

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



Mission Statement

Campus Mission Statement

Every Student. Every Day. Whatever it Takes.

Vision

Campus Vision Statement

Every SHS student will graduate college, career, or military ready without remediation

Value Statement

Spartan PRIDE

Punctuality

Respect

Integrity

Determination

Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stafford High School is one of five campuses in Stafford Municipal School District. The school opened its doors in 1983 and serves students in grades 9–12. According to the 2024–25 Texas Academic Performance Report (TAPR), Stafford High School has an enrollment of 1,108 students.

The student population is 48.2% Hispanic, 41.9% African American, 4.3% Asian, 3.6% White, 1.6% two or more races, 0.3% American Indian, and 0.1% Pacific Islander. The student body is 51.1% male and 48.9% female. Additionally, 67.9% of students are identified as economically disadvantaged, and 45.1% are considered at risk.

Stafford High School employs 92.8 full-time-equivalent staff members, including 77.1 teachers. The teaching staff is 45.7% African American, 26.4% Hispanic, 20.8% White, 5.9% Asian, and 1.3% American Indian. Teachers are 55.3% male and 44.7% female and have an average of 11.7 years of teaching experience.

For the 2024–25 school year, Stafford High School reported a student attendance rate of 94.8%. The campus mobility rate for 2023–24 was 13.8%. The Class of 2024 achieved a four-year graduation rate of 95.8%, while 98.1% of the cohort graduated, earned a Texas Certificate of High School Equivalency, or continued their high school education.

Stafford High School serves a diverse range of student needs. Emergent bilingual/English learner students represent 20.5% of enrollment. The Gifted and Talented program serves 32 students, or 2.9% of the student population. Fifty-one students, representing 4.6% of enrollment, receive Section 504 services. In addition, 116 students, or 10.5% of enrollment, receive special education services through appropriate instructional settings and support programs.

Demographics Strengths

Stafford High School is a culturally diverse campus. We celebrate all cultures that are represented at Stafford High School.

Multiple teachers/staff members are also Stafford High School graduates.

Over 22% of staff members have advanced degrees.

African American, Hispanic and Economically Disadvantaged EOC testers exceeded state wide performance levels on all tests taken.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEP (Emergent Bilingual) and Special Education students are performing below expected proficiency levels across all assessed content areas, indicating a need for improved instructional practices, targeted interventions, and consistent implementation of linguistic accommodations and specially designed instruction.

Root Cause: Instruction has not been consistently personalized to meet students' individual academic and linguistic needs. Teachers have not consistently used IEPs, linguistic accommodations, and progress-monitoring data to differentiate instruction, limiting equitable access to grade-level learning and academic growth for students with disabilities and

multilingual learners.

Problem Statement 2: Student subpopulations are not being consistently and accurately identified and analyzed, limiting the ability to provide targeted instructional supports, interventions, and resources aligned with the specific needs of diverse learners.

Root Cause: Inconsistent collaboration and communication among specialized departments have limited the alignment of student data, supports, and instructional strategies needed to effectively identify and address the unique needs of diverse learners.

Student Achievement

Student Achievement Summary

The mission of Stafford High School is to ensure that 100% of SHS students graduate college, career, or military ready, without remediation. The achievement of this mission is evidenced through student performance in state assessment and college and career readiness. While continuous improvement is a goal that Stafford High School pursues in all areas, academic gains were achieved in all five End of Course assessments within specific student groups. College and Career readiness was emphasized through program offerings and post high school informational meetings for parents and community members. A focus on Advanced Academics will increase the number of students receiving college credit through both Dual Credit classes and Advanced Placement classes.

Student Achievement Strengths

Several student achievement strengths were evidenced through the following data points:

Students approaching the state standard on the STAAR EOC exams increased in all STAAR EOC exams when compared to 2024-2025

Students meeting the state standard on the STAAR EOC exam increased in all STAAR EOC exams when compared to 2024-2025.

Students who mastered grade-level standards on the STAAR EOC increased from 2024-2025 in Algebra 1, Biology, and US History.

Increased students taking AP tests in all areas, including US Government, English Language, English Literature, Physics, Spanish Language, and Spanish Literature

Passing scores on AP exams continued to be strong as participation numbers increased

Average SAT score increased overall from 2024 to 2025.

88 students completed Associate Degree programs by 2024 - 2025.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: AP scores are low in several content areas and do not meet state standards.

Root Cause: Low AP scores in some content areas that do not align with state performance standards may be attributed to a combination of factors, including insufficient rigor and alignment in AP classroom instruction, limited AP teaching experience and content-specific training among some teachers, and the absence of an AP student-parent contract, which has resulted in inconsistent expectations, accountability

Problem Statement 2 (Prioritized): Special Education (SPED) and Emergent Bilingual/English Language Learner (ELL) students are demonstrating below-expected performance on EOC assessments, indicating a need for strengthened instructional supports, targeted interventions, and alignment of learning strategies to meet their individual needs.

Root Cause: Instructional practices have not consistently addressed the diverse learning needs of Special Education and Emergent Bilingual/ELL students. Teachers need additional support and professional development in implementing differentiated instruction, effective classroom accommodations, and evidence-based instructional strategies aligned to student IEPs, language needs, and individual learning profiles

Problem Statement 3: A limited number of students are achieving Meets or Masters performance levels on EOC assessments, indicating a need for targeted instructional strategies,

increased academic support, and data-driven interventions to accelerate student achievement.

Root Cause: Inconsistent instructional rigor, lesson planning, and use of student data during PLCs have limited teachers' ability to identify learning gaps, provide targeted interventions, and adjust instruction to meet the needs of all learners.

Problem Statement 4: Low scores in standardized tests (e.g. PSAT, SAT, ACT, ASVAB and TSI

Root Cause: Rigor in the classroom, not enough exposure to practice tests, students lacking proficiency in writing and computational skills, no instructional strategies for standardized test.

School Culture and Climate

School Culture and Climate Summary

Stafford High School will foster a positive, inclusive school culture and climate where respect, fairness, trust, and accountability are consistently demonstrated. Through celebrations, recognition, student engagement, and equitable access to opportunities, the school will promote strong relationships, reduce behavior concerns, and support continuous academic, social, and emotional growth for all students.

School Culture and Climate Strengths

School culture and climate strengths at Stafford High School include:

- Displays of student work on campus bulletin boards and in classrooms
- Posters/advertisements for upcoming community events
- Verbal praise and recognition of students by adults; collegiality and camaraderie among staff members
- Collaboration and mentorship of staff members
- Frequent celebrations and accolades for students and staff
- Reduced number of student conflicts (verbal and physical)
- Diverse classroom libraries and resources
- Inclusivity amongst students and staff regarding differences in race, religion, sexuality, gender, and socioeconomic differences
- Comparable pay (to relatable districts) for staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student engagement, sense of belonging, and school spirit are below desired levels, resulting in decreased student participation, connection to the school community, and investment in academic and extracurricular success.

Root Cause: Inconsistent planning, communication, and participation in school spirit initiatives have limited student/staff buy-in, connection, and sense of belonging.

Problem Statement 2: Students are not adequately prepared for the academic, career, and life-management steps required for postsecondary success. Gaps in college and career readiness, self-advocacy, and transition planning limit students' ability to effectively pursue and succeed in postsecondary education, training, and employment opportunities.

Root Cause: Students are unprepared for postsecondary success due to limited counseling support, insufficient teacher training and student awareness, lack of early exposure to college and career opportunities, and low student buy-in toward postsecondary planning.

Problem Statement 3: Students have limited exposure to postsecondary resources, workforce opportunities, and cultural learning experiences beyond the classroom, which reduces their awareness and preparedness for future education and career pathways.

