

Stafford Municipal School District

District Improvement Plan

2026-2027



Mission Statement

The mission of SMSD is to prepare each student to become college and career ready without remediation.

Call to Action

All Stafford Municipal School District students will graduate as experienced and empowered critical thinkers, equipped to be productive citizens in a global and diverse society.

Vision

Value Statement

Strategic Priority #1 - Organizational Productivity - create an effective, agile, and responsive organization, while developing an effective organizational structure.

Strategic Priority #2 - School culture or instructional efficiency - create a culture of excellence by placing teachers in classrooms that will be conducive to high-quality instruction, while addressing the social, emotional and academic needs of students, while dramatically enhancing/increasing student performance.

Strategic Priority #3 - Performance Accountability - provide efficient fiscal management and transparency, provide cutting-edge technology to safeguard student and financial data, and operation systems to enhance student performance.

Strategic Priority #4 - Curriculum Management - implement and manage a curriculum that is designed to support student learning by guiding educational experiences that will ensure students are college and/or career ready.

Strategic Priority #5 - Talent Acquisition/Human Resources - create a culture of excellence by hiring and retaining highly qualified staff.

Strategic Priority #6 - Human Capital Management - align human capital with tasks and talents crucial for student success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Districtwide Comprehensive Needs Assessment and Improvement Program

On June 4, 2026, from 8:00 am – 4:00 pm, the Stafford Municipal School District and many of its stakeholders met to discuss the comprehensive needs of the district.

Some of the data sources included:

- Parent Surveys
- Stakeholder Input
- Staff Input
- STAAR Academic Performance
- TAPR Report
- Results Driven Accountability Performance Indicators
- Discipline Data
- Staff retention – Exit data

The agenda for the Comprehensive Needs Assessment Consultation Meeting is posted below for reference.

Districtwide Comprehensive Needs Assessment Agenda

Stafford Municipal School District – Board Room

June 4, 2026

8:00 a.m. – 4:00 p.m.



Meeting Norms:

- ❖ Actively Participate
- ❖ Focus on Student Needs
- ❖ Communicate Respectfully
- ❖ Foster Inclusivity
- ❖ Take Care of Your Needs

8:00 a.m.	Breakfast and Networking	
8:30 a.m.	Greetings	Dr. Kadir Almus, Chief Academic Officer
8:40 a.m.	Purpose of Comprehensive Needs Assessment, Priorities and Requirements of Federal and State Programs Title I Title II Title III Title IV IDEA B Formula & Preschool Perkins Career & Technology	Shawna Punch, Director of Federal and State Programs Shaunte Norris, Special Education Coordinator Dr. De La Rosa, Multilingual Coordinator Verlincia Prince, Family Engagement Coordinator
9:45 a.m.	Parent/Family Engagement & Parent Feedback Survey Results	Verlincia Prince, Family Engagement Coordinator
10:00 a.m.	Unpacking STAAR & MAP Data	Dr. Kadir Almus, Chief Academic Officer
10:45 a.m.	Review of Campus Data: High School Data Report Middle School Data Report Elementary School Data Report Early Childhood Center Data Report STEM Magnet Academy Data Report	Raymond Root, Principal Marissa Vanison, Principal Janelle Toussant, Principal Twyla Hynes, Principal Ginny Liang, Principal
12:00 p.m.	Districtwide Initiatives & Updates	District Department Leaders
12:15 p.m.	Parent, Student and Community Input	Students, Parents, Community Partners in attendance
12:30 p.m.	Lunch and Networking	
1:00 p.m.	Continuous Improvement Cycle	Shawna Punch, Director of Federal and State Programs
1:15 p.m.	Campus Needs Assessment & CIP Planning Process	Campus Teams
3:45 p.m.	Closing Moves & Next Steps	Shawna Punch, Director of Federal and State Programs

Stakeholders who participated in the CNA consultation meeting on June 4, 2026, include:

Name	Organization	Role
Sarah Rodriguez	SMSD	Parent
Natalie Pintado	SMSD	Parent
Emmanuel Montes	SMSD	Student
Kevin Zhang	SMSD	Student
Marissa Vanison	SMSD Middle School	Principal
Raymond Root	SMSD High School	Principal
Tiffany Fondal	SMSD STEM Magnet Academy	Specialist
Adrienne Cook	SMSD Early Childhood Center	Counselor
Rod Rodriguez	SMSD	Fine Arts/Band Director
Diana De La Rosa	SMSD	Bilingual/ESL Coordinator
Rosalyn Hearne-Deese	SMSD Middle School	Teacher
James Almack	SMSD High School	Teacher
Maria Dela Rosa	SMSD Early Childhood Center	Registrar
Timeca Pitre	SMSD Elementary School	Aide
Erin Chavez	SMSD Elementary School	Assistant Principal
Angel Jordan	SMSD Middle School	Assistant Principal
Karen Grant	SMSD STEM Magnet Academy	Assistant Principal
Stephanie Jernigan	SMSD	Instructional Technology Coordinator
Danny McDonald	SMSD	Director of Child Nutrition
Caroline Jovel	SMSD Early Childhood Center	Receptionist
Twyla Hynes	SMSD Early Childhood Center	Principal
Ni Tang	SMSD Early Childhood Center	Teacher
Aisha Atkinson	SMSD Early Childhood Center	Assistant Principal
Donald Riggs	SMSD Middle School	Assistant Principal
Zenikka Nichols	SMSD Middle School	Teacher
Jeremy Lee	SMSD STEM Magnet Academy	Teacher
Veronica Reid	SMSD High School	Counselor
Dovran Ovezov	SMSD	Chief Financial Officer
Kathleen Blanco	SMSD	Secondary Curriculum Coordinator

Name	Organization	Role
Verlincia Prince	SMSD	Parent/Family Engagement Coordinator
Carolina Sievers	SMSD STEM Magnet Academy	Teacher
Alfred Black	SMSD High School	Assistant Principal
Vache' Hall	SMSD	Interim HR Director
Angel Jordan	SMSD Middle School	Assistant Principal
Janelle Toussant	SMSD Elementary School	Interim Principal
Ginny Liang	SMSD STEM Magnet Academy	Principal
Dr. Kadir Almus	SMSD	Chief Academic Officer
Greg Jerkins	SMSD	Director of Maintenance and Operations
Princilla Herrera	SMSD	Administrative Assistant – Multilingual
Trinise Byrd	SMSD Early Childhood Center & Elementary School	Curriculum Specialist
Margaret Fields	SMSD Early Childhood Center	Teacher
Dr. Dawn DuBose	SMSD	Chief of Schools
Shawna Punch	SMSD	Director of Federal and State Programs
Nichelle Jackson	SMSD	Administrative Assistant – Federal Programs
Shaunte' Norris	SMSD	Special Education Coordinator

10 Big Ideas (Priorities) of Needs Assessment

- 1) Address Student Learning Gaps (Intervention/Learning Loss)
- 2) Focus on Mental Health (Student, Staff, Families) – Create campus-based teams; Community in Schools; Fort Bend Council; Provide Support Programs/Student Mentorships; 10 Days of Mental Health; Use the District Convocation as the kickoff for a year of Mental Health...
- 3) Support the Specific Learning Needs of Eco Dis, SPED, and ELL students
- 4) Provide a Districtwide Focus on the Student Profile (Learning Style, Student Story, Building Relationships, Student Character Program – ex. The Leader in Me, 7 Habits of Highly Effective Teens)
- 5) **Communicate.** Uniform, Consistent, Transparent, and Timely Districtwide and Campus wide Communication System & Calendar (Internal & External)
- 6) Retain High Quality Staff - Intentional focus on Valuing Staff – Teacher Retention
- 7) Train Staff/Teacher Mentorship – Focus on Instruction and Intervention Best Practices
- 8) Increase Technology Use as a Learning Tool – Go Green; Support departments
- 9) Accountability for all – Align all initiatives to District's Focus/DIP/CIP. Regular DIP and CIP check-ins. District and campus administrators' visibility on campuses/in classrooms. Monthly Administrator (campus and district) check-in with staff (ex. Monday Mingle) – Give staff a chance to ask questions, seek input, build relationships, offer support, etc.
- 10) Practice Safety. Improve indoor air quality and cleanliness

Supplement NOT Supplant Methodology

Stafford MSD does **NOT** use Title I, II, III, IV, or IDEA funds to:

- Provide services required by State or local law;
- Provide same services as those provided in prior school year with State or local funds;
- Provide same services in Federal and non-Federal programs.

ESSA Campus Focus/Assurances

Stafford MSD will provide all ***Title I*** funds to the campuses after funds for reserved activities are removed including...

1. Salaries of federally funded staff; and
2. District initiatives based on the priorities in the comprehensive needs' assessment.

Funds to campuses are provided based on:

- 1) Per pupil allocation for each ECO Dis student of \$15 per/student for the 2026-2027 school year; and
- 2) Campus requests that are: 1) supplemental, 2) allocable and necessary, 3) aligned to the TEA, district, and campus priorities outlined in the comprehensive needs assessment, and
- 4) research-based.

The Stafford MSD provides assurances that the district plan meets the required Title I requirements.

