special education services will increase their Approaches standard to 20%, Meets to 15%, and Masters to 5% in reading and math STAAR assessments

High Priority

Evaluation Data Sources: Curriculum-based assessments, STAAR Interim assessments, Common Formative Assessments, student work samples, unit assessments

Strategy 1 Details	Reviews			
Strategy 1: SMS will strengthen the development, implementation, and monitoring of standards-aligned IEP goals and accommodations through Goalbook, data-driven decision-making, and technology tools. Staff will continue to document and monitor accommodations by completing and submitting accommodation logs in inclusion and co-teach classrooms to ensure students receive appropriate instruction and supports. Strategy's Expected Result/Impact: By using Goalbook, special education staff will be equipped to develop high-quality, grade-level-aligned IEP goals with appropriate accommodations and instructional supports tailored to individual student needs. Combined with ongoing monitoring through data and accommodation logs, this will increase the fidelity of IEP implementation, improve collaboration between special and general education teachers, and enhance student achievement on formative and summative assessments. Staff Responsible for Monitoring: Admin, special education teachers, general education 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 Problem Statements: Student Achievement 1 Funding Sources: Goalbook - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students receiving special education services consistently perform below their peers who do not receive services. Root Cause: Behavior needs increased the learning gap between the students with special education services and regular student population.

Goal 2: SMSD will ensure that students with disabilities receive services that address their individual, academic, and behavioral needs to support continuous improvement and success in the general curriculum.

Performance Objective 2: SMS will improve special education student behavior management, culture, and citizenship by maintaining overall referral actions below 200 and out-of-placement discipline by 20% (OSS and ISS) in the 2026-2027 school year.

High Priority

Evaluation Data Sources: discipline referral reports, number of out-of-placement disciplinary actions per six weeks/semester, student wellness day participation rosters

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement Student Wellness Days and end-of-year activities Strategy's Expected Result/Impact: Students will continue to develop intrinsic motivation to avoid violating the student code of conduct to ensure participation in PBIS activities Staff Responsible for Monitoring: Administrators, teachers Title I: 2.52 - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Achievement 1 Funding Sources: Games, bracelet making materials, flag football , soccer and basketball supplies, board games, - 289: Stronger Connections - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the "See the Counselor" appointment portal, which allows students to request counseling support for stressors that may impact their academic performance, while promoting the use of Alongside. Strategy's Expected Result/Impact: Students will seek out the necessary support and will develop strategies to self-regulate as needed Staff Responsible for Monitoring: Teachers, Counselors, Administrators Title I: 2.52 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Culture and Climate 1 Funding Sources: Character Strong - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Students receiving special education services consistently perform below their peers who do not receive services. **Root Cause:** Behavior needs increased the learning gap between the students with special education services and regular student population.

School Culture and Climate

Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.)
Root Cause: There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs

Goal 2: SMSD will ensure that students with disabilities receive services that address their individual, academic, and behavioral needs to support continuous improvement and success in the general curriculum.

Performance Objective 3: Classroom walkthroughs will occur to determine the consistent usage of C.H.A.M.P.S. strategies in at least 80% of classrooms.

Evaluation Data Sources: Walk through data, formal observations

Goal 3: SMSD will support the implementation of rigorous, academic instructional programming for emergent bilingual (EB) students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning with the goal of preparing students to become college and career ready.

Performance Objective 1: By May 2027, 50% of Emergent Bilingual students will increase their composite TELPAS scores to advanced or advanced high.