Root Cause: Students have limited opportunities to participate in college visits, career fairs, and educational field trips, which reduces their awareness of postsecondary options and career pathways.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Stafford High School is committed to attracting and retaining a high-quality, diverse faculty and staff who reflect and support the needs of its students. By fostering strong relationships, academic excellence, and workforce stability, the campus will ensure every student receives the support needed to succeed, guided by the commitment: *“Every student, every day, whatever it takes.”*

Staff Quality, Recruitment, and Retention Strengths

Stafford High School continues to strengthen instructional capacity through an experienced and highly qualified faculty. Teacher experience is increasing, particularly in the 11-20 year range, while advanced degree attainment continues to grow. Faculty members collaborate through common planning time, vertical alignment efforts, and data teams to ensure consistent, data-driven instruction across grades 9-12. Teachers regularly incorporate literacy and writing strategies, utilize research-based instructional practices, and receive support from reading and math specialists to address student needs.

The district remains committed to recruiting and retaining high-quality educators through competitive salaries, financial incentives, mentorship programs, professional development opportunities, and ongoing support. These efforts have contributed to increased teacher retention and the development of a skilled workforce focused on improving student outcomes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Stafford Municipal School District does not consistently showcase its unique strengths, programs, and accomplishments, limiting opportunities to distinguish itself from neighboring districts. As a result, student achievements, staff successes, and district programs are not fully recognized or celebrated, reducing community awareness, engagement, and district pride.

Root Cause: Stafford MSD is often overshadowed by surrounding districts due to limited marketing and community outreach efforts. The absence of a dedicated Public Relations Director, coupled with insufficient partnerships with local businesses and neighboring schools, reduces opportunities to promote and celebrate district programs, student achievements, and organizational successes.

Problem Statement 2: Stafford Municipal School District provides limited opportunities for employee advancement and professional growth, which may impact staff retention, leadership development, and overall job satisfaction. Expanding clear career pathways and advancement opportunities is essential for attracting, developing, and retaining high-quality personnel.

Root Cause: Opportunities for employee advancement are limited because surrounding school districts offer more defined leadership pathways, career growth opportunities, and professional development options, making it challenging to attract, develop, and retain employees seeking advancement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Stafford High School will continuously refine its curriculum, instruction, and assessment practices to improve student achievement, with a focus on critical writing, academic rigor, and multiple checks for understanding. By aligning curricular, assessment, and administrative systems, the campus will establish clear instructional expectations, promote high-quality teaching practices, and ensure all students engage in meaningful learning experiences that support continuous academic growth and college, career, and military readiness.

Curriculum, Instruction, and Assessment Strengths

Curriculum, instruction, and assessment strengths include:

Increased focus on classroom walkthroughs and subsequent feedback by administrators, instructional specialists, and department head

Data-driven decision making at the classroom, campus, and district level

Weekly instructional planning meetings facilitated by the Secondary Instruction Coordinator

Increased focus on literacy and writing across the content areas

Increased focus on numeracy proficiency and mathematics achievement campus-wide

Implementation of Student Learning Objectives (SLOs)

Increase in students scoring on level and masters in Biology and History EOCs

Increase in Sp-Ed students scoring approaches, on level and masters across all grade/ all subjects

Increase in students taking the AP Language, AP Literature, and AP Spanish Literature

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Stafford High School has a low percentage of students achieving the Meets and Masters performance levels on End-of-Course (EOC) assessments. Additionally, instructional focus is often concentrated on STAAR-tested courses, limiting emphasis on rigor and achievement in non-tested content areas, which impacts overall student achievement and college, career, and military readiness.

Root Cause: Low student performance at the Meets and Masters levels is driven by inconsistent instructional rigor, low academic expectations, and a focus on minimum state assessment requirements. Additional factors include a lack of teacher cohesiveness, inconsistent curriculum pacing across classrooms, limited instructional resources, and insufficient common planning time for collaboration and alignment.

Problem Statement 2: Stafford High School offers limited professional development opportunities tailored to specific content areas and grade levels, resulting in inconsistent

instructional practices and a reduced capacity to meet students' unique academic needs.

Root Cause: Professional development is often too generalized, limiting content- and grade-level specific support. Teachers need targeted training and research-based instructional strategies that can be effectively applied across all content areas to increase rigor and student achievement.

Family and Community Engagement

Family and Community Engagement Summary

Stafford High School annually provides a variety of opportunities for parents and community stakeholders to engage with the school. These activities range from academic programs to extracurricular and co-curricular events and are offered two to three times each month throughout the school year. While the school actively seeks parent involvement, the pool of volunteers remains limited. As a result, online training opportunities may be beneficial in increasing parent participation and preparedness for volunteer roles. The school maintains effective communication with families through multiple channels, including the school website, newsletters, event calendars, the campus marquee, and ParentSquare. However, contacting some families remains a challenge due to inaccurate or outdated contact information.

Family and Community Engagement Strengths

Stafford High School has seen a steady increase in the number of parents attending the Fall and Spring Open Houses. The increase in the number of parents attending the Course Selection Fair and Parent University sessions focused on Postsecondary Planning reflects a genuine interest from the community in understanding the importance of high school course planning. Stafford High School has sponsored, with various clubs, the Freshman orientation camp at the start of the year and seen an increase each year in the number of attendees for both students and parents. Each year the school has a Veterans Day program for the community and Veterans in the area in November. The campus also hosts a super-senior breakfast once a month during the school year as an outreach program for the community. We have strong parent participation through our Booster Club organizations for Athletics and the High School Band.

Weekly parent updates via the Outdialer system, Parent Square, and the district's Facebook and Twitter pages have increased information dissemination to parents and community stakeholders.

The district will continue to train teachers in differentiated instruction, ESL strategies, and Inclusion strategies to be used with all students.

District and Campus RTI teams will continue to identify students needing interventions throughout the school year.

Stafford High School has implemented 9-12 grade-level sponsors to assist each class with parental and school support for activities throughout their high school years, culminating in senior activities.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Despite offering a variety of academic and extracurricular engagement opportunities and communicating through multiple channels, parent and student attendance at school events remains low.

Root Cause: Parent and student attendance at school events remains low, partly because some parents believe high school students are old enough to manage their education independently and may not recognize the importance of continued parent involvement and communication.

Problem Statement 2: Lack of parental involvement in student learning limits opportunities for collaboration between home and school, which can negatively impact student academic success and engagement.

Root Cause: Many parents have limited involvement in their high school students' learning because they believe their students can function independently, while communication barriers, scheduling constraints, and limited opportunities for engagement further reduce participation.

Problem Statement 3: The lack of PTO membership and parental volunteers at the campus level limits family engagement, reduces support for school activities and programs, and weakens partnerships between the school and the community.

Root Cause: Parental volunteerism and PTO participation are low due to limited awareness, competing family and work responsibilities, communication challenges, and the perception that parental involvement is less important at the high school level.

School Organization

School Organization Summary

Stafford High School has sixty-five full-time teachers and 5 paraprofessionals. The pupil-to-teacher ratio is 21:1 in English, 22:1 in Foreign Language, 23:1 in Science and Mathematics, and 25:1 in Social Studies. There are eight instructional periods at Stafford High School. Each core content area (English, Social Studies, Science, and Mathematics) that is STAAR tested has a daily common planning period. Common planning time is used for instructional planning, assessment planning, technology training, and data review. Teachers also receive an additional non-instructional conference period. This period is used for a common planning meeting among department leaders, held monthly. Campus administration meets with department chairs to disseminate information to the faculty at large; department chairs use this time to communicate items of importance or concern to the administration each week. Stafford High School Administration frequently collaborates with Stafford Middle School Administration to coordinate efforts and share resources (personnel, funding, etc.). Faculty meetings are held once a month to disseminate information and provide teachers with instructional strategies. The activation of campus committees also serves as a communication structure among divisions across campus, such as public relations, discipline, attendance, culture, and safety & security. The Administrative team meets weekly (standing meeting) and daily (informal meeting) to communicate about school safety, personnel issues, and instructional matters that require supervision and coordination.