Req.	Description	Stafford MSD's Plan
1	Monitor student's progress in meeting the challenging state academic standards. • Well-rounded instructional program • Identifying and meeting the needs of at-risk students • Additional assistance for those students in need • Implement strategies to improve student learning.	In Stafford MSD: • The CIA team creates and implements a curriculum scope and sequence for all core areas of instruction • The CIA team facilitates biweekly professional learning communities that promote differentiated instructional planning. • The district follows the 2026-2027 assessment calendar with various opportunities for campus-based and district-based assessments that focus on student progress on TEKS • The CIA team facilitates data team meetings to analyze data holistically and by at-risk student groups, then implement best practices and instructional strategies that promote academic success. • Campuses provide "just in time" academic intervention programs for students in Tier 2 and Tier 3.
2	Address disparities in low-income and minority students who are taught by ineffective and inexperienced staff.	In Stafford MSD: • Campus administrators provide additional supports to students who receive instruction from substitute teachers and those who have been ineffective • Campus administrators ensure that students who come from low-socio-economic backgrounds are given prioritized access to classes with experienced and high-quality staff. • The CIA and Talent Acquisition teams create a district-wide team to review data on teacher retention and create a plan for early recruiting, hiring, retaining, and valuing high-quality teachers. • The CIA and Talent Acquisition teams provide a new teacher and administrator mentoring program. • The CIA, Chief of Schools, and Talent Acquisition teams provide ongoing professional development that focuses on the needs and priorities of the staff. • The CIA team continues to provide "just in time" training that meets the needs of the current staff. • The CIA and Chief of Schools team work collaboratively to address mental wellness in the district.

Req.	Description	Stafford MSD's Plan
3	School support and improvement process	In Stafford MSD: • The CIA team assists campuses with facilitating PLCs, data team meetings, and instructional planning. • The CIA team assists campuses with providing timely professional development. • The CIA and Chief of Schools meet with campus leaders quarterly to review the campus improvement plan and their progress toward their annual goals. • The CIA team and Chief of Schools visit campuses and classrooms weekly to monitor campus, teacher, and student performance.
4	Description of poverty	In Stafford MSD, a student in poverty or an economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. Low-income children are eligible to receive reduced-price or free meals at school. Children in households with incomes below 130 percent of the poverty level or those receiving SNAP or TANF qualify for free meals. Those with family incomes between 130 and 185 percent of the poverty line qualify for reduced-price meals. Before the October snapshot date, SMSD diligently attempts to identify all students who are identified as living in poverty.
5	Nature of schoolwide programs	During the annual Comprehensive Needs Assessment, the district and the campuses determine the priority of needs. The campuses can request funds needed to address their priorities that are aligned directly to the TEA and district priorities. The district also uses approximately 80% of Title I Funds to assist with payroll costs for staff and extra duty pay.

Req.	Description	Stafford MSD's Plan
6	Services for homeless children promoting success.	In Stafford MSD, • Title I funds are used to assist with the needs of homeless students by providing school supplies, uniforms, etc. • Partnerships are created with local organizations including Attack Poverty, Houston Food Bank, sororities and fraternities, etc. to meet the ongoing needs of students. • The TECHY grant was received to assist with providing support to homeless families. • The district has implemented a model of having a Homeless liaison for each campus to more immediately address the needs of the campus homeless population. • Annual districtwide training is provided to all staff with a focus on identifying potential homeless students. The front-office staff received more training regarding the needs of students who are homeless, the rights of the family, and the registration process.
7	Strategy for implementing effective parent and family engagement	In Stafford MSD, • The Family Engagement Liaison facilitates an ongoing list of Parent University courses. • The Family Engagement Liaison creates and maintains the districtwide Family Connection and Teacher Center on each campus. • The Family Engagement Liaison plans and implements the annual Parent University Conference. • The Family Engagement Liaison facilitates the District Parent Engagement Committee (DPEC) that meets quarterly. The committee reviews ongoing parent data to suggest, implement, and monitor a Family Engagement program. The committee also makes adjustments to the Districtwide <i>Parent Engagement Plan</i>.

Req.	Description	Stafford MSD's Plan
8	Support for early childhood and transition into elementary	In Stafford MSD, • Support is provided to the Early Childhood Center (ECC) to assist with the emerging needs of students between the ages of 3-5 years old. • Support is provided in the Child Find process, with an emphasis on early intervention through the MTSS process and/or FIE process. • Support a partnership between the ECC and the Fueling Brains organization to identify and plan for improving the executive functioning of students in Pre-K-Kindergarten. • Support a partnership between the ECC and the Head Start program.

Req.	Description	Stafford MSD's Plan
9	Collaborative effort to identify and serve students most in need of services.	In Stafford MSD, • Campus administrators create a master schedule that supports the academic progress of students most in need of services including students receiving SPED services, emergent bilinguals, and students who are at-risk of dropping out of school. • The Co-Plan/Co-Teach model is prioritized in the master schedule and implemented with fidelity to provide the most effective teaching teams for students who receive special education inclusion services. Campus' master schedules provide Co-planning time within the school day to effectively implement the model. • Each campus implements their Positive Behavior Intervention and Supports System that includes campus expectations, CHAMPS, restorative practices, rewards, and consequences. PBISS is implemented to clearly communicate campus expectations while reducing behavioral problems and discipline infractions – especially for students with BIPS and repeat offenders. • The Chief Academic Officer reviews STAAR and district academic data with the district and campus teams. The CAO leads the district in analyzing the data and promoting the creation of an academic plan of student instruction and intervention. In this review, a special emphasis is made to address the gaps that may exist in students in sub-groups by ethnicities, socio-economic status, language acquisitions, and students with disabilities. • The CAO leads the district in a thorough examination of the TAPR and the Results Driven Accountability Report, followed by developing a plan that addresses any performance indicators that are NOT in the acceptable range. • Students in Tier 2 and Tier 3 are provided effective intervention based on individual student need, in a timely manner. • The campus counselor leads the creation, implementation, and monitoring of the students with disabilities that qualify for 504 services through their 504 plans. The campus principal monitors the implementation of all 504 students' plans. • The campus SPED Department Chair and administrators monitor the implementation of the IEPs of students who qualify for special education services. A case manager model is used for annual ARDS and IEP progress monitoring. • The Director of Federal and State Programs and SPED Coordinator monitors the compliance areas of SPED and 504 services.

		When necessary, the district provides homebound services for those students who qualify to utilize the Texas Student Attendance Accounting Handbook.
10	Strategies for effective transition of students from middle to high school and from high school to post-secondary education. - Consultation/partnerships with institutions of higher education - Increased access to early college HS, dual, concurrent enrollment - Career Counseling	In Stafford MSD, - The Director of CTE promotes and manages career and technical programs at the middle and high schools. - The Director of CTE provides an introduction to CTE programs to all middle school students prior to creating a HS schedules. - All students in grades 9-12 have a complete graduation plan that promotes an endorsement. - A career counselor works with students to ensure they are following their graduation plan and encourages participation in programs that improve post-secondary college and career readiness. - A partnership is maintained with the Houston Community College that provides a dual enrollment program for Stafford High School students. Students can earn an associate degree prior to graduating from high school.
11	Reduce and replace discipline practices that remove students from the classroom	In Stafford MSD, - Campus administrators and district administrators review discipline infractions that cause students to be removed from instruction and continually implement restorative practices that provide alternative forms of discipline. - Campus administrators have been trained in restorative practice and Crisis Prevention Institute. Campus administrators are required to implement these strategies and best practices. - Campus behavior specialists have been trained on de-escalation techniques to prevent disciplinary concerns. - Campus behavior specialists constantly monitor students with disabilities, who have a Behavior Intervention Plan, to prevent discipline infractions. - Campus behavior specialists implement the CONECT program to prevent discipline infractions. - Effective student engagement strategies and CHAMPS are implemented in ALL classrooms across the district. - Each campus implements their Positive Behavior Intervention and Supports System that includes campus expectations, CHAMPS, restorative practices, rewards, and consequences. PBIS is implemented to clearly communicate campus expectations while reducing behavioral problems and discipline infractions – especially for students with BIPS and repeat offenders.

Req.	Description	Stafford MSD's Plan
12	Coordinate and integrate academic, career, and technical opportunities. • Experiential learning opportunities • Promote skills attainable for in-demand occupations • Work-based opportunities	In Stafford MSD, • The CTE department provides several co-operative opportunities for students to participate in work-experience programs • The CTE department provides several programs that allow students to earn industry certification prior to graduation • All Stafford HS students can take the PSAT free of charge. • All Stafford HS students can take relative AP exams free of charge. • Stafford HS collaborates with the Workforce Solutions organization to support the career needs of students with special disabilities. • Stafford HS provides an adult transition program specific to students with disabilities. • Stafford HS provides a Vocational Assistance program for students with disabilities. Students receive on the job training via campus jobs. • A STEM Magnet school has been created to promote student preparation for STEM-related career fields. • A districtwide STEM plan has been created to emphasize STEM thinking throughout the district. • All Carl Perkins funds are utilized to improve vocational programming.
13	Other info on how the district will meet purpose of grant like services to GT students, library programs, etc.	In Stafford MSD, • The library is available to the community.

The district will monitor the CIP and DIP plan monthly with updates completed on a quarterly basis.

Demographics

Demographics Summary

Nestled between the vibrant metropolis of Houston and the flourishing region of East Fort Bend County, Stafford Municipal School District (SMSD) distinguishes itself as Texas' sole Municipal School District. Established in 1982, SMSD has evolved from a modest K–5 program with an enrollment of 547 students into a comprehensive PreK–12 district currently serving over 3,500 students. The district is dedicated to fostering a supportive academic environment, prioritizing the holistic development—academic, emotional, and social—of each student to prepare them for success in an increasingly diverse society.

