

Stafford Municipal School District

STEM Magnet Academy

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vision Statement

The vision of SMSD is to have all students graduate college or career ready in STEM.

Mission Statement

Create pathways for students to enter STEM-based fields through the immersion of innovative and rigorous instruction.

Demographic Summary

Stafford STEM Magnet Academy (SSMA) is a STEM-focused magnet campus serving students in grades 1& 3–12. The campus provides an academically rigorous learning environment that emphasizes science, technology, engineering, and mathematics through project-based learning, college and career preparation, and the development of critical-thinking and problem-solving skills.

The campus serves students from diverse racial and ethnic backgrounds, including African American (37.24%), Hispanic (12.35%), White (3.5%), Asian (40.95%), American Indian (5.35%), and Pacific Islander (0.62%). Students are also identified as economically disadvantaged (40.5%), emergent bilingual (19.75%), students receiving special education services (1.23%), continuously enrolled G/T (24.28%), and non-continuously enrolled G/T (0.62%). These demographic groups provide important information for monitoring equitable access to rigorous instruction and identifying opportunities to strengthen student achievement.

The 2026 STAAR performance data reflect a diverse student population and provide opportunities to examine achievement across racial and ethnic groups and additional student groups. The campus tested 838 students across Reading/Language Arts, Mathematics, Science, and Social Studies. Overall, 99% of tests were at Approaches Grade Level or Above, 91% were at Meets Grade Level or Above, and 61% were at Masters Grade Level.

SSMA demonstrates strong academic performance across demographic groups, with 99% of all students achieving Approaches Grade Level or Above in all subjects. However, differences in Meets and Masters performance indicate opportunities to strengthen academic growth for specific student groups. For example, economically disadvantaged students achieved 89% at Meets Grade Level or Above and 52% at Masters, compared with 93% and 67%, respectively, for non-economically disadvantaged students. Students receiving special education services achieved 63% at Meets and 38% at Masters.

The campus will continue to use demographic and academic achievement data to identify instructional needs, monitor achievement gaps, and provide targeted

support. SSMA's commitment to rigorous instruction, student data tracking, project-based learning, and STEM challenges provides a strong foundation for increasing student growth and ensuring that all students have equitable opportunities to succeed.

Demographics Strengths

- **Diverse student population:** SSMA serves students from diverse racial and ethnic backgrounds, creating opportunities for students to learn from different perspectives and experiences.
- **Strong overall academic performance:** In 2026, 99% of all STAAR tests were at Approaches Grade Level or Above, 91% were at Meets Grade Level or Above, and 61% were at Masters Grade Level.
- **Strong performance across demographic groups:** Students across racial and ethnic groups performed strongly at Approaches Grade Level or Above, ranging from 99% to 100% in all subjects.
- **Strong performance among additional student groups:** Economically disadvantaged students achieved 89% at Meets Grade Level or Above, while non-economically disadvantaged students achieved 93%. Continuously enrolled students achieved 91% at Meets and 62% at Masters.
- **Strong RLA performance:** RLA performance was 96% at Meets Grade Level or Above and 73% at Masters across all students.
- **Strong science performance:** 93% of students met grade level or Above, and 64% met Masters across all students. The campus improvement plan identifies increased classroom rigor, project-based learning, STEM challenges, science fair competitions, HOSA competitions, robotics competitions, and student data tracking as campus strengths and improvement strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SSMA demonstrates strong overall academic performance, but achievement gaps remain among demographic groups, particularly economically disadvantaged students and students receiving special education services. The campus will strengthen targeted instructional support, data-driven interventions, and progress monitoring to increase student growth and ensure equitable opportunities for all students.

Root Cause: Inconsistent implementation of targeted instructional support and data-driven interventions to address differences in students' academic readiness and educational needs, particularly among economically disadvantaged students and students receiving special education services, resulting in achievement gaps in Meets and Masters performance.

Student Learning

Student Learning Summary

In 2026, SSMA demonstrated strong overall STAAR performance, with 99% of tests at Approaches Grade Level or Above, 91% at Meets Grade Level or Above, and 61% at Masters Grade Level. RLA was the strongest subject, with 96% at Meets and 73% at Masters. Mathematics performance was 85% at Meets and 45% at Masters, indicating an opportunity for continued academic growth.

The campus improvement plan identifies increased classroom rigor, project-based learning, STEM challenges, and student data tracking as strategies to support continued student achievement and growth.

Student Learning Strengths

SSMA demonstrates strong overall student achievement, with 99% of STAAR tests at Approaches Grade Level or Above and 91% at Meets Grade Level or Above. RLA is a particular strength, with 96% of students achieving Meets and 73% achieving Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although SSMA demonstrates strong overall STAAR performance, Mathematics achievement remains an area for growth, with 85% of students at Meets Grade Level or Above and 45% at Masters. The campus will strengthen rigorous instruction, targeted interventions, and student data tracking to increase student achievement and growth.