School Organization Strengths

- Instructional monitoring by Administrative team maintains a structured learning environment and provides feedback on how to improve the classroom instruction.
- Electronic communication, an electronic master calendar, PA announcements, and the school website keep the faculty informed on events in the life of the school.
- Core content subject teacher (English, Math, Science and Social Studies) have a common conference period with their respective department. Teachers can work together, by department, to align curriculum vertically.
- Awareness of campus and district goals and action plans; increased communication through the data team process
- Interventionist support teachers through push ins/pullouts.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Teachers are not consistently following the established chain of command when seeking assistance within their departments, and new teachers are not receiving the necessary support and guidance from department chairs and assigned mentors.

Root Cause: Inconsistent communication practices and unclear accountability for mentoring and support roles have resulted in new teachers not receiving adequate guidance and staff not consistently following the departmental chain of command.

Problem Statement 2: Teachers do not consistently demonstrate a shared sense of responsibility for implementing and supporting the School Improvement Plan, resulting in inconsistent execution of campus goals and initiatives.

Root Cause: A lack of collective ownership, clear accountability, and consistent communication has resulted in teachers not fully embracing a shared responsibility for implementing the School Improvement Plan and achieving campus goals.

Technology

Technology Summary

Stafford High School is a technology-rich campus designed to support effective teaching and learning. The school features one dedicated computer lab, four instructional computer lab classrooms, and six Computers on Wheels (COWs) available for daily classroom use. In addition, iPads are available for checkout by teachers throughout the school year. Each classroom is equipped with a mounted projector, and most classrooms also include document cameras that can be used with teacher-issued laptops.

Technology integration is further supported by a campus Technology Specialist who provides ongoing professional development and training for staff. These training opportunities help teachers effectively incorporate technology into instruction, enhance curriculum development, and promote collaboration. The technology resources available at Stafford High School positively impact classroom instruction by increasing student engagement, fostering higher-order thinking skills, and supporting student-centered learning.

As technology-based instructional platforms, such as Microsoft Teams, continue to expand, there is an increasing need for ongoing training and support for both teachers and students. Ensuring that students have access to these digital tools and receive appropriate training will be essential for maximizing the effectiveness of technology-enhanced learning and preparing students for success in a digital environment.

Technology Strengths

We are a 1-to-1 campus with iPads

Increased bandwidth has allowed more access while on campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are not consistently using iPads as an instructional tool to promote interactive, student-centered learning and increase student engagement.

Root Cause: Teachers have limited training and experience in effectively integrating iPads into daily instruction and classroom procedures to support interactive learning and student engagement.

Priority Problem Statements

Problem Statement 1: Special Education (SPED) and Emergent Bilingual/English Language Learner (ELL) students are demonstrating below-expected performance on EOC assessments, indicating a need for strengthened instructional supports, targeted interventions, and alignment of learning strategies to meet their individual needs.

Root Cause 1: Instructional practices have not consistently addressed the diverse learning needs of Special Education and Emergent Bilingual/ELL students. Teachers need additional support and professional development in implementing differentiated instruction, effective classroom accommodations, and evidence-based instructional strategies aligned to student IEPs, language needs, and individual learning profiles

Problem Statement 1 Areas: Student Achievement

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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Goals

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 1: The percentage of all students (original) scoring "Meets" or higher on the English I STAAR, EOC Assessment will increase from 45.85% to to 60%, and "Masters" will increase from 6.5% to 15%.

Evaluation Data Sources: Writing DA/CBA scores (formative), Journals, STAAR results (summative), TTESS observations, data talks, and related walkthroughs, student work and writing samples that align with the TEKS, data team minutes, progress reports, report cards, student centered projects, in school and after school interventions, tutorial attendance and reading DBA/CBA results.

Strategy 1 Details	Reviews			
Strategy 1: A variety of activities, instructional strategies, and increased rigor by requiring higher-level thinking, critical writing, and vocabulary building will be implemented to ensure that student achievement and optimal learning support proficiency on all state and college readiness assessments. All ELA classes will utilize a common classroom structures and strategies checklist to establish consistent expectations and instructional practices. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Unit Assessments: Reading, ECR, Revising and Editing Exit Tickets Student-Centered Instruction Progress STAAR scores TELPAS Results Classroom Walkthroughs Campus-Based Assessment ACT, SAT, PSAT, and TSI test results STAAR question stems SIOP strategies for ELL students Item analysis TEKS Resource System Gallery Walks Literacy Circles Microsoft Teams Open-Ended Questions Explicit Vocabulary Instruction Word Walls Academic Language Bloom's Taxonomy Say-Mean-Matter NewsELA Kagan Strategies Magic School Staff Responsible for Monitoring: Campus Administration Teachers Counselors Department Chairs Secondary Instruction Coordinator Reading specialist College and Career Director TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All teachers use readiness standards to create common assessments. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Common Formative Assessment results Data team meetings/data walls TTESS Walkthroughs and analysis Data talks with TTESS Administrator Campus benchmark test results PSAT test results Backwards Planning Magic School Staff Responsible for Monitoring: Campus Administration Reading Specialist Secondary Instruction Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide relevant STAAR reading and writing instruction in English classes. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: Microsoft Teams State Assessment Results Performance Indicators Common Formative Assessments Exit Tickets Student journal entries Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Reader's and Writer's Workshops Staff Responsible for Monitoring: Campus administration Content Specialist Secondary Instruction Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Data teams will disaggregate data, analyze student performance, and plan appropriate interventions and instruction. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Magic School Staff Responsible for Monitoring: English Dept. Reading Specialist Secondary Instruction Coordinator Campus administration		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide instructional, purposeful small reading groups to students in need. Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results RTI SLO Staff Responsible for Monitoring: English Dept. Reading Specialist		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Teachers will introduce students to informational text, teach interdisciplinary lessons, and incorporate writing/reading in all lessons. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: Microsoft Teams State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Newsela Magic School Staff Responsible for Monitoring: Instructional Faculty		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Provide in-school, out- of- school, and half-day interventions for students at-risk of not meeting standards on the ELA STAAR. Critical Success Factors CSF 1, CSF 2, CSF 4 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Tutorial attendance Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Staff Responsible for Monitoring: ELA Dept. Campus Administration		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 2: The percentage of all students (original) scoring "Meets" or higher on the English II Assessment will increase from 60.28% to 65%, "Masters" will increase from 5.57% to 20%.

Evaluation Data Sources: Writing DBA/CBA scores (formative), Journals, STAAR results (summative), TTESS observations, data talks, and related walkthroughs, student work and writing samples that align with the TEKS, data team minutes, progress reports, report cards, student centered projects, in school and after school interventions, tutorial attendance and reading DBA/CBA results

Strategy 1 Details		Reviews			
Strategy 1: A variety of activities, instructional strategies, and increased rigor by requiring higher-level thinking, critical writing, and vocabulary building will be implemented to ensure that student achievement and optimal learning support proficiency on all state and college readiness assessments. All ELA classes will utilize a common classroom structures and strategies checklist to establish consistent expectations and instructional practices. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Unit Assessments: Reading, ECR, Revising and Editing Exit Tickets Student Centered Instruction Progress STAAR scores TELPAS Results Classroom Walkthroughs Campus Based Assessment ACT, SAT, PSAT, and TSI test results STAAR question stems SIOP strategies for ELL students Item analysis TEKS Resource System Gallery Walks Literacy Circles Microsoft Teams Open-Ended Questions Explicit Vocabulary Instruction Word Walls Academic Language Bloom's Taxonomy Say-Mean-Matter NewsELA	Formative		Summative		
	Nov	Jan	Mar	June	