SMSD's student body is a reflection of the community's rich diversity, comprising 45.8% Hispanic, 40.5% African American, 8.6% Asian, 32.8% White, 1.8% identifying as two or more races, 0.5% American Indian, and 0% Pacific Islander. Notably, 75.1% of students are from economically disadvantaged backgrounds. In response, the district provides complimentary breakfast and lunch for all students in grades PK–8, ensuring equitable access to nutrition. The faculty is also diverse, with an ethnic composition of 16.6 % White, 54 % African American, 19.9 % Hispanic, 0.4% Asian, 0% identifying as two or more races, 1.6 % American Indian, and 7.5% Pacific Islander. The teaching staff brings an average of nearly ten years of professional experience to the classroom.

Despite socioeconomic challenges, SMSD maintains an impressive record, achieving a 95.5% average daily attendance rate, a 1.2% dropout rate, and a graduation rate of 95.8%, which exceeds the state average. The district's commitment to inclusivity is further demonstrated by its support for a substantial English Language Learner (Bilingual/ESL Education) population, comprising 24.2% of students, thereby ensuring that all learners are afforded equal opportunities for academic success. (Data Sources: 2025-2026 Fall PEIMS (TSDS), 2025-2026 District Profile (TXschools.gov), 2024-2025 Texas Performance Reporting System (TPRS))

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district needs to increase the number of ESL certified teachers in all content areas.

Root Cause: The minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new-to-the profession teachers that need to add the ESL endorsement to their teacher certificate.

Student Achievement

Student Achievement Summary

Stafford Municipal School District is celebrating significant academic progress following the release of the **2026 Texas Education Agency (TEA) Accountability Ratings**. Stafford MSD earned an overall **B rating with a score of 85**, representing a **7-point increase from 2025**.

The district's results reflect continued growth across multiple campuses and demonstrate the impact of the collective efforts of students, teachers, campus leaders, support staff, and families.

Campus Results Reflect Continued Progress

Several Stafford MSD campuses saw notable increases in their accountability scores:

- **Stafford Elementary School:** 73 — **C**, up 13 points
- **Stafford Middle School:** 81 — **B**, up 12 points
- **Stafford Magnet Academy:** 97 — **A**
- **Stafford High School:** 90 — **A**, up 4 points
- **Stafford Early Childhood Center:** 97 — **A**
- **Stafford MSD Overall:** 85 — **B**, up 7 points

The results highlight the academic progress taking place throughout the district. Stafford Elementary School experienced a 13-point increase, while Stafford Middle School improved by 12 points. Stafford High School also increased its score by four points and earned an A rating.

Stafford Magnet Academy and Stafford Early Childhood Center each earned an impressive score of 97, resulting in A ratings.

SMSD ACCOUNTABILITY SCORES OVER THE YEARS

	2023	2024	2025	2026
STAFFORD ELEMENTARY SCHOOL	65(D)	72(C)	60(D)	73(C)
STAFFORD MIDDLE SCHOOL	70(C)	73(C)	69(D)	81(B)
STAFFORD MAGNET ACADEMY	97(A)	96(A)	97(A)	97(A)
STAFFORD HIGH SCHOOL	74(C)	86(B)	86(B)	90(A)
STAFFORD EARLY CHILDHOOD CENTER	72(C)	81(B)	78(C)	97(A)
DISTRICT OVERALL	72(C)	81(B)	78(C)	85(B)

Note 1: Stafford ECC HAS received the district's rating in years 2023-2025 and SMA rating in 2026.

Note 2: In 2023, the TEA revised its accountability system by raising standards, updating cut scores, and changing calculation methods. Thus, this table includes the ratings since 2023.

Student Achievement Strengths

Student Achievement Strentgs

Stafford Elementary School:

- 13-point jump in overall campus accountability rating (from 60 to 73)
- Significant improvement in Science scores
- Improvement in Math scores compared to the previous year

Stafford Middle School:

- 12-point jump in overall campus accountability rating (from 69 to 81)
- Significant improvement in Science scores
- Significant improvement in Math and Reading scores
- Significant improvement in growth scores in both Math and Reading

Stafford High School:

- Received an A rating for the first time in its history
- 4-point jump in overall campus accountability rating (from 86 to 90)
- Continued strong performance in Biology and US History, with a significant increase in Meets and Masters categories

- Slight improvement in Algebra I, English I, and English II
 - Continued strong performance in CCMR (99% in 2025, 100% in 2026)
 - Significant increase in SAT scores
 - Continued increase in AP participation and success rate
- Stafford Magnet Academy :**
- Maintained A rating with a high accountability score of 97

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math.

Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Problem Statement 2 (Prioritized): Students receiving special education services consistently perform below their peers who do not receive services.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

The Stafford MSD Human Resources Department serves as a strategic partner in attracting, developing, supporting, and retaining a high-performing workforce dedicated to student success. Recognizing that employees are the district's most valuable asset, HR leverages innovative human capital management practices to cultivate a culture of excellence, engagement, accountability, and continuous growth.

Through strategic recruitment, comprehensive onboarding, employee development, certification support, leadership pipeline initiatives, and data-informed workforce planning, Stafford MSD seeks to ensure every student is served by highly qualified and committed employees. The department is focused on building sustainable talent pipelines, reducing barriers to employment, increasing employee retention, and strengthening workforce readiness to meet the evolving needs of public education.

SMSD embraces modern recruitment and retention strategies that extend beyond traditional hiring practices by leveraging technology, strategic partnerships, targeted outreach, and employee-centered support systems. The district provides meaningful professional learning opportunities, mentorship and coaching programs, certification support, leadership development pathways, employee wellness resources, and collaborative learning communities designed to help employees thrive throughout their careers.

Aligned with the district's CORE Values of Commitment, Ownership, Respect, and Engagement, the Human Resources Department is committed to fostering an exceptional employee experience where individuals feel valued, supported, empowered, and connected to the district's mission. By investing in people, Stafford MSD strengthens organizational effectiveness, promotes workforce stability, and ensures students benefit from exceptional educators and staff who are prepared to meet the demands of today and the opportunities of tomorrow.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality:

- Stafford MSD utilizes a comprehensive talent review process that evaluates certification status, experience, skills, competencies, and alignment with district values to ensure the selection and placement of highly qualified employees.
- Teachers participate in collaborative planning, professional learning communities, and data-informed instructional practices designed to improve student achievement and instructional effectiveness.

- The district provides ongoing professional learning, certification support, coaching, mentoring, and leadership development opportunities to foster employee growth, effectiveness, and career advancement.
- Campus teacher leaders, department heads, and instructional leaders are empowered to support professional collaboration, build team capacity, and strengthen instructional excellence across the district.
- District content specialists provide targeted coaching, mentoring, and job-embedded support to enhance instructional practices and improve student outcomes.

Recruiting:

- Stafford MSD utilizes innovative recruitment strategies, technology platforms, and targeted outreach efforts to attract high-quality candidates from local, regional, and national talent pools.
- The district develops strategic partnerships with universities, educator preparation programs, alternative certification providers, and professional organizations to strengthen talent pipelines and expand access to qualified candidates.
- Human Resources actively recruits certified educators while providing guidance and support for candidates pursuing Texas certification requirements and credential transfers.
- The district prioritizes the recruitment of diverse, highly qualified professionals who demonstrate a commitment to student success, continuous improvement, and the district's CORE values.
- Strategic workforce planning and vacancy monitoring processes are utilized to proactively address staffing needs and ensure students have access to highly qualified educators and support staff.

Retention Strengths:

- Stafford MSD fosters a positive workplace culture grounded in Commitment, Ownership, Respect, and Engagement, where employees feel valued, supported, and connected to the district's mission.
- New employees participate in a structured onboarding experience designed to promote early success, engagement, and long-term retention.
- Employees receive access to professional development, certification support, mentorship, coaching, leadership development opportunities, and career advancement pathways.
- The district promotes employee well-being through supportive leadership, employee recognition opportunities, wellness resources, and collaborative work environments.
- Ongoing employee feedback, engagement activities, and strategic workforce initiatives are utilized to strengthen employee satisfaction, organizational effectiveness, and retention.

- The district is committed to creating an exceptional employee experience that attracts, develops, and retains talented professionals dedicated to serving students and the Stafford community.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff Quality & Certification: Stafford MSD continues to face challenges in ensuring all instructional positions are staffed by appropriately certified educators, creating a need for enhanced recruitment, certification support, professional development, and workforce planning efforts to ensure students receive instruction from highly qualified personnel.

Root Cause: Historically, certification monitoring, individualized support, and structured pathways for certification attainment have not been consistently implemented across all campuses and employee groups.

Problem Statement 2: Recruitment & Talent Pipeline: Increasing competition for qualified educators and specialized support staff has made recruiting and maintaining a highly skilled workforce more challenging. Stafford MSD must strengthen recruitment strategies, expand talent pipelines, and leverage innovative hiring practices to attract high-quality candidates who align with the district's mission and values.

Root Cause: Statewide educator shortages, increased competition for talent, and evolving workforce expectations require Stafford MSD to expand recruitment strategies, strengthen candidate pipelines, and utilize innovative talent acquisition practices to attract highly qualified employees.

Problem Statement 3 (Prioritized): Retention & Employee Experience: Maintaining a stable and engaged workforce requires intentional investments in employee development, support, recognition, and workplace culture. Stafford MSD must continue to enhance the employee experience to improve retention, strengthen organizational commitment, and support long-term workforce sustainability.

Root Cause: Changing workforce expectations and the need for ongoing professional growth, support, recognition, and employee engagement require Stafford MSD to strengthen employee experience initiatives that promote workforce stability, retention, and organizational effectiveness.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Stafford MSD Elementary Curriculum Management System Implementation (CMSI) Framework

The Stafford MSD Curriculum Management System Implementation (CMSI) Framework establishes a coherent districtwide instructional system designed to ensure that every student experiences rigorous, standards-aligned instruction supported by high-quality curriculum, collaborative planning, meaningful assessment practices, responsive intervention systems, and effective instructional leadership. This framework aligns district instructional priorities, curriculum systems, PLC structures, assessment expectations, intervention practices, coaching supports, and leadership monitoring into one unified instructional management system focused on improving instructional coherence and student outcomes.