Root Cause: Inconsistent implementation of targeted instructional support and data-driven interventions to address differences in students' academic readiness and educational needs, particularly among economically disadvantaged students and students receiving special education services, resulting in achievement gaps in Meets and Masters performance.

School Processes & Programs

School Processes & Programs Summary

Stafford STEM Magnet Academy implements a rigorous STEM-focused instructional program that emphasizes project-based learning, STEM challenges, and student engagement. Campus processes include student data tracking, student-led individual data conferences, and continued efforts to strengthen classroom rigor and instructional support. The campus also provides opportunities for students to participate in science fair, HOSA, and robotics competitions, supporting academic achievement and college and career readiness.

School Processes & Programs Strengths

SSMA's strong STEM-focused instructional program provides students with opportunities to engage in rigorous, project-based learning and STEM challenges. The campus also demonstrates a commitment to student achievement through data tracking, student-led individual data conferences, and academic competitions, including science fair, UIL, HOSA, and robotics.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SSMA will continue to strengthen the consistent implementation of rigorous instruction, project-based learning, STEM challenges, and student data tracking to support student achievement and growth. The campus will also continue developing instructional support systems and cross-curricular alignment to ensure that all students have access to challenging and engaging learning experiences.

Root Cause: Inconsistent implementation and monitoring of rigorous instructional practices, student data tracking, and cross-curricular alignment limit the campus's ability to consistently address student learning needs and increase academic growth.

Perceptions

Perceptions Summary

Stafford STEM Magnet Academy's 2025–2026 Parent Feedback Form received 50 responses. Overall, parents reported positive perceptions of the school's welcoming environment, staff courtesy, and family representation in school activities. Forty-three parents (86%) indicated that they feel welcomed at school all or most of the time, and 45 parents (90%) reported that staff treat them with respect and courtesy all or most of the time. However, 56% of parents reported satisfaction with the frequency of school communication, and 48% reported that their child's teacher communicates about academic progress weekly or once or twice a week.

Parents also identified more time in their schedules, clearer information about how to participate, and additional encouragement from the school as factors that would increase their involvement.

Perceptions Strengths

Overall, the survey reflects a positive foundation in school climate and staff courtesy. 86% of parents said they feel welcomed at school most or all of the time, and 90% reported that staff treat them with respect and courtesy most or all of the time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 56% of parents reported satisfaction with the frequency of school communication, and 46% reported opportunities to provide input into school decisions. The campus will strengthen communication and family engagement to ensure parents have timely information and meaningful opportunities to support student success.

Root Cause: Inconsistent communication frequency and limited opportunities for parents to provide input or learn about available support services contribute to gaps in parent engagement and awareness.

Priority Problem Statements

Goals

Goal 1: Implement Rigorous Instruction and Foster an Advanced Learning Environment

Performance Objective 1: Based on the 2025-2026 STAAR Performance Report, by the end of the 2026-2027 school year, 90% of students in 3rd-grade Math (74%), 4th-grade Math (78%), 3rd-grade Reading (88%), 4th-grade Reading (87%), and 7th-grade Algebra I (78%) will achieve at least the Meets performance level on STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY MAP, STAAR Interim, and STAAR assessment

Strategy 1 Details	Reviews			
Strategy 1: Implement the Engineering Design Process (EDP), Project-Based Learning (PBL), the Harkness Method, Higher-Order Thinking (HOT) questions/Bloom's Taxonomy, and evidence-based writing. Strategy's Expected Result/Impact: 90% of students will score Meets or higher on STAAR assessments and increase 5% achieving Masters. Staff Responsible for Monitoring: Teachers, STEM director, instructional coaches, administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Funding Sources: - 199: General Fund - \$7,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will set individual academic goals using the Student Data Tracker, engage in data-driven instruction, and monitor their academic growth throughout the school year. Strategy's Expected Result/Impact: 90% of students will score Meets or higher on STAAR assessments. Staff Responsible for Monitoring: Teachers, STEM director, instructional coaches, administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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: Implement Rigorous Instruction and Foster an Advanced Learning Environment

Performance Objective 2: Based on the 2025-2026 STAAR Performance Report, the campus identified regression in student performance in several assessment areas. By the end of the 2026-2027 school year, the campus will increase the percentage of students achieving the Masters performance level by at least 20% from the established baseline in each identified assessment area.