Kagan strategies
Magic School
Staff Responsible for Monitoring: Campus Administration
Teachers
Counselors
Department Chairs
Secondary Instruction Coordinator
Reading specialist
College and Career Director

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

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Strategy 2 Details	Reviews			
Strategy 2: All teachers use readiness standards to create common assessments. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Common Formative Assessment results Data team meetings/data walls TTESS Walkthroughs and analysis Data talks with TTESS Administrator Campus benchmark test results PSAT test results Backwards Planning Magic School Staff Responsible for Monitoring: Campus Administration Reading Specialist Secondary Instruction Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide relevant STAAR reading and writing instruction in English classes. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: Microsoft Teams State Assessment Results Performance Indicators Common Formative Assessments Exit Tickets Student journal entries Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Reader's and Writer's Workshops Magic School Staff Responsible for Monitoring: Campus administration Reading Specialist Secondary Instruction Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Incorporate pre and post assessments (CFA) to gauge instructional impact. Data teams will disaggregate data, analyze student performance, and plan appropriate interventions and instruction. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results Magic School Staff Responsible for Monitoring: English Dept. Secondary Instruction Coordinator Campus administration		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide instructional, purposeful small reading groups to students in need. Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results RTI SLO Staff Responsible for Monitoring: English Dept. Reading Specialist		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers will introduce students to expository text, teach interdisciplinary lessons, and incorporate writing/reading in all lessons. Critical Success Factors CSF 1, CSF 2 Strategy's Expected Result/Impact: Microsoft Teams State Assessment Results Performance Indicators Lesson Plans Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results NewsELA Magic School Staff Responsible for Monitoring: Instructional Faculty	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide in-school, out- of- school, and half-day interventions for students at-risk of not meeting standards on the ELA STAAR. Critical Success Factors CSF 1, CSF 2, CSF 4 Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Tutorial attendance Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results PSAT test results NINJA Staff Responsible for Monitoring: ELA Dept. Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 3: The percentage of all students (original) scoring "Meets" or higher on the Algebra 1 STAAR EOC Assessment will increase from 40% to 42%, "Meets" and "Masters" will increase from 12.96% to 18%.

The percentage of Hispanic students scoring "Meets" or higher on the Algebra 1 STAAR EOC Assessment will increase from 33.33% to 38%, "Meets" and "Masters" will increase from 7.32% to 13%.

The percentage of SPED students scoring "Meets" or higher on the Algebra 1 STAAR EOC Assessment will increase from 28.95% to 34%, "Meets" and "Masters" will increase from 10.53% to 13%.

Evaluation Data Sources: Math benchmark scores (formative), STAAR results (summative), CFAs, T-TESS observations, data talks and related walkthroughs, student work samples that align to the TEKS, data team minutes, progress reports, report cards, student-centered projects, and in-school and after-school intervention, feedback from teachers, specialist, principals, and instructional coaches

Strategy 1 Details	Reviews			
Strategy 1: A variety of activities and instructional strategies will be implemented to ensure that student achievement and learning support proficiency on all state and college readiness assessments. Incorporate mathematical vocabulary daily talks in the Math Classroom. Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Literacy in Math, Item Analysis, TEKS Resource System, Gallery Walks, Kahoot-It, Kagen Structures, Magic School Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, Department Chairs, Secondary Instruction, Coordinator, Math and English Specialists, College and Career Director TEA Priorities: Build a foundation of reading and math Funding Sources: - 199: General Fund - \$24,600, - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Incorporate pre- and post- assessments (CFAs) to drive instruction. Conduct benchmark assessments based on the yearly Curriculum Based Assessment (CBA) schedule Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Literacy in Math, Item Analysis, TEKS Resource System, Gallery Walks, Kahoot-It, Kagen Structures, Magic School Staff Responsible for Monitoring: Secondary Instruction Coordinator, Campus Administration, Math Specialist, Math Department Chair TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide Math lesson modeling for Math teachers Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Literacy in Math, Item Analysis, TEKS Resource System, Gallery Walks, Anchor Charts, Manipulatives, Kahoot-It, Kagen Structures, Magic School Staff Responsible for Monitoring: Secondary Instruction Coordinator, Math Specialist, Math Department Chair TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Provide tutorials for students at-risk of not meeting standards on the Algebra 1 STAAR EOC Exam. Critical Success Factors: CSF 1, CSF 2, CSF 4 Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Literacy in Math, Item Analysis, TEKS Resource System, Gallery Walks, Anchor Charts, Manipulatives, Kahoot-It, Kagen Structures, Magic School Staff Responsible for Monitoring: Math Department, Math Department Chair, Campus Administration, Math Specialist TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Effective and appropriate use of technology to differentiate instruction and drive learning Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Anchor Charts, Item Analysis, Kahoot-It, Khan Academy, TI-Nspire and Related Strategies, TI-Navigator Staff Responsible for Monitoring: Secondary Instruction Coordinator, Math Specialist, Math Department Chair TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase overall rigor by requiring higher-level thinking, critical writing, and vocabulary building. Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Anchor Charts, Open-Ended Questions, Explicit Vocabulary Instruction, Item Analysis, Academic Language Staff Responsible for Monitoring: Campus Administration, Secondary instruction Coordinator, Math Specialist, Math Department Chair TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Identify students who have been unsuccessful on previous attempts at STAAR EOCs and implement targeted instruction. Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: Math Lab and TSI Classes, RTI Strategies (all tiers), Small Group Instruction, Targeted Instruction by Objective, Faculty Collaboration, Data from Eduphoria Staff Responsible for Monitoring: Campus Administration, Counselors, Instructional Faculty, Testing Coordinator, Data Specialist, Instructional Specialist, Math Department Chair TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Promoting interventions for Tier I and II students, including half days Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Anchor Charts, Open-Ended Questions, Explicit Vocabulary Instruction, Item Analysis, Academic Language Staff Responsible for Monitoring: Campus Administration, Secondary instruction Coordinator, Math Specialist, Math Department Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Support academic growth for our EB/ELL/ESL/LEP students by incorporating the "7 steps to a language-rich environment." Strategy's Expected Result/Impact: State Assessment Results, Performance Indicators, Common Formative Assessments, Exit Tickets, Student-Centered Projects, Progress STAAR Scores, TELPAS Results, Classroom Walkthroughs, Campus Benchmark Results, PSAT Results, STAAR Question Stems, SIOP Strategies for ELs, Literacy in Math, Item Analysis, TEKS Resource System, Gallery Walks, Anchor Charts, Manipulatives, Kahoot-It, Kagen Structures, Magic School, 7 steps to a language-rich environment Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, Department Chairs, Secondary Instruction, Coordinator, Math and Specialists	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 4: The percentage of all 11th Grade students in U.S. History scoring "Meets" or higher scoring meets or higher on the US History STAAR EOC will increase from 72% to 76%, and masters will increase from 36% to 45%. Also, 62% goal of "Meets" or higher with student population demographics including, Hispanic, African-American, Asian American students for the STAAR EOC Assessment.

Evaluation Data Sources: US History benchmark scores (formative), STAAR results (summative), TTESS observations, data talks, and related walk-throughs, student work that align to the TEKS, data team minutes, progress reports, report cards, student centered projects, district benchmark result, and in class and afterschool tutorial and district benchmark results.