The Framework Is Intended To:

- Ensure a guaranteed and viable curriculum across all campuses
- Establish consistent instructional expectations districtwide
- Improve rigor and student discourse in classrooms
- Strengthen lesson internalization and instructional planning
- Increase intervention and differentiation fidelity
- Strengthen instructional leadership systems and feedback structures
- Improve consistency of implementation across campuses and classrooms
- Support equitable student outcomes through coherent instructional system

The CMSI Framework serves as the district's operational framework for organizing curriculum, instruction, assessment, intervention, coaching, and instructional leadership into a coherent system capable of supporting long-term student achievement growth. The district recognizes that strong curriculum resources alone do not improve outcomes. Sustainable improvement occurs when high-quality instructional materials are paired with consistent implementation, effective teacher internalization, actionable feedback systems, coherent intervention structures, ongoing coaching and support, shared leadership expectations, and accountability. This framework reflects Stafford MSD's commitment to refining and strengthening existing instructional systems in order to improve implementation consistency, instructional rigor, intervention effectiveness, and long-term student outcomes.

The purpose of the Stafford MSD Curriculum Management System Implementation Framework is to establish coherent systems, structures, expectations, and supports that ensure high-quality instruction in every classroom across the district. The framework is designed to align curriculum, instruction, assessment, and intervention systems; establish districtwide instructional coherence; clarify leadership responsibilities and monitoring expectations; support consistent implementation of high-quality instructional materials (HQIM); improve the effectiveness of Professional Learning Communities; and ensure instructional decisions are grounded in student evidence and standards alignment.

In addition, Stafford MSD maintains a comprehensive, layered assessment system designed to provide timely, actionable data to teachers, PLC teams, campus leaders, and district administrators.

Curriculum, Instruction, and Assessment Strengths

- HQIM (Highly Qualified Instructional Materials)
 - Standards-Aligned strong Tier 1 Instruction
 - Strong district curriculum guides
 - Data-Informed Instructional Response
-
- Effective PLC implementation
 - Actionable instructional feedback
 - Coherent intervention systems
 - Ongoing coaching and support
 - Stable implementation practices over time
 - Comprehensive, layered assessment system

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Some classrooms did not provide consistent high-quality instruction.

Root Cause: Teacher quality issues due to high teacher turn-over rate. We need to implement the curriculum and instructional plans with fidelity, and raise teacher capacity. We also need to retain good teachers.

Family and Community Engagement

Family and Community Engagement Summary

Stafford MSD promotes, supports, and encourages frequent and effective parent and community engagement in the education and success of our students and families. We are dedicated to building strong communication and collaboration among all community stakeholders, whereby accomplishing our mission which is 100% college and career readiness. SMSD consistently pursues and welcomes parent and community engagement, as we know this is a key factor in the success of SMSD. The district has created opportunities for parents to attend training and information training sessions, with the intent of equipping our parents with relevant information on an array of education-related topics. These training sessions will be offered via our Parent University platform. Our mission is for every student to graduate college and career ready, and as a district, our partnership with families and the community is vital to a brighter future. Together we can work together to identify and address the needs of our students while preparing them for academic and personal success!

Family and Community Engagement Strengths

- Increased parental involvement as a result of the district's strategic plan of action
- Increased community involvement
- Communication via social media platforms and other marketing outlets
- An increase in frequent communication to parents, increasing the number of relationships built
- Increase in attendance at district hosted events
- Increase in school/community events
- Participation in annual district-wide events
- Implementation of online athletic ticket sales
- Implementation of Senior 55+ athletic tickets and preferred seating
- Increase in Parent University course offerings
- Consistent branding of Parent University
- Increased incentives for family and community involvement

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents need access to district information in multiple languages.

Root Cause: The district is a very diverse district causing there to be a need to provide a drop-down menu to translate district information to multiple languages.

Problem Statement 2: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, blended learning, learning standards, etc.).

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

Technology

Technology Summary

Technology is used as a resource to amplify instruction. When lessons begin with strong content and pedagogy, the integration of technology provides student engagement with communication, collaboration, and creativity. Digital learning resources and instructional materials are evaluated using a rubric for both qualities of content as well as technical functionality. We comply with COPPA, CIP and FERPA, and other laws as they relate to the utilization of technology in schools. There is a strong presence and utilization of online instructional resources.

Stafford MSD is looking to blended learning to address the growing learning gaps addressed first created by rapid expansion and COVID. In year 20-21, our district approved a 1-to-1 initiative providing every student with an iPad. With the right infrastructure and technology in place, we look forward to utilizing devices to assist with both synchronous and asynchronous learning opportunities for our students. SMSD received the competitive and prestigious Blended Learning Planning Grant (BLGP) from TEA in the 20-21 school year and the continuation of this grant for the next 3 years starting from the 21-22 school year. The BLPG grant will enable us to address the deficits that have been created by this rapid change and provide our students with a technology rich, 21st-century education. In addition, the district also received another competitive grant for blended learning for 21-22 school year (School Action Fund Planning Grant for redesign the elementary campus with a blended learning model) and 2 years of continuation of this grant for 2022-24.

As a result of challenges due to COVID and the advanced rate of change that we are all experiencing to address these challenges, many of our teachers need extra support in the area of technology. Though they have a wealth of resources and actively participate in PD sessions offered by the district, there is still a need for ongoing support at the campus level. With that in mind, SMSD created a program (ITL- Instructional Technology Leaders Program) where teachers are empowered to assume the role of technology leaders on their respective campuses and, in turn, support other teachers with various technology needs. That support can come in the form of training, modeling lessons, creating how-to resources, and job-embedded coaching.

Technology Strengths

- 1-to-1 Devices
- ITL- Instructional Technology Leaders Program
- Award-winning Robotics team
- Online resources
- Online textbooks/instructional resources
- Online curriculum resources
- Instructional Technology Specialists
- 1 Elementary/1 Secondary Integrated Technology Specialist
- Support digital teaching and learning for students and teachers
- Professional Development for staff - integration of technology
- Training for students - integration of technology
- Library computers available for student use throughout the day
- Office 365 training and implementation for all teachers and students
- Implementation of single sign-on for students
- All Classrooms are equipped with high-speed Internet.
- Data projectors and document cameras are available in every classroom
- Integration of current technology District initiatives
 - 1-to-1 iPads
 - Maker spaces
 - 3D printers

- Coding
- Robotics
- Drones

Priority Problem Statements

Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math.

Root Cause 1: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Staff Quality & Certification: Stafford MSD continues to face challenges in ensuring all instructional positions are staffed by appropriately certified educators, creating a need for enhanced recruitment, certification support, professional development, and workforce planning efforts to ensure students receive instruction from highly qualified personnel.

Root Cause 2: Historically, certification monitoring, individualized support, and structured pathways for certification attainment have not been consistently implemented across all campuses and employee groups.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Retention & Employee Experience: Maintaining a stable and engaged workforce requires intentional investments in employee development, support, recognition, and workplace culture. Stafford MSD must continue to enhance the employee experience to improve retention, strengthen organizational commitment, and support long-term workforce sustainability.

Root Cause 3: Changing workforce expectations and the need for ongoing professional growth, support, recognition, and employee engagement require Stafford MSD to strengthen employee experience initiatives that promote workforce stability, retention, and organizational effectiveness.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Some classrooms did not provide consistent high-quality instruction.

Root Cause 4: Teacher quality issues due to high teacher turn-over rate. We need to implement the curriculum and instructional plans with fidelity, and raise teacher capacity. We also need to retain good teachers.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The district needs to increase the number of ESL certified teachers in all content areas.

Root Cause 5: The minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new-to-the profession teachers that need to add the ESL endorsement to their teacher certificate.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students receiving special education services consistently perform below their peers who do not receive services.

Root Cause 6: COVID increased the learning gap between the students with special education services and regular student population.

Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 21, 2026

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

Performance Objective 1: Increase student performance in literacy to 88% On-Track on CIRCLE and 50th percentile on MAP. Raise STAAR scores to 60% Meets in 3 years and 70% Meets in 5 years.

High Priority

HB3 Goal

Evaluation Data Sources: Increased academic performance on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in literacy. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$22,250, - 429: Strong Foundations - \$31,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes. Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA/SS Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$15,300, - 429: Blended Learning - \$35,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI). Ensure that subpopulation needs are clearly identified and supported accordingly Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators RLA/SS Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$26,760, - 211: Title 1, ESF - \$115,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement evidence-based writing instruction across grade levels and content areas, with an emphasis on strengthening students' ability to develop, organize, and communicate ideas in writing. Provide initial and ongoing professional learning and instructional support to strengthen writing instruction and promote consistent opportunities for students to write across the curriculum. Elementary and secondary campuses will implement developmentally and content-appropriate writing strategies aligned to curriculum and student needs. Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments. Staff Responsible for Monitoring: Chief Academic Officer Director of Multilingual & ESL Department CIA Coordinators RLA/SS Curriculum Content Specialists Interventionists Campus Administrators Teacher Funding Sources: - 199: General Fund - \$2,500, - 263: Title III - \$12,200	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase student performance in mathematics to 96% On-Track on CIRCLE and 62nd percentile on MAP. Raise STAAR scores to 60% Meets in 3 years and 70% Meets in 5 years.