High Priority

Evaluation Data Sources: Summit K-12 data (BOY, MOY), TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: SMS will host TELPAS Parent meetings during the fall and Spring Open House events to help parents with strategies to help their child demonstrate growth in speaking and writing components. Strategy's Expected Result/Impact: Students will gain real-world practices on how to utilize speaking and writing in proper English to supplement their in-class support. Staff Responsible for Monitoring: ESL Coordinator, Teachers, Administrators Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Student Achievement 2 Funding Sources: Practice/Study materials in other languages - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SMS will host TELPAS data talks with students so that they are able to set goals and practice before testing. Strategy's Expected Result/Impact: Students will track their progress and work towards their individual goals Staff Responsible for Monitoring: ESL Teacher, ESL Coordinator, Administrators Title I: 2.51 Problem Statements: Student Achievement 2 - School Culture and Climate 1 Funding Sources: Data folders, paper, incentive-based rewards for progress - 211: Title I - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The utilization of bilingual dictionaries to assist English Language Learners. Strategy's Expected Result/Impact: Students who are limited English will be able to use the bilingual dictionary to assist in their learning to increase Staff Responsible for Monitoring: ESL Teachers, ESL Coordinator, Special Education Teacher, Testing Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: Bilingual dictionaries - 263: Title III - \$500		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are submitting very little writing for their Extended Constructed Responses, causing the loss of points on summative assessments Root Cause: Students are not being provided with enough opportunities to write and receive timely feedback
Student Achievement
Problem Statement 2: Learning gaps are still impacting student achievement in the areas of Writing, Math, and Science. Root Cause: Teacher efficacy has created many barriers to consistent, high-quality instruction, but we also need to implement the curriculum and instructional plan with fidelity to address student needs.
School Culture and Climate
Problem Statement 1: Students do not feel comfortable expressing themselves and seeking support when they have academic/social problems (self-esteem, bullying, anxiety, etc.) Root Cause: There aren't enough resources that are readily available for them to learn self-help, self-regulation, or on-campus support. Students are also unaware of their specific academic needs
Curriculum, Instruction, and Assessment
Problem Statement 1: Some classrooms did not provide consistent, high-quality instruction. Root Cause: 1- Teacher quality issues due to the high teacher turnover rate. We need to implement the curriculum and instructional plans with fidelity and raise teacher capacity. We also need to retain good teachers. 2- There are still learning gaps caused by COVID, especially in the areas of writing, math, and science. We need to continue to focus on these areas.

Technology
Problem Statement 1: Students are both misusing technology and spending most of their intervention time on online platforms rather than traditional small-group interventions Root Cause: Access is unlimited and Teachers need small-group instruction training/support to implement hands-on activities

Goal 4: By the end of the 2026-2027 school year, increase participation in district family engagement initiatives to strengthen the home-to-school connection.

Performance Objective 1: By May 2026, the SMS Parent Teacher Organization participation will increase by 25%.

High Priority

Evaluation Data Sources: PTO meeting attendance, parent sign-up logs, volunteer sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: SMS will continue to implement "Bring-Your-Parent to School Day" to increase parent engagement in the school setting. Strategy's Expected Result/Impact: Parents will feel comfortable engaging with the school and will look for more ways to get involved Staff Responsible for Monitoring: Administrators Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Family and Community Engagement 1 Funding Sources: Parent Refreshments - 211: Title I - \$250, Parenting Resources - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.). Root Cause: As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Goal 5: SMSD will provide a leadership program to help develop, support, and retain teachers and other support professionals.

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

High Priority

Evaluation Data Sources: Minutes

Observations

Agendas

Teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Conduct New Teacher Monthly meetings to check in with new staff. Strategy's Expected Result/Impact: Build camaraderie and capacity between veteran and new teachers to build retention Staff Responsible for Monitoring: Admin, Department Chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals. Root Cause: Employee perks programs need to be updated.

Campus Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Paper, folders		\$300.00
1	2	2	Paper, folders		\$500.00
1	3	2	Paper, folders		\$300.00
1	4	2	Paper, folders		\$300.00
Sub-Total					\$1,400.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Incentives for student progress - (books, stickers, pencils, etc.)		\$300.00
1	1	5	Composition Notebooks, No. 2 Pencils, 1 and 1/2 inch 3 ring binders, college ruled loose leaf paper, blue ball point pens		\$5,000.00
1	2	3	Maneuvering the Middle Math Resource		\$5,000.00
1	3	1	PD materials, curriculum resources for classroom instruction, iPad/chargers for online aspect of interventions (IXL, Summit K12, etc.)		\$2,500.00
1	6	1	Character Strong		\$2,500.00
2	1	1	Goalbook		\$5,000.00
3	1	2	Data folders, paper, incentive-based rewards for progress		\$500.00
4	1	1	Parenting Resources		\$1,000.00
Sub-Total					\$21,800.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.)		\$1,500.00
1	2	1	PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.)		\$5,000.00
1	4	1	PD materials, classroom resources for intervention support, iPads/chargers for online interventions (IXL, Summit K-12, etc.)		\$1,500.00
2	2	2	Character Strong		\$5,000.00
3	1	1	Practice/Study materials in other languages		\$1,000.00

211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Parent Refreshments		\$250.00
Sub-Total					\$14,250.00
263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Bilingual dictionaries		\$500.00
Sub-Total					\$500.00
289: Stronger Connections					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Games, bracelet making materials, flag football , soccer and basketball supplies, board games,		\$2,000.00
Sub-Total					\$2,000.00