Strategy 1 Details	Reviews			
Strategy 1: Critical Success Factors CSF 1, CSF 2 A variety of activities and instructional strategies will be implemented to insure that student achievement and optimal learning support proficiency on all state and college readiness assessments. Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Common Formative Assessments Exit Tickets Inquiry based learning Student Centered Projects Progress STAAR scores TELPAS Results Classroom Walkthroughs Campus benchmark test results Socratic Seminar STAAR question stems SIOP strategies for ELL students Item analysis TEKS Resource System Gallery Walks HIPP analysis Kahoot PACING Guide/YAG TEAMS/Blackboard/OPEN LMS use for assignments and student resources PLC Meeting Daily- Common planning period Staff Responsible for Monitoring: Campus Administration US History Teachers Counselors Department Chair Secondary Instruction Coordinator College and Career Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Critical Success Factors CSF 1, CSF 2, CSF 4 Provide in-school and after school tutorials for students who are at-risk of not meeting standards on the US History STAAR. Strategy's Expected Result/Impact: State Assessment Results Performance Indicators Lesson Plans Friday Night Lights attendance pullouts/Saturday instruction tutorials Friday Half Day Interventions Tutorial attendance Pre and Post Assessment Results Data talks/data wall Student Centered Projects Progress STAAR scores TELPAS Results TTESS Walkthroughs and analysis Campus benchmark test results Khan Academy Staff Responsible for Monitoring: Campus Administration US History Teachers Counselors Department Chair Secondary Instruction Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Critical Success Factors CSF 1, CSF 2, Increase overall rigor by requiring higher level thinking, critical writing, and vocabulary building. Strategy's Expected Result/Impact: Walkthroughs Lesson Plans Word Walls Data Talks Open Ended Questions Socratic Seminar Blackboard/OPEN LMS use for assignments and student resources Writing across the curriculum (Grades 9-12) Document Based Question Assignment Short Answer Analysis Questions Staff Responsible for Monitoring: Campus Administration Teachers Counselors Department Chair Secondary Instruction Coordinator TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4) Critical Success Factors Identify students who have been unsuccessful on previous STAAR EOCs and provide targeted interventions. Strategy's Expected Result/Impact: MTSS- all Tiers small groups faculty collaboration eduphoria Targeted Instruction by Objective and/or TEKS Blackboard/OPEN LMS and TEAMS use for assignments and student resources STAAR tutorials during intersessional days and summer Staff Responsible for Monitoring: Campus Admin Teachers of Record Counselors Testing Coordinator Data Specialist Social Studies Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Tier 2 Intervention for EOC US History during half day calendar days for the school year. Strategy's Expected Result/Impact: Provide in-school and out- of- school intervention for students at-risk of not meeting standards on the ELA STAAR State Assessment Results Performance Indicators Tutorial attendance Student Centered Projects Progress STAAR scores Campus benchmark test results Staff Responsible for Monitoring: US history teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 5: The percentage of all students in Biology scoring "Meets" or higher will increase from 67% to 72%, and master from 17% to 22% on the STAAR EOC Assessment including subpopulations of Black/African American from 66% to 70% and Hispanic from 70% to 74%.

Evaluation Data Sources: Biology benchmark scores (formative), STAAR results (summative), District Interim Test Scores, TTESS observations, data talks, and related walk-throughs, student work and writing samples that align to the TEKS, data team minutes, progress reports, report cards, student-centered projects, district benchmark result, in class and after school tutorial and district benchmark result.

Strategy 1 Details	Reviews			
Strategy 1: Critical Success Factors CSF 1, CSF 2 1) A variety of activities and instructional strategies will be implemented to ensure student achievement and optimal learning support proficiency on all state and college readiness assessments. 2) Increase overall rigor by requiring higher-level thinking using critical thinking and differentiated instruction. Strategy's Expected Result/Impact: SIOP strategies for ELL students Summit K-12 State Assessment Results Performance Indicators Common Formative Assessments Exit Tickets Inquiry-based learning Student-Centered Projects Progress STAAR scores TELPAS Results Classroom Walkthroughs Campus benchmark test results Vocabulary Rings Khan Academy Lesson Plan STAAR question stems Item analysis TEKS Resource System Word Wall Gallery Walks Kahoot/Blookit/Quizizz/Near Pod Tier-2 Interventions during half days Staff Responsible for Monitoring: Campus Administration Biology Teachers Counselors Department Chair Secondary Instruction Coordinator College and Career Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 2) Provide tutorials for students who are at-risk of not meeting standards on the Biology STAAR Strategy's Expected Result/Impact: SIOP strategies for ELL students State Assessment Results Performance Indicators Common Formative Assessments Exit Tickets Inquiry-based learning Student-Centered Projects Progress STAAR scores TELPAS Results Classroom Walkthroughs Campus benchmark test results Vocabulary Rings Khan Academy Lesson Plan STAAR question stems Item analysis TEKS Resource System Gallery Walks Kahoot Pull-out Interventions Biology Blitz Tutorial Games Staff Responsible for Monitoring: Campus Administration Biology Teachers Counselors Department Chair Secondary Instruction Coordinator College and Career Directo	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Critical Success Factors: CSF 1, CSF 2 Identify students who have been unsuccessful on previous attempts at STAAR EOCs and implement targeted instruction. Strategy's Expected Result/Impact: MTSS strategies Small-Group Instruction Targeted Instruction by Objective Faculty Collaboration Data from Eduphoria Pull-Out Interventions Staff Responsible for Monitoring: Campus Administration Counselors Instructional Faculty Testing Coordinator Data Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use Teams to provide instruction to students that can track progress toward learning objectives. Strategy's Expected Result/Impact: Teams will provide a personalized experience learning opportunities for students' work at their own pace. Staff Responsible for Monitoring: The teacher will monitor students' pace and adjust instruction according to the needs of the students.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student performance and maximize learning for all students

Performance Objective 6: The percentage of Class of 2027 graduates meeting at least one CCMR indicator will increase from 99% (Class of 2026 final) to 100% by July 2027.

What we're watching	Goal by May 2027	Where we check it
TSIA2, both subjects met	60% of seniors	TSIA2 score reports
Dual credit, 3+ college hours	60% of seniors	HCC transcripts
Industry certification earned	40% of CTE concentrators	Vendor rosters + PEIMS
AP score of 3 or better	15% of seniors	College Board reports
Enlistment documented	100% of enlistees	DD-4 collected before graduation
CCMR overall	100%	TEA verifier file

Evaluation Data Sources: STAAR EOC

TSI Criteria - Both Subjects

ASVAB

SAT/ACT

AP scores

Dual Credit

Students Enlisting in the Military

CTE Certifications

Strategy 1 Details	Reviews			
Strategy 1: Built-in daily interventions scheduled to target STAAR/TSI/AP prep classes Strategy's Expected Result/Impact: TSI Prep Courses Khan Academy Edmentum Teacher led instructions Staff Responsible for Monitoring: Administrators, CIA team members, Content Department Chairs, teachers, counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create TSI Math Prep class to target seniors you have not yet TSI readiness through SAT, ACT, Dual Credit, or AP Strategy's Expected Result/Impact: Class of 2027 seniors meet TSI readiness standards Staff Responsible for Monitoring: Principal, Assistant Principals, Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Sort every senior by October 1 into one of three buckets -- already met, one indicator away, nothing yet -- and give each kid in the middle bucket a named path and a deadline. Staff Responsible for Monitoring: CTE Director, Counselor	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve Attendance

Performance Objective 1: Stafford High School will maintain 95% attendance average.

High Priority

Evaluation Data Sources: Student's attendance monitored by Attendance Committee. Teachers will contact parents after a student is absent 3 class periods. Attendance committee will meet 2 per 6 weeks and notify parents by US Mail about student's attendance records.