High Priority

HB3 Goal

Evaluation Data Sources: Increased academic performance on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in mathematics. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery. Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; thorough planning and thoughtful instruction. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$11,350, - 429: Blended Learning - \$35,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes. Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; thorough planning and thoughtful instruction Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$15,300, - 429: Blended Learning - \$35,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI). Ensure that subpopulation needs are clearly identified and supported accordingly. Strategy's Expected Result/Impact: Increased academic performance in mathematics on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators Math Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$26,760, - 211: Title 1, ESF - \$115,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase student performance in science and social studies to 60% Meets in 3 years and 70% Meets in 5 years.

High Priority

HB3 Goal

Evaluation Data Sources: Increased academic performance on all national, state, and local assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous, high-quality instructional materials (HQIM) designed to promote student success in science and social studies. Provide sufficient onboarding and ongoing support to encourage fidelity of programming and expertise in delivery. Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA/SS Curriculum Content Specialist Campus Administrators Department Chairs Teachers Funding Sources: - 199: General Fund - \$5,626	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Build internal capacity through mentorships, ongoing planning sessions, subject-specific task forces, professional learning communities (PLCs), professional development activities, and coaching cycles. Focus on utilizing best practices in literacy instruction to improve student outcomes. Strategy's Expected Result/Impact: Increased academic performance in science and social studies on all national, state, and local assessments; thorough planning and thoughtful instruction. Staff Responsible for Monitoring: Chief Academic Officer CIA Coordinators RLA/SS Curriculum Content Specialist Campus Administrators Department Chairs Teachers Funding Sources: - 199: General Fund - \$30,600, - 211: Title 1, ESF - \$56,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize data-driven decision-making for curriculum, instruction, and interventions. Implement systems that efficiently address learning gaps, e.g., Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI). Ensure that subpopulation needs are clearly identified and supported accordingly Strategy's Expected Result/Impact: Increased academic performance in reading on all national, state, and local assessments; effective Multi-Tiered Support Systems (MTSS) and Accelerated Instruction (AI) systems. Staff Responsible for Monitoring: Chief Academic Officer Director of Federal Programs CIA Coordinators RLA/SS Curriculum Content Specialist Campus Administrators Department Chairs Teachers Funding Sources: - 199: General Fund - \$24,960, - 211: Title I - \$36,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Increase student performance to 98% on the College, Career, and Military Readiness Indicator.

HB3 Goal

Evaluation Data Sources: Increased academic performance on all national, state, and local assessments; Increased participation in AP and dual credit classes.

Strategy 1 Details	Reviews			
Strategy 1: Increase performance on SAT, ACT, TSIA2, and AP exams by 25%. Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased number of students who pass TSIA2 on the first attempt. Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Interventionists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$5,626, - 429: PTECH - \$100,000, - 429: AP_CSP - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase enrollment in Advanced Placement and Dual Credit courses by 5%. Strategy's Expected Result/Impact: Increased academic performance on all national, state, and local assessments; Increased scores to 3 or higher on AP exam and increase the number of students who earn credit in dual credit classes. Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator CTE Director Secondary Math and RLA Curriculum Content Specialists Campus Administrators Teachers Funding Sources: - 199: General Fund - \$34,300, - 429: AP_CSP - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize Texas College Bridge and College Prep English course with seniors who have not earned a TSI exemption. Provide interventions and one-on-one support to seniors who have not earned a TSI exemption in math. Strategy's Expected Result/Impact: Increased number of seniors earning TSI exemptions in English and math. Staff Responsible for Monitoring: Chief Academic Officer Secondary CIA Coordinator Secondary RLA and Math Curriculum Content Specialists Interventionists Campus Administrators Counselors Senior English Teachers Funding Sources: - 199: General Fund - \$19,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By the end of the 2026-2027 school year, the percentage of students with disabilities at or above approaches overall (all tests/all subjects) on STAAR will increase by at least 10%.

High Priority

Evaluation Data Sources: STAAR Data, Benchmarks, Classroom Walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Provide specially designed instruction and accommodations to students with disabilities. Strategy's Expected Result/Impact: Ensure all specially designed instruction is aligned with grade level standards and implemented with fidelity across the district. Staff Responsible for Monitoring: Director of Federal and State Programs, Principals, Special Education Coordinator, and Special Education Department Chairs Funding Sources: - 224: IDEA-B - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted support to students with disabilities during tutorials and campus interventions. Strategy's Expected Result/Impact: Increased participation of students with disabilities in tutorials. Staff Responsible for Monitoring: Director of Federal and State Programs, Principals, Special Education Coordinator, and Special Education Department Chairs Funding Sources: Extra Duty Pay - 211: Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By the end of the 2026 - 2027 school year, 100% of general and special education teacher teams will score 85% or higher on a co-teaching observation rubric by using at least two research-based co-teaching models daily and completing monthly walkthroughs.

Evaluation Data Sources: Walk through data (Co-Teach Best Practices, PBISS)
Frequent co-teach grows/glows

Strategy 1 Details	Reviews			
Strategy 1: Increase the effectiveness of co-teaching practices across all campuses to improve student outcomes for students with disabilities by providing ongoing, targeted professional develop on effective co-teaching models and collaborative planning. Strategy's Expected Result/Impact: Evidence of high-quality, standards-based instruction Staff Responsible for Monitoring: Director of Federal and State Programs, Special Education Coordinator, Campus Leaders Funding Sources: Professional Development - 255: Title II - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: By the end of the 2026 - 2027 school year, 100% of student IEPs will include standards-based academic goals paired with individualized accommodations tailored to specific learning needs, as measured by quarterly special education compliance audits and a 100% alignment verified by the district special education staff.

- Evaluation Data Sources:** SPED folder audits
Progress monitoring logs
IEPs
Student assessment data
Training sign-in sheets
Special Education department meetings

Strategy 1 Details	Reviews			
Strategy 1: Special Education teachers will participate in a series of professional development sessions focused on instructional strategies and evidence-based practices for students with disabilities. Strategy's Expected Result/Impact: Students will show progress in IEP goals and state standards throughout the school year. Staff Responsible for Monitoring: Director of Federal and State Programs, Special Education Coordinator, Campus Leaders and SPED Case Managers Funding Sources: Professional Development - 255: Title II - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: New - By the end of the 2026 - 2027 school year, 100% of dyslexia student IEPs will include a PLAAFP and goals and objectives specifically focused on a student's difficulty with phonological awareness, decoding, encoding, fluency and/or reading comprehension verified through special education compliance audits and documented by the dyslexia staff.

Evaluation Data Sources: SPED folder audits
IEPs
Ongoing data collection

Goal 3: SMSD will support teachers in using strong, effective instruction for emergent bilingual (EB) students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning so that all students are ready for college, careers, and lifelong success.

Performance Objective 1: Increase Reading, Writing, Speaking, and Listening Proficiency Levels for all students with emphasis on EB and SPED populations.

High Priority

Evaluation Data Sources: TELPAS 2027 - By May 2027, 40% of Middle and High School EB students will increase at least one TELPAS composite proficiency level. For Elementary, 50% of EB students will increase at least one TELPAS composite proficiency level.

Strategy 1 Details	Reviews			
Strategy 1: Perf. Obj. 1, Strategy 1: Offer TExES 154 ESL Supplemental Certification test preparation professional development sessions. Strategy's Expected Result/Impact: Teachers of emergent bilingual students will obtain ESL supplemental certification to better address the needs of their students. Staff Responsible for Monitoring: campus administrators and bilingual and ESL coordinator Funding Sources: - 199: General Fund - \$3,640, - 263: Title III - \$665	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Perf. Obj. 1, Strategy 2: Reimburse teachers for testing fees upon successfully passing the exam and adding it to one's Texas Educator Certificate. Strategy's Expected Result/Impact: SBEC certifications that list ESL supplemental certification for teachers of emergent bilinguals . Staff Responsible for Monitoring: campus administrators and bilingual/ESL coordinator Funding Sources: - 199: General Fund - \$2,130	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Perf. Obj. 1 Strategy 3: Provide teacher professional development through PLC's to ESL and bilingual teachers to help make core content accessible through linguistic accommodations for emergent bilinguals. Strategy's Expected Result/Impact: Teachers will build capacity so that they can deliver more effective instruction to emergent bilingual students. Staff Responsible for Monitoring: Campus administrators and bilingual and ESL coordinator. Results Driven Accountability - Talent Plan	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: SMSD will support teachers in using strong, effective instruction for emergent bilingual (EB) students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning so that all students are ready for college, careers, and lifelong success.

Performance Objective 2: Increase mastery in Approaches, Meets, and Masters STAAR scores by improving interventions to EB students.

High Priority

Evaluation Data Sources: STAAR 2027 - By May 2027, at least 50% of EB students will achieve Meets on English I and II STAAR EOC

Strategy 1 Details		Reviews			
Strategy 1: Perf. Obj. 2, Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies. Strategy's Expected Result/Impact: Improved teacher effectiveness that will impact students' progress evidenced by improved TELPAS and STAAR performance. Staff Responsible for Monitoring: Campus administrators, curriculum and instructional specialists, and bilingual/ESL coordinator. Results Driven Accountability - Talent Plan Funding Sources: - 199: General Fund - \$10,815, - 263: Title III - \$15,800		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Perf. Obj. 2, Strategy 2: Provide dual language professional development for teachers aligned to research-based strategies and best practices to facilitate language and content transfer between the first language and second language and vice versa. Strategy's Expected Result/Impact: Dual language teachers will improve teacher effectiveness so that it will impact students' progress on TELPAS. Staff Responsible for Monitoring: Campus administrators and bilingual /ESL coordinator Results Driven Accountability - Talent Plan Funding Sources: - 199: General Fund - \$8,400, - 263: Title III - \$8,400		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Perf. Obj. 2, Strategy 3: Implement Summit K-12, blended-learning program, to facilitate and scaffold English language development in the following domains: listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Students will improve performance on TELPAS. Staff Responsible for Monitoring: Classroom/homeroom teachers. Funding Sources: - 199: General Fund - \$23,450, - 263: Title III - \$10,155		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: SMSD will support teachers in using strong, effective instruction for emergent bilingual (EB) students that addresses the affective, linguistic, and cognitive needs of students to facilitate excellence in teaching and learning so that all students are ready for college, careers, and lifelong success.