Baseline Data and Regression Concerns:
3rd-Grade Math: 30% Masters; 25% regression
4th-Grade Math: 30% Masters; 18% regression
5th-Grade Math: 60% Masters; 24% regression
4th-Grade Reading: 44% Masters; 28% regression
English I: 40% Masters; 48% regression
English II: 23% Masters; 44% regression

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY MAP, STAAR Interim, and STAAR assessment

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted, data-driven instruction through student goal setting, progress monitoring, differentiated interventions, and regular PLC data analysis to reduce regression and increase the percentage of students achieving the Master's performance level by 20%. Strategy's Expected Result/Impact: Increase the percentage of students achieving the Master's performance level by 20%. Staff Responsible for Monitoring: All administrators, faculty, staff, and district instructional coaches and directors Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide consistent rigorous instruction and targeted interventions, with a particular focus on economically disadvantaged students, students receiving special education services, and emergent bilingual students. Strategy's Expected Result/Impact: Economically disadvantaged students, students receiving special education services, and emergent bilingual students will increase in the Masters. Staff Responsible for Monitoring: All administrators, faculty, staff, and district instructional coaches and directors. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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 2: Strengthen Parent Communication and Community Involvement Aligned with the Campus Vision

Performance Objective 1: By the end of the 2026-2027 school year, Stafford STEM Magnet Academy will increase the percentage of parents who report having opportunities to provide input into school decisions from 46% (25-26 school year) to at least 70%. The campus will provide at least three meaningful opportunities for parent input, communicate participation options clearly, and offer flexible meeting times and online access to encourage family involvement in school decisions and student academic achievement.

High Priority

Evaluation Data Sources: Parent reports, feedback, and survey.

Strategy 1 Details	Reviews			
Strategy 1: Invite parents to provide input and feedback through Coffee with the Principal sessions, offering flexible meeting times, clearly communicating participation opportunities, and encouraging families to become more involved in school decisions and student academic achievement. Strategy's Expected Result/Impact: Parents' involvement increases. Staff Responsible for Monitoring: All staff and PTO Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with PTO and encourage parents to plan and participate in activities such as science fair, robotics competitions, field trips, field day, early-dismissal activities, volunteer opportunities, Fabulous Friday, and campus cultural and STEM events. Strategy's Expected Result/Impact: Increase parents' engagement Staff Responsible for Monitoring: Administrators, staff, and PTO Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: QR Code generator - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strengthen Parent Communication and Community Involvement Aligned with the Campus Vision

Performance Objective 2: Based on the 2025-2026 Parent Survey, 86% of parents reported feeling welcomed, and 90% reported that staff treat them with respect and courtesy. However, only 56% of parents reported satisfaction with the frequency of school communication, and 48% reported that their child's teacher communicates academic progress weekly or once or twice a week. By the end of the 2026-2027 school year, the campus will increase parent satisfaction with communication frequency by 20 percentage points, from 56% to at least 76%, through consistent schoolwide communication, weekly academic updates, and timely responses to parent inquiries.

High Priority

Evaluation Data Sources: ParentSquare, gradebook updates, attendance records, and teacher check-ins

Strategy 1 Details	Reviews			
Strategy 1: Establish consistent schoolwide communication: Develop and implement a communication calendar to ensure families receive timely school updates, important announcements, and information about upcoming events. Strategy's Expected Result/Impact: Increase communication frequency Staff Responsible for Monitoring: Administrators and all staff Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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: Strengthen Teacher Communication: Expect teachers to provide weekly academic updates through ParentSquare, including student progress, learning objectives, and upcoming assessments. Faculty and staff will respond to parent inquiries within 24-48 business hours. Provide individualized coaching and support, as needed, to address noncompliance and strengthen responsiveness to parent concerns. Strategy's Expected Result/Impact: Teachers will communicate with parents promptly and build a collaborative relationship. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strengthen college and career readiness by increasing student success in Advanced Placement coursework and examinations.

Performance Objective 1: By the end of the 2026-2027 school year, Stafford STEM Magnet Academy will increase the percentage of AP exam scores earning a 3-5 from 65.3% to at least 75%, representing a 10-percentage-point increase from the 2025-2026 baseline. The campus will prioritize targeted support in Computer Science Principles, Calculus BC, Macroeconomics, and Physics 1 while maintaining strong performance in English Language, Biology, U.S. History, and Government.

High Priority
HB3 Goal
Evaluation Data Sources: AP diagnostic exams, AP Mock exams, checkpoints, and other assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use AP-aligned instruction, common assessments, progress monitoring, and targeted intervention to increase student achievement and college readiness. Strategy's Expected Result/Impact: 75% of students will score a 3 or higher on AP exams. Staff Responsible for Monitoring: Teacher, instructional coaches, STEM director, and administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: 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: PDs and Materials - 199: General Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted content-area professional development, instructional resources, classroom observations, timely feedback, and coaching to support the implementation of effective instructional practices. Strategy's Expected Result/Impact: Teacher, instructional coaches, STEM director, and administrators Staff Responsible for Monitoring: All staff, instructional coaches, and administrators 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				

Campus Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$7,000.00
2	1	2	QR Code generator		\$500.00
3	1	1	PDs and Materials		\$2,000.00
Sub-Total					\$9,500.00