Strategy 1 Details	Reviews			
Strategy 1: Perfect attendance earns students an extra exemption. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy: Daily Attendance Monitoring and Early Intervention: The campus will implement a proactive attendance monitoring system to improve student attendance and reduce chronic absenteeism. Action Steps: Campus staff will review attendance daily. Students with 2 absences will receive a teacher check-in to identify potential barriers and provide support. Students with 3 absences will have parent contact initiated by the teacher through ParentSquare. Students with 5 absences will be referred for a parent conference with campus administration and counselor. Students with 8 or more absences will be placed on an Attendance Intervention Plan, which may include individualized supports, attendance goals, and ongoing progress monitoring. Strategy's Expected Result/Impact: Early identification and intervention for attendance concerns will increase student attendance rates, reduce chronic absenteeism, and support improved academic achievement. Staff Responsible for Monitoring: Attendance Clerk Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Improve Special Programs

Performance Objective 1: The campus will increase the percentage of Special Education students who meet grade-level standards on the STAAR End-of-Course (EOC) assessments in the following content areas: English I from 15% to 22%, English II from 28% to 35%, Algebra I from 29% to 36%, Biology from 39% to 47%, and U.S. History from 50% to 60%.

HB3 Goal

Evaluation Data Sources: Curriculum Based Assessments, District Based Assessments, student portfolios, teacher observations, small group interventions, in school interventions, after school tutorials, STAAR (EOC) assessment results, STAAR Interim Assessment results, IEP progress reports and goal progress data, Classroom assessment data, Classroom walkthrough and observation data, Accommodation implementation documentation, and Student work samples.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing job-embedded professional learning for special education and general education teachers focused on collaborative lesson planning, co-teaching, specially designed instruction (SDI), and the effective implementation of accommodations and instructional strategies aligned to grade-level TEKS. Strategy's Expected Result/Impact: Teachers will collaboratively design and deliver high-quality, standards-based instruction that increases student engagement, ensures consistent implementation of accommodations and specially designed instruction, and improves academic outcomes for Special Education students. Staff Responsible for Monitoring: Administrators, Department Chairs, Instructional Coaches, General Education and Special 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Expand the implementation of the co-teaching model to increase opportunities for Special Education students to receive high-quality instruction in the least restrictive environment (LRE), while ensuring access to grade-level curriculum, appropriate accommodations, and specially designed instruction. Strategy's Expected Result/Impact: Special Education students will have increased access to grade-level instruction in the least restrictive environment (LRE), resulting in improved academic achievement, greater engagement, and increased percentages of students meeting grade-level standards on the STAAR (EOC) assessments. Staff Responsible for Monitoring: Administrators, Department Chairs, Instructional Coaches, General Education and Special Education Teachers. ESF Levers: 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 3 Details		Reviews			
Strategy 3: Case Monitors will conduct and document check-ins every two weeks with students on their caseload to monitor academic progress, attendance, behavior, and social-emotional well-being. Based on student needs, case managers will coordinate timely interventions, ensure appropriate supports are implemented, and communicate with teachers and families to promote student success. Strategy's Expected Result/Impact: Case Monitors will conduct and document check-ins every two weeks with students on their caseload to build relationships, monitor academic progress, attendance, behavior, social-emotional needs, IEP goals, and accommodations. Through consistent support and collaboration with students, teachers, and families, case managers will promote self-advocacy, accelerate progress toward IEP goals, and support students in closing academic achievement gaps. Staff Responsible for Monitoring: Administrators, Department Chairs, Instructional Coaches, General Education and Special Education Teachers. TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 4 Details		Reviews			
Strategy 4: Provide ongoing professional learning during weekly PLCs focused on differentiated small-group instruction, data-driven instructional practices, and effective intervention strategies to address the diverse learning needs of Special Education students. Strategy's Expected Result/Impact: Special Education students will demonstrate improved academic performance through targeted small-group instruction, increased engagement, and instructional supports aligned to individual learning needs resulting in increased progress toward grade-level standards. Staff Responsible for Monitoring: Administrators, Department Chairs, Instructional Coaches, General Education and Special Education Teachers. TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide monthly staff development focused on implementing effective blended learning strategies that support differentiated instruction, increase student engagement, and provide Special Education students with additional opportunities to access grade-level content and demonstrate mastery. Strategy's Expected Result/Impact: Teachers will increase their knowledge and effectiveness in implementing blended learning strategies to enhance student engagement, provide differentiated instruction, and increase access to grade-level content for all students. Staff Responsible for Monitoring: Administrators, Department Chairs, Instructional Coaches, General Education and Special Education Teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Conduct walkthroughs in co-teach and inclusion classrooms every two weeks to provide feedback and coaching on effective instructional practices, co-teaching implementation, accommodations, and supports that promote student engagement and access to grade-level instruction. Strategy's Expected Result/Impact: Special Education students will demonstrate improved academic performance through increased access to effective instructional practices, appropriate supports, and grade-level instruction. Staff Responsible for Monitoring: Administrators, Department Chairs, and Instructional Coaches. TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Improve Special Programs

Performance Objective 2: Increase the number of students scoring 3 or above on the Advanced Placement examination to the national average.

Evaluation Data Sources: AP parent/Parent University meetings, College Board curriculum implementation (lesson plans), AP testing fee waivers, AP Mock exams, MyApClassroom, December Final Exam Mock Test given for AP courses modified.

Strategy 1 Details	Reviews			
Strategy 1: AP courses will give December Semester Final Exam Mock test. This will be modified as needed depending on course time for the two hour Final exam window. Strategy's Expected Result/Impact: Students will utilize and develop test taking strategies to answer questions based on knowledge of College Board standards. They will take an AP mock exam from College Board questions for their Fall final exam. Staff Responsible for Monitoring: Campus Administration Teachers Counselors Department Chairs Secondary Instruction Coordinator College and Career Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Spring Mock Tests provided by scheduled content. Strategy's Expected Result/Impact: Students will utilize and develop test taking strategies to answer questions based on knowledge of College Board standards. Staff Responsible for Monitoring: Campus Administration Teachers Counselors Department Chairs Secondary Instruction Coordinator College and Career Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Promote differentiated instruction for students. Strategy's Expected Result/Impact: Improve AP test scores Promote rigor in the classroom	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Improve Special Programs

Performance Objective 3: Increase the percentage of students who meet TSI criteria in ELA/Reading from 29% to 50%.
Increase the percentage of students who meet TSI criteria in Mathematics to 100% (CCMR)

Evaluation Data Sources: Assessment reports, intervention lists, data trackers, Edmentum class.

Strategy 1 Details	Reviews			
Strategy 1: Provide TSI for all 10th grade students Strategy's Expected Result/Impact: Early testing will provide time for intervention and retesting Staff Responsible for Monitoring: Testing Coordinator, Assistant Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students with opportunities to retest after receiving targeted instruction Strategy's Expected Result/Impact: Increased TSI scores Staff Responsible for Monitoring: Testing Coordinator, Counselors, Department Heads TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer TSI courses and tutorials for ongoing instruction to students Strategy's Expected Result/Impact: Increased TSI scores Staff Responsible for Monitoring: CIA Department, Department Head, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Offer Edmentum class for TSI Math students. Strategy's Expected Result/Impact: Increase all students TSI Math scores. Staff Responsible for Monitoring: Classroom Teacher, Department Head, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Improve Special Programs

Performance Objective 4: All ELL students will show 20% growth on individual TELPAS and STAAR EOC assessments

Evaluation Data Sources: Assessment reports, intervention lists, data trackers, in school and after school interventions

Strategy 1 Details	Reviews			
Strategy 1: Provide campus-wide training in the 7 steps to a language rich classroom Strategy's Expected Result/Impact: Increased performance by ELL students on STAAR tests and TELPAS Staff Responsible for Monitoring: ESL Coordinator, ESL support staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement and review daily language objectives with students Strategy's Expected Result/Impact: Increased performance by ELL students on STAAR and TELPAS Staff Responsible for Monitoring: Campus appraisers, Campus ESL liaison, District ELL Coordinator, lesson plans TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Improve Special Programs

Performance Objective 5: Address the needs of the identified GT students through a variety of academic activities, such as honors classes, AP classes and dual credit courses.

Evaluation Data Sources: PSAT/STAAR results, HCC Dual Credit enrollment, AP course enrollment, student projects, GT Showcase participants.