Performance Objective 3: During the 2026-2027 school year, increase the percentage of emergent bilingual students writing skills across contents.

High Priority

Evaluation Data Sources: CBA - By January 2027, all teachers will implement Short Constructed Responses across all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Perf. Obj. 3, Strategy 1: Conduct Content-Based Language Instruction professional development sessions to facilitate the implementation of second-language acquisition methods and sheltered instruction strategies. Strategy's Expected Result/Impact: Improved teacher capacity and improvement on student progress measures. Staff Responsible for Monitoring: campus administrators, curriculum specialists, and bilingual/ESL coordinator Results Driven Accountability - Talent Plan Funding Sources: - 199: General Fund - \$10,815, - 263: Title III - \$15,800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Perf. Obj. 3, Strategy 2: Provide dual language professional development for teachers aligned to research-based strategies and best practices to facilitate language and content transfer between the first language and second language and vice versa. Strategy's Expected Result/Impact: Improved student progress as measured by TELPAS and STAAR results. Staff Responsible for Monitoring: campus administrators, curriculum specialists, and bilingual/ESL coordinator. Results Driven Accountability - Talent Plan Funding Sources: - 199: General Fund - \$8,400, - 263: Title III - \$8,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Perf. Obj. 3, Strategy 3: Implement Summit K-12, blended-learning program, to facilitate and scaffold English language development in the following domains: listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Student progress as measured by TELPAS Staff Responsible for Monitoring: campus administrators and bilingual and ESL coordinator Results Driven Accountability Funding Sources: - 199: General Fund - \$23,450, - 263: Title III - \$10,155	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: Increase family participation in school activities and workshops by 10% by the end of the 2026-2027 school year through targeted outreach, collaboration with community organizations and participation in Parent University courses.

High Priority

Evaluation Data Sources: ParentSquare

Sign in sheets

Parent surveys

Meeting Minutes

Raptor data

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive parent engagement program that includes workshops, seminars, and informational sessions on topics such as curriculum, student well-being, and college and career readiness. Strategy's Expected Result/Impact: Parent education courses will increase the parental capacity of caregivers, increasing student support. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: - 211: Title I - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide the 4th Annual Parent University Conference and Parent University courses to increase parent education throughout the school year. Strategy's Expected Result/Impact: Increase participation in parent courses that will improve student achievement. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: - 211: Title I - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Targeted Outreach and Communication Send personalized invitations to families for specific events, workshops, and activities using ParentSquare, phone calls, and letters home. Tailor the communication to highlight how the event aligns with the family's needs or interests. Strategy's Expected Result/Impact: Regular, tailored communication helps ensure that families are well-informed about school events and workshops. This can lead to improved responsiveness, with families more likely to ask questions, provide feedback, and engage in ongoing communication with the school. Staff Responsible for Monitoring: Director of Federal Programs and Parent, Family and Community Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 95% of SMSD parents will feel engaged and welcome throughout the district and recognize campuses are "family friendly".

Evaluation Data Sources: Parent surveys and polls

Strategy 1 Details	Reviews			
Strategy 1: Implement "family friendly" trainings for teachers and support staff. Strategy's Expected Result/Impact: Parents and caregivers from all backgrounds will feel welcome and included. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs. Funding Sources: Professional development and training courses - 211: Title I - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administer one poll per month and one comprehensive survey at the end of the 2026-2027 school year. Strategy's Expected Result/Impact: Gain data/eedback from parents Staff Responsible for Monitoring: Parent, Family and Communication Coordinator, Federal Programs Director	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase volunteer opportunities for parents and the community district-wide including the establishment of parent groups.

Evaluation Data Sources: Raptor
ParentSquare

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive volunteer program and streamline volunteer recruitment and training. Strategy's Expected Result/Impact: Increase family and community awareness Staff Responsible for Monitoring: Campus Administrators and Parent, Family and Community Engagement Coordinator Funding Sources: Supplies - 211: Title I - \$3,500, Upgraded Volunteer Software and Devices - 211: Title I - \$14,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host an annual awards ceremony to publicly recognize volunteers who have made significant contributions throughout the year. This event could include awards such as "Volunteer of the Year," "Community Impact Award," and "Outstanding New Volunteer." Strategy's Expected Result/Impact: Regular recognition and celebration of volunteers' efforts will foster a sense of appreciation and belonging, making volunteers feel valued. This is likely to lead to higher retention rates, as volunteers who feel acknowledged are more motivated to continue contributing their time and skills. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator Funding Sources: Supplies - 211: Title I - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: SMSD will provide trauma-informed training for all school professionals (including substitute teachers) and students will receive services on all campuses related to mental health promotion/ intervention, substance abuse prevention /intervention, grief, suicide prevention and dating violence.

Performance Objective 1: All (100%) school professionals (including substitute teachers) will minimally receive online trauma-informed training including: mental health promotion/ intervention, substance abuse prevention /intervention, grief, and suicide prevention for appropriate implementation in the district through the Eduhero Portal.

Evaluation Data Sources: Completion rates on Eduhero Portal (ESC Region 6)

Strategy 1 Details	Reviews			
Strategy 1: Counselors, District-Wide Social Worker, External Partners/Service Providers (including Alongside Care Youth Well-Being Platform), Teachers (Health & PE), and student peer groups will assist with providing guidance lessons, group lessons, individual counseling, and assemblies for a minimum of three times collectively this school year. Strategy's Expected Result/Impact: Lessons and services for students will occur during Health & PE classes at least once a month, in ISS/SAEC/DAEP, September (Suicide Prevention), Red Ribbon Week (October yearly), International Boost Self-Esteem Month (February) Mental Health Awareness Month (May) by teachers, counselors, student peer groups, and other service providers. Staff Responsible for Monitoring: Chief of Schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: SMSD will provide trauma-informed training for all school professionals (including substitute teachers) and students will receive services on all campuses related to mental health promotion/ intervention, substance abuse prevention /intervention, grief, suicide prevention and dating violence.

Performance Objective 2: All (100%) secondary administrators, counselors, and nurses will receive awareness training on dating violence. Dating violence is defined as when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official. Parents or guardians will be notified immediately if their student is a victim or perpetrator of dating violence. District officials will create a safety plan including counseling for effected students and will enforce protective orders.

High Priority

Evaluation Data Sources: Completion of Dating Violence Awareness on the Eduhero Portal or other approved trainings.

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 1: Utilize campus Instructional Technology Leaders (ITLs) on all campuses for the 2026-2027 school year to provide teachers with support in the area of technology integration through training and coaching.

Evaluation Data Sources: Model lessons (lesson plans, video)

Tangible Student Samples

Digital Logs

Incident IQ Analytics

Eduphoria Coaching Data

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly meetings with ITLS in addition to bi-weekly check ins to discuss progress, model the use of various technology applications, and implement coaching cycle. Strategy's Expected Result/Impact: ITLs will grow in the area of coaching and increase their knowledge base with various technology application tools. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: Meeting snacks - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with campus ITLs to maintain and update technology integration guides that will provide more support for teachers by giving them ideas for integrating technology into their classrooms. Strategy's Expected Result/Impact: Providing teachers with guides will generate ideas for technology integration and ensure that teachers feel supported in the classroom. It will also provide ITLs with a cache of ideas to use when coaching teachers. Staff Responsible for Monitoring: Instructional Technology Coordinator Instructional Technology Leaders Funding Sources: No Funding Required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize walkthrough and coaching forms in Eduphoria to document and track coaching cycle progress/feedback with teachers. Strategy's Expected Result/Impact: This will provide documentation of coaching practices with ITLs. It will also provide useful data to help us determine future training and support that teachers need. Additionally, we will utilize walkthroughs to assess tech integration needs and provide teachers with feedback. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: ITLs will work with teachers, through PLCs or faculty meetings to provide tips/training for various technology initiatives including, but not limited to MagicSchool, learning.com, and Microsoft Teams. Strategy's Expected Result/Impact: Provide teachers with extra support in planning and implementing their STEM challenges and ways to incorporate the technology piece. Staff Responsible for Monitoring: Instructional Technology Coordinator Instructional Technology Leaders Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 2: Implement the coaching cycle (Goal Setting/Planning, Implementation/Monitoring, Reflection) for the 2026-2027 school year on all campuses to assist teachers with the integration of iPads and other district technology.

Evaluation Data Sources: Meeting logs
Documentation
Classroom Observations
Student Samples/Portfolios

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Technology Coordinator will implement the coaching cycle with campus ITLs concerning strategies and/or tools they want to implement with their students this year. Strategy's Expected Result/Impact: Build a foundation for effective coaching through modeling and implementation of the coaching cycle including, goal setting/planning, implementation/monitoring, and reflection. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: ITLs will implement the coaching cycle with teachers on their campuses to assist with the integration of technology tools and strategies. Strategy's Expected Result/Impact: Build ITL capacity to facilitate the coaching cycle while assisting teachers with technology integration in the classroom. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: ITLs will attend a minimum of one technology conference per year to acquire knowledge about new tools and strategies that can be implemented on their respective campuses. Strategy's Expected Result/Impact: Build ITL capacity in the area of technology integration and broaden their knowledge of new technology tools and trends. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: Registration fees, travel expenses - 199: General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 3: Provide Professional Development support for teachers and staff, outside of campus and district PD days, through Microsoft Mondays and Webinar Wednesdays that focus on various topics of interest.

Evaluation Data Sources: Webinar recordings
Participant logs
Feedback surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue facilitating Webinar Wednesdays where teachers will be able to engage in live, virtual instruction with the Instructional Technology Coordinator, or campus ITL, to learn more about various tech tools and strategies. Strategy's Expected Result/Impact: Increase teacher knowledge of various technology tools and strategies and provide more support in the area of technology integration. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to facilitate Microsoft Mondays, virtual training series designed to help teachers and staff build confidence and skills using M365 tools. Strategy's Expected Result/Impact: Increase teacher knowledge and skills with M365 tools to streamline tasks and increase efficiency. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct feedback surveys to determine the significance and impact of Microsoft Mondays and Webinar Wednesdays on technology integration in the classroom. Strategy's Expected Result/Impact: Using data collected from teachers to determine the effectiveness of Webinar Wednesdays and implement changes, if any, that increase engagement. Staff Responsible for Monitoring: Instructional Technology Coordinator Funding Sources: No funding required - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 4: Continue implementation of learning.com at all grade levels (K-12), as the district's technology applications curriculum, to ensure that all students in grades K-12 are equipped with 21st Century Skills, digital citizenship, basic technical knowledge, and keyboarding skills.

Evaluation Data Sources: Usage and performance reports from learning.com platform
Monitoring of teacher usage at grade levels K-12

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers grades K-12 with training on the use of learning.com. High School will focus on student-led activities for the first year and K-8 students will move to teacher-led activities and projects. Strategy's Expected Result/Impact: Increase student knowledge of basic technology skills and the new Technology Applications TEKS. Increase student skills in keyboarding across all grade levels. Staff Responsible for Monitoring: Instructional Technology Coordinator Campus ITLs Funding Sources: Learning.com Application Licenses - 410: Textbooks - \$21,615	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate learning.com as part of the curriculum for the ExplorAltion course at Stafford Middle School and Stafford STEM Magnet Academy that focuses on AI Literacy, safety, and digital citizenship. Strategy's Expected Result/Impact: Increase students' college and career readiness by exposing them to various projects and activities that align with Flight Plan curriculum. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 5: Plan and facilitate The InspirEd Tech Conference in the Fall of 2027 to provide teachers and staff with meaningful professional development opportunities, while also welcoming surrounding districts and education partners to enhance collaboration and highlight SMSD's leadership in educational technology.

Evaluation Data Sources: Registration & Attendance Data
 Session Participation & Engagement Metrics
 Feedback & Evaluation Surveys
 Partnership & Visibility Indicators

Strategy 1 Details	Reviews			
Strategy 1: Maintain planning committee with representatives from instructional technology, curriculum, and campus leaders to ensure alignment with district goals. Strategy's Expected Result/Impact: Develop conference theme and focus areas Develop proposal process and curate a balance of sessions for the conference Develop a marketing plan for the event Manage collaborations, partnerships, logistics, and sustainability Ensure that the event runs smoothly for attendees Staff Responsible for Monitoring: Stephanie Jernigan (Committee Chair) Cherise Roberts (Committee Co-Chair)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage education partners and vendors for sponsorship opportunities, exhibits, and demonstrations. Strategy's Expected Result/Impact: Sponsor and fund conference event Provide professional development opportunities to expose teachers to innovative classroom practices Staff Responsible for Monitoring: Cherise Roberts (Committee Co-Chair) Stephanie Jernigan (Committee Chair)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop a marketing plan that includes flyers, social media campaigns, district newsletters, and partner networks. Strategy's Expected Result/Impact: Increased Attendance & Engagement Enhanced Visibility for SMSD Stronger Community & Partner Connections Staff Responsible for Monitoring: Stephanie Jernigan (Committee Chair) Marketing sub-committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement a user-friendly event management system to manage registration , session schedules, attendee engagement, and feedback. Strategy's Expected Result/Impact: Streamlined Registration & Scheduling Improved Attendee Experience & Engagement Actionable Data & Feedback Staff Responsible for Monitoring: Conference Committee	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Provide 100% of SMSD teachers with technology integration support through training, modeling, and coaching to increase student engagement and improve student achievement.

Performance Objective 6: Implement Microsoft Teams as the district's Learning Management System to provide teachers and students with an efficient and consistent workflow for instruction, communication, assignments, and collaboration.

Evaluation Data Sources: Implementation Reports
Training Sign-In Sheets
Microsoft Teams Usage/Engagement Data
Teacher/Student Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a districtwide Microsoft Teams LMS framework that establishes consistent expectations for how Teams is used across campuses and grade levels. Strategy's Expected Result/Impact: Greater teacher and student understanding of expectations and a more efficient and cohesive digital learning experience across campuses and grade levels. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted professional development and ongoing support to help teachers effectively use Teams for assignments, communication, collaboration, Class Notebook, and other instructional workflows. Strategy's Expected Result/Impact: Increased teacher confidence, proficiency, and adoption of Microsoft Teams, resulting in more effective use of Teams for instruction, assignments, communication, collaboration, and digital classroom management. Staff Responsible for Monitoring: Instructional Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Stafford MSD Libraries are dedicated to fostering our school libraries as dynamic learning hubs. Our goal is to maintain a culture that encourages students' curiosity, critical thinking, and passion for reading. We are committed to providing equal access to resources, promoting information literacy, and engaging with the Stafford community.

Performance Objective 1: Increase the circulation of print materials by 10% to enhance student engagement with reading across all grade levels and strengthen literacy performance on STAAR Reading.

HB3 Goal

Evaluation Data Sources: Follett Destiny Reports
STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for students to check out books: open high school library during lunch periods; middle school ELA teachers encouraged to bring classes to the library 2x/month for more library access, allow for more frequent check outs at the elementary. Strategy's Expected Result/Impact: Increased circulation of library books. Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services Funding Sources: Other reading materials - 199: General Fund - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly gather data on resource usage, circulation, and user feedback to gauge the effectiveness and impact of the collection. Strategy's Expected Result/Impact: A school library collection, programming, and access which encourages increased circulation and literacy. Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services Funding Sources: Insignia Integrated Library System (ILS), new books - 199: General Fund - \$18,200	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Stafford MSD Libraries are dedicated to fostering our school libraries as dynamic learning hubs. Our goal is to maintain a culture that encourages students' curiosity, critical thinking, and passion for reading. We are committed to providing equal access to resources, promoting information literacy, and engaging with the Stafford community.

Performance Objective 2: Increase the utilization of library digital resources by 10% across the district to bolster college, career, and military readiness for all students.

HB3 Goal

Evaluation Data Sources: Database usage reports.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development (synchronous/asynchronous) on library digital resources to support campus instructional and learning objectives. Strategy's Expected Result/Impact: Increased usage of library digital resources. Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services Funding Sources: Training materials - 199: General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly gather data on resource usage and user feedback to gauge the effectiveness and impact of the library digital resource professional development. Strategy's Expected Result/Impact: Increased library digital resource usage Engaging, effective, streamlined professional development Staff Responsible for Monitoring: Lindsey Brewer-Munoz, Coordinator of Library and Media Services Funding Sources: Site licenses for databases (not including the ILS circulation site license) - 199: General Fund - \$27,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Identify 100% of at-risk highly mobile students who qualify for services under the McKinney-Vento Act.

Performance Objective 1: 100% students who are identified as eligible for services under the McKinney-Vento Act will have their immediate needs met (clothing, supplies, transportation, academics).

Evaluation Data Sources: Communication logs, Parent feedback services

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to school staff on the signs of homelessness and eligibility of students. Strategy's Expected Result/Impact: Remove barriers to student performance. Increase student performance Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: - 461: MKV Campus Activity Funds - \$500, - 211: Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify one point person on each campus to communicate directly with 100% of the students who qualify for services under the McKinney-Vento Act. Strategy's Expected Result/Impact: McKinney-Vento eligible students will be supported. Increase in student performance. Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: Stipend/Extra Duty Pay - 211: Title I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with local community organizations, businesses, and nonprofits to offer resources and support to SMSD families. This could include access to mental health services, afterschool programs, and tutoring services. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Parent, Family and Community Engagement Coordinator and Director of Federal and State Programs Funding Sources: Supplies - 461: MKV Campus Activity Funds - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 1: Strengthen the district's relationship with the Education Foundation to increase the amount of classroom grants to teachers.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The Education Foundation received additional funds from The George Foundation for the classroom grants. The Foundation will award additional grants above the \$25,000.

Strategy 1 Details	Reviews			
Strategy 1: To fortify the relationship with the education foundation through monthly meetings. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
No Progress Accomplished Continue/Modify Discontinue				

Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 2: Increase classroom grants to \$25,000 instead of \$20,000. Teachers are to complete an end-of-the-year evaluation.

Next Year's Recommendation: The Education Foundation will award additional grants during the 2026-2027 school year with a focus on The George Foundation priority areas.

Strategy 1 Details	Reviews			
Strategy 1: The Foundation hosts fundraisers such as the Annual Golf Tournament, and Bowling Event. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
	Accomplished			
No Progress Accomplished Continue/Modify Discontinue				

Goal 9: Develop and utilize community events to foster new partnerships to support students' and the staff needs.