Strategy 1 Details	Reviews			
Strategy 1: 1) Ensure students are placed in classes where teachers are GT certified. 1) Critical Success Factors: CSF 1, CSF 2 Strategy's Expected Result/Impact: Increase in Advanced Academics enrollment Increase in AP testing participation Increase in AP testing score results (score of 3 or higher) College Board training and certification Staff Responsible for Monitoring: Counselors Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Train teachers in differentiating strategies for GT students. Annual AP training. Critical Success Factors: CSF 1, CSF 2, CSF 7 Strategy's Expected Result/Impact: Lesson plans TTESS Walkthroughs Increase in AP testing score results (score of 3 or higher) Staff Responsible for Monitoring: Curriculum and Instruction Support Secondary Instructional Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers work to identify students who might fit the criteria as early as freshmen. Strategy's Expected Result/Impact: Increase in GT identified students. Staff Responsible for Monitoring: Counselors, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Improve Special Programs

Performance Objective 6: By June 2027, the campus mean SAT total will increase from 935 to at least 971 and the mean ACT composite from 15.4 to at least 19.4, matching the state average, with a stretch goal of 1010 and 20.0 for the Class of 2028

Evaluation Data Sources: Assessment reports, intervention lists, data trackers, SAT prep classes, SAT interventions during intercession and after school

Strategy 1 Details	Reviews			
Strategy 1: Provide SAT test for all juniors and seniors. Strategy's Expected Result/Impact: More opportunities to take the test Staff Responsible for Monitoring: Testing Coordinator, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hire outside contractor to provide targeted SAT tutorials on Saturday's for 11th graders Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide SAT prep into curriculum for all junior and senior level English and math courses. In math classes, this includes a weekly SAT topic covered at the beginning of the week and incorporated into assessments throughout the class. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Curriculum department, department heads, assistant principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Incorporate PSAT talks for 9th and 10th graders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Social Studies classes will implement one day a month to incorporate vocabulary learning strategies to assist in their subject as well as for SAT/ACT prep. Social Studies teachers will utilize a historical reading/speech excerpt to assist students with how to examine hypotheses, interpret data, and consider the implications of the given information in a reading passage, chart, data table or graphs. Strategy's Expected Result/Impact: Increase English/Reading opportunities for SAT improvement. Staff Responsible for Monitoring: Social Studies Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The first Monday of each month the Science department will incorporate practice problems from SAT, ACT, and PSAT into warm-ups or exit tickets. Strategy's Expected Result/Impact: Freshmen and Sophomore science classes will use PSAT practice questions as either warm-ups or exit tickets. Junior science classes will use SAT practice questions as either warm-ups or exit tickets. Senior classes will use ACT practice questions as either warm-ups or exit tickets. Staff Responsible for Monitoring: Provide the questions and strategies to answer practice questions. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Improve Special Programs

Performance Objective 7: By June 2027, 85% of students enrolled in a CTE course will be in a coherent sequence -- two or more courses, at least two credits, in the same program of study -- up from 75% Of those in a sequence aligned to an approved certification, 100% will attempt at least one Level I or Level II certification and 60% will earn it

Evaluation Data Sources: Course enrollment by student group, Spring Open House and Course Selection Fair, increase in College and Career Readiness Indicator percentage.

Strategy 1 Details	Reviews			
Strategy 1: Ensure students enrolled in appropriate courses receive Level I or Level II industry-based certifications. Evaluation Data Source(s) Strategy's Expected Result/Impact: Enrollment data, exam certification results	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Improve Special Programs

Performance Objective 8: By June 2027, the percentage of students in grades 11 and 12 enrolled in at least one dual credit course will increase from 32% to 60%. Within the Class of 2027, 25% will earn 12 or more transferable college hours and 10% will finish an associate degree or Level I certificate by graduation

Evaluation Data Sources: Enrollment data, Spring Open House and Course Selection Fair attendance and interest data.

Strategy 1 Details	Reviews			
Strategy 1: Increase advertising and notoriety of Dual Credit opportunities and programs Strategy's Expected Result/Impact: Enrollment data	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Improve Special Programs

Performance Objective 9: Increase the LEP passing percentages in STAAR English I EOC scores from 33% to 50%, STAAR English II scores from 59% to 75% and STAAR Algebra I scores from 50% to 75% in order to close the achievement gap between the LEP population and the general student population.

High Priority

HB3 Goal

Evaluation Data Sources: CBA, DBA, checkpoints, teacher observation

Goal 3: Improve Special Programs

Performance Objective 10: Graduate 100% of students enrolled in QUEST program on-time or earlier than their projected graduation when they enter the program.

Evaluation Data Sources: Student progress, transcript review

Strategy 1 Details	Reviews			
Strategy 1: Regular monitoring of student progress Home Visits Personalized Counseling Plans Strategy's Expected Result/Impact: Graduation of students Staff Responsible for Monitoring: Principal, Assistant Principal's, Counselors, QUEST Instructor TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve public confidence and support of the school

Performance Objective 1: Increase virtual and in-person opportunities for parental involvement by 25%.

Evaluation Data Sources: Outdialer message delivery, parent notifications (written, verbal) in both English and Spanish, Parent University (monthly college focused meeting),, and sign in sheets. Parent Advisory Committee, Campus Based Leadership Team and increase access to parent portal. Parent Square

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives and awards to parent who attend meetings	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Enhance professional development, retention, and recruiting

Performance Objective 1: Increase professional development opportunities throughout the school year

Evaluation Data Sources: Eduhero and other web-based training participation, Eduphoria documentation of professional learning, GT/AP certification, budget expenditures on professional learning (summative review),

Strategy 1 Details	Reviews			
Strategy 1: Continue to conduct survey and needs assessments in the planning of professional development activities Provide professional development specific to content Critical Success Factors: CSF 1, CSF 2, CSF 7 Strategy's Expected Result/Impact: Stakeholder feedback, professional development plan and survey participation Staff Responsible for Monitoring: Chief Academic Officer, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue after school monthly training updates for the site-based decision-making process Critical Success Factors: CSF 1, CSF 4 Strategy's Expected Result/Impact: Stakeholder Feedback, Campus Climate Survey, Follow up sessions, Walk Throughs, Data Analysis Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide opportunities for staff development that is relevant to students' instructional and emotional needs Critical Success Factors: CSF 1, CSF 2, CSF 7 Strategy's Expected Result/Impact: Sign-in sheets, T-TESS Walkthroughs and lesson plan review (to demonstrate implementation), State Assessment Staff Responsible for Monitoring: District CIA Department, Deputy Superintendent, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with opportunities to complete learning walks CSF 1, CSF 7 Strategy's Expected Result/Impact: Reflection logs and AESOP reports Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Enhance professional development, retention, and recruiting

Performance Objective 2: Recruit and retain highly-qualified faculty and staff

Evaluation Data Sources: Early identification of highly-qualified applicants, recruitment fair attendance, teacher retention rates (summative), new teacher mentors, new teacher monthly meetings and trainings.

Strategy 1 Details	Reviews			
Strategy 1: TEA Priorities Recruit, support, retain teachers and principals. Continue to meet ESSA requirements by recruiting administrators and retaining certified/ quality teachers, coaches and paraprofessionals. Critical Success Factors: CSF 7 Strategy's Expected Result/Impact: ESSA compliance Staff Responsible for Monitoring: Principal, Stafford MSD Human Resource	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TEA Priorities Recruit, support, retain teachers and principals. Reduce the teacher turnover rate by 10% Critical Success Factors: CSF 7 Strategy's Expected Result/Impact: Increased teacher retention, Reduction in the number of new hires, Reduction in turnover rate Staff Responsible for Monitoring: Campus Administration and Stafford MSD Human Resources	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: TEA Priorities Recruit, support, retain teachers and principals. Continue to provide teacher mentoring Critical Success Factors: CSF 6, CSF 7 Strategy's Expected Result/Impact: Increased teacher retention, reduction in the number of new hires and reduction in turnover rates Staff Responsible for Monitoring: Campus Administration, High School Faculty Mentors and Stafford MSD Human Resources Funding Sources: - 199: General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: TEA Priorities Recruit, support, retain teachers and principals. Develop and strengthen partnerships with local entities for continuing education/ professional learning opportunities for teachers (e.g.: Rice University, HCC, Houston-Area GT Co-op, University of Houston, TEA Region 4) Critical Success Factors: CSF 1, CSF 4, CSF 7 Strategy's Expected Result/Impact: Increased teacher retention, Reduction in the number of new hires, Reduction in turnover rates and Increase participation rates Staff Responsible for Monitoring: Campus Administration, District CIA Department and Stafford MSD Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Meet weekly to create and implement a plan for early teacher recruitment and retention Strategy's Expected Result/Impact: Increased teacher retention, quality recruitment Staff Responsible for Monitoring: Talent Aquisition, Assistant Principals, Principal TEA Priorities: Recruit, support, retain teachers and principals - - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Enhance professional development, retention, and recruiting

Performance Objective 3: Increase campus morale and culture

Strategy 1 Details	Reviews			
Strategy 1: Team building activities on/off campus Monthly celebrations -potluck, birthdays, holidays Teacher recognition Teacher incentives Building relationships among teacher, staff and administrators Sunshine Fun(Teacher's Fund) Administrative Recognition Strategy's Expected Result/Impact: Increase retention and keeps campus morale Staff Responsible for Monitoring: All campus faculty TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create teacher survey bringing new ideas for morale booster. Strategy's Expected Result/Impact: Climate Committee (1 representative per department)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide communication in a timely manner to increase staff engagement with events.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create bulletin board to recognize teachers by departments each month. Strategy's Expected Result/Impact: Increase staff moral. Staff Responsible for Monitoring: Administrative team. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Enhance professional development, retention, and recruiting

Performance Objective 4: Enhance campus communication on all levels in a timely manner

Strategy 1 Details	Reviews			
Strategy 1: Weekly newsletter - electronic Bi-Weekly Department Chair meetings to disseminate information(in person or email) Updated yearly calendar to include PD opportunities, testing dates, campus events, meetings, reporting cycle dates Electronic communication - email, text, Parent Square Campus Announcements Monthly faculty meetings Department meetings Parent Square Monthly MTSS Meetings Strategy's Expected Result/Impact: Teacher retention. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff needs to respond emails in a timely manner. Emails should be responded to within one school business day.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Any change in teacher's daily schedule or responsibilities should be communicated at least 2 days in advance.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Promote a positive, safe and orderly environment.

Performance Objective 1: Reduce incidents involving drugs, alcohol, and tobacco.

Evaluation Data Sources: Red Ribbon Week, SRO and Administrative walk through, Counselor referrals, Fort Bend Council Drug and Alcohol Counseling participation rates.

Strategy 1 Details	Reviews			
Strategy 1: Collaborating with SPD to create anonymous tip line.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Promote a positive, safe and orderly environment.

Performance Objective 2: Reduce by 5% all PEIMS reportable discipline referrals.

Evaluation Data Sources: Restorative discipline implementation, discipline committee meeting minutes, classroom level intervention (teacher held detention and parent contact logs).

Strategy 1 Details	Reviews			
Strategy 1: Annually, require all staff to be trained in the defensive model/deescalation techniques of Crisis Prevention Strategy's Expected Result/Impact: Fewer referrals Staff Responsible for Monitoring: Special Ed Coordinator, Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly, engage in a data team discussion that focuses on trends in discipline data and alternative forms of discipline Staff Responsible for Monitoring: Principal Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: During the 2024-2025 school year, the campus behavior specialist will monitor the special education students with BIPs. They will provide lessons on prevention and coping strategies. Strategy's Expected Result/Impact: Fewer referrals Staff Responsible for Monitoring: Behavior Specialist, Assistant Principals, Principal, SPED Department Chair Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: By the end of the 2024-2025 school year, create a campus based positive Behavior Support Plan for implementation during the 2025-2026 school year Staff Responsible for Monitoring: Principal, CBLT Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Create Disciplinary Flowchart Strategy's Expected Result/Impact: Decrease Teacher referrals.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Promote a positive, safe and orderly environment.

Performance Objective 3: Implement coordinated support initiatives to provide strategies to benefit mental health and wellness, in a safe and secure environment

Evaluation Data Sources: Student and staff surveys, referrals to campus counselors.

Strategy 1 Details	Reviews			
Strategy 1: The counseling team will provide professional development for teachers to help them better assess and provide strategies for social and emotional needs of students Staff Responsible for Monitoring: counselors, teachers, administrators ESF Levers: Lever 3: Integrated Student Support Systems	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Promote a positive, safe and orderly environment.

Performance Objective 4: Increase student graduation rate

Goal 6: Promote a positive, safe and orderly environment.

Performance Objective 5: SAEC

Decrease returning students to SAEC through counseling and implementation of restorative discipline.

High Priority

Evaluation Data Sources: Number of students who do not return to SAEC for another assignment.

Strategy 1 Details		Reviews			
Strategy 1: Coaching and Counseling Strategy's Expected Result/Impact: Student's will make better choices and consider consequences when making decisions. Staff Responsible for Monitoring: SAEC Admin and Teachers		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Goal 7: Enhancing Positive Behavior Supports for Special Education Students

Performance Objective 1: The campus will improve behavioral outcomes for Special Education students through the implementation of proactive behavior supports, individualized interventions, and collaborative systems that promote positive student behavior and academic success.

Evaluation Data Sources: Evaluation of this performance objective will be based on discipline referral data, behavior incident reports, suspension and removal data, behavior intervention plans (BIPs), IEP behavior goal progress monitoring, attendance data, classroom behavior tracking, case manager support records, and monitoring data collected by the behavior teacher.

Strategy 1 Details	Reviews			
Strategy 1: Implement proactive behavior supports and individualized interventions for Special Education students through consistent behavior monitoring, data analysis, and collaboration among case managers, behavior teacher, teachers, counselors, and administrators. Staff will use behavior data to identify student needs, develop appropriate supports, and adjust interventions to promote positive behavior and student success. Strategy's Expected Result/Impact: Special Education students will demonstrate improved behavior outcomes, increased engagement in the learning environment, and greater success through consistent implementation of targeted behavior supports and interventions. Staff Responsible for Monitoring: Administrators, Behavior Teacher, Counselors, General Education and Special Education Teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional learning and coaching for special education and general education staff focused on proactive classroom management strategies, de-escalation techniques, behavior supports, and effective implementation of student behavior plans to meet the individual needs of Special Education students. Strategy's Expected Result/Impact: Teachers will increase their knowledge and effectiveness in implementing proactive behavior strategies, resulting in improved classroom environments, increased student engagement, and a reduction in behavior incidents among Special Education students. Staff Responsible for Monitoring: Campus Administrators, Special Education Coordinator, Behavior Teacher, Instructional Coaches, and Department Chairs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strengthen collaboration among case managers, teachers, families, and support staff through consistent communication and shared problem-solving to address student behavioral needs and implement effective supports. Strategy's Expected Result/Impact: Increased collaboration among school staff and families will support early identification of student needs, improve consistency of behavioral interventions, and promote positive behavior outcomes for Special Education students. Staff Responsible for Monitoring: Campus Administrators, Special Education Coordinator, Counselors, Department Chairs, Behavior Teacher, Case Managers, and Classroom Teachers.	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	3	1			\$24,600.00
5	2	3			\$1,500.00
Sub-Total					\$26,100.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$1,000.00
Sub-Total					\$1,000.00