Performance Objective 3: Assist graduating seniors in applying for and completing the Education Foundation scholarship.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The Education Foundation has increased the grant amount from \$1000 to \$2000 per scholarship. The Foundation will award less scholarships, however, the amount increased.

Strategy 1 Details	Reviews			
Strategy 1: Recruit students who applying for the Education Foundation Scholarship and provide workshops on how to complete the application. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Coordinate with the Education Foundation scholarship chair on how many students received a scholarship and report the information to the high school and administration. Funding Sources: - 199: General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Write a matching grant with The George Foundation for classroom grants for teachers.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 1: By May 2027, 100% of Pre-K through Kindergarten (Early Childhood Center) students will participate in at least two hands-on STEM learning experiences each month that integrate science, technology, engineering, and mathematics concepts.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STEM Assessments
- STEM Challenge Rubric
- Classroom Observation Data
- STEM Challenge Lesson Plan Toolkit

Strategy 1 Details	Reviews			
Strategy 1: Literacy and STEM (STEM Writes); STEM Career Exposure: Teacher Professional Learning; Data Driven with STEM Assessment; Early STEM Academy; STEM Resources; and Engineering Design Process Strategy's Expected Result/Impact: 1. Effective STEM education/ program 2. Increase of critical thinking skills Staff Responsible for Monitoring: Director of STEM STEM Specialist STEM Teachers Principal STEM Associate Talent Plan Problem Statements: Student Achievement 1 Funding Sources: Consumable Planning Items - 199: General Fund - 13 6399 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 2: By the end of the school year, 100% of Stafford Elementary teachers will implement at least two inquiry-based STEM lessons that incorporate the engineering design process, resulting in an increase in student engagement.

- High Priority
- HB3 Goal
- Evaluation Data Sources: PLC Minutes
- Data -Eduphoria
- STEM Challenge Forms
- Observations
- Classroom Walkthroughs
- Science Alive
- Science Labs
- Engineering Design Process
- Coding is Our Super Power

Strategy 1 Details	Reviews			
Strategy 1: Implement interdisciplinary STEM/PBL experiences connecting science, math, technology, and engineering to real-world problems. Strategy's Expected Result/Impact: Students will apply academic content to authentic problems and demonstrate increased problem-solving and critical thinking skills. Staff Responsible for Monitoring: Director of STEM STEM Specialists Teachers Principal STEM Associate Talent Plan Problem Statements: Student Achievement 1 Funding Sources: Instructional Consumable Items for Planning - 199: General Fund - 11 6299 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 3: By the end of the school year, all 1st and 2nd grade will integrate coding into their lessons.

High Priority

HB3 Goal

Evaluation Data Sources: Survey data
Observational data
Code Hop Lessons & Report
STEM Challenge Rubric

Strategy 1 Details		Reviews			
Strategy 1: Increase access to STEM tools and technology including robotics, coding platforms, engineering materials, 3D printing, AI, and other age-appropriate STEM resource Strategy's Expected Result/Impact: Students will have increased opportunities to design, test, create, revise, and use technology to solve problems. Staff Responsible for Monitoring: STEM Department Campus Administrators Director of STEM STEM Associate Code Hop Problem Statements: Student Achievement 1 Funding Sources: Code Hop - 199: General Fund - \$4,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 4: By the end of the 2026-2027 school year, the middle school will increase student participation in STEM and AI related activities by 20%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Pre and Post AI Data
- Classroom Observations
- Master Schedule
- Sign-in Sheets
- BOY/MOY/EOY

Strategy 1 Details	Reviews			
Strategy 1: Connect STEM instruction to careers through career exploration classes, STEM professionals, guest speakers, field experiences, career projects, and authentic workplace applications through AI instruction. Strategy's Expected Result/Impact: Students will progressively develop STEM, computational thinking, problem-solving, digital literacy, and responsible AI skills as they advance through grade levels. Staff Responsible for Monitoring: Department Chair Teachers STEM Department Campus Administrators AI Teachers STEM Associate STEM Specialist Problem Statements: Student Achievement 1 Funding Sources: AI Materials/STEM - 199: General Fund - \$7,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. **Root Cause:** The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 5:

By May 2027, high school students will participate in at least two authentic STEM experiences, such as industry site visits, mentor-ships, internships, or guest speaker sessions.
85% will report increased awareness of STEM career pathways through annual surveys.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Student Pre & Post Surveys (9th Grade Students)
- Sign in Sheets
- Calendar Events
- CTE Careers

Strategy 1 Details	Reviews			
Strategy 1: Connect STEM instruction to careers through content classes, STEM professionals, guest speakers, field experiences, career projects, and authentic workplace applications. Strategy's Expected Result/Impact: Students will be able to identify STEM careers, describe the skills required for those careers, and make connections between classroom learning and future career opportunities. Staff Responsible for Monitoring: Department Chairs Teachers STEM Department Content Teachers STEM Associate Content Specialist Problem Statements: Student Achievement 1 Funding Sources: Student Field Experience (Transportation) - 199: General Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 10: The STEM Department will strengthen PreK-12 STEM achievement and engagement by implementing a vertically aligned program focused on critical thinking, problem solving, engineering design, technology, coding, inquiry, and real-world STEM experiences, resulting in measurable student growth and consistent STEM instructional practices across all grade levels.

Performance Objective 6: By May 2027, 100% of STEM Magnet students will demonstrate growth in critical thinking by increasing their performance on STEM rubrics.

High Priority

HB3 Goal

Evaluation Data Sources: STEM Rubrics

Walkthroughs

STAAR Data

AP Data

SAT Data

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to participate in project-based learning, engineering design challenges, coding activities, robotics, scientific investigations, and real-world problem-solving. Health Science Program/Pre-Medical Program STEM Night with industry mentors Develop master level rubrics STEM specialized areas Strategy's Expected Result/Impact: Students will demonstrate increased critical thinking, collaboration, creativity, communication, and problem-solving through authentic STEM experiences. Staff Responsible for Monitoring: Director of STEM STEM Specialist Campus Leads STEM Specialist Problem Statements: Student Achievement 1 Funding Sources: STEM Materials/Contractual Services - 199: General Fund - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 1: Learning gaps are still impacting student achievement in the areas of Writing, Reading, and Math. Root Cause: The district has faced a rise in the number of non-certified teachers in recent years, which has created significant barriers to consistent, high-quality Tier 1 instruction. This has, in turn, made it difficult to implement the curriculum and instructional plan with fidelity to address student needs.

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 1: Daily provide well maintained buses.

High Priority

Evaluation Data Sources: All students and staff will be transported to and from school and extra curriculum activities

Strategy 1 Details	Reviews			
Strategy 1: Day to day bus inspections prior to transporting students with repair work orders reported to the City of Stafford with repairs and preventive maintenance completed in a timely manner. Strategy's Expected Result/Impact: No down buses Staff Responsible for Monitoring: Director of Operations Chief Financial Officer Funding Sources: - 199: General Fund - \$250,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 2: Daily provide clean disinfected safe operating district buildings inside and out for students and staff.

High Priority

Evaluation Data Sources: Continuous safety checks throughout the district to have school and facilities operable as needed with repairs and preventative maintenance completed as needed.

Strategy 1 Details	Reviews			
Strategy 1: Needed repairs, preventative maintenance and state required inspections completed Strategy's Expected Result/Impact: All district buildings and areas operable at all times Staff Responsible for Monitoring: Director of Operations Chief Financial Officer Funding Sources: - 199: General Fund - \$250,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 3: 85% Retention rate for all drivers.

High Priority

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 4: 95% On-time arrivals at bus stops.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: 95% on time Route Time during the 25-26 school year Strategy's Expected Result/Impact: To Have all buses and Students at the correct campus on time everyday Staff Responsible for Monitoring: Transportation Supervisor	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 5: Respond to all maintenance tickets within 72hrs.

High Priority

Evaluation Data Sources: Eduphoria

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 6: Reduce tickets that are > 1 month old to fewer than 3

High Priority

Evaluation Data Sources: Eduphoria

Goal 11: SMSD Operations Department will consistently provide dependable and efficient customer service to all district areas in the custodial, grounds, maintenance and transportation areas. Our main focus will be transporting students to and from school including extra curricular activities safely, cleaning and disinfecting all district buildings and completing repairs in a timely manner.

Performance Objective 7: Transportation- Zero preventable accidents.

High Priority

Evaluation Data Sources: Internal incident reports.

Strategy 1 Details	Reviews			
Strategy 1: Teach Smith System Training Strategy's Expected Result/Impact: zero percent preventable accident Staff Responsible for Monitoring: Transportation Supervisor	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 12: Provide outstanding customer service that focuses on preparing students to become life-long learners by serving them nutritious, quality meals prepared by well-trained staff in a safe environment.

Performance Objective 1: Child Nutrition will increase breakfast participation by 10%.

Evaluation Data Sources: Sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Add hot breakfast items to all campuses. Strategy's Expected Result/Impact: Increase student breakfast participation. Staff Responsible for Monitoring: Directors, Coordinators, managers Funding Sources: - 240: Food Service Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create student surveys for feedback on menu choices. Strategy's Expected Result/Impact: Will increase student breakfast participation. Staff Responsible for Monitoring: CN coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress		 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 13: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff.

Performance Objective 1: The Coordinator of Grants, Partnerships, and Community Relations will continue coordinating with SMSD partners to bring resources to its students and staff and add new partners.

Strategy 1 Details		Reviews			
Strategy 1: Increase outreach to local businesses for resources for the district through grants, cash, and in-kind donations. Funding Sources: - 199: General Fund - \$0		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Goal 13: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff.

Performance Objective 2: Ensure that SMSD continues to develop relationships with potential new partners by attending outside events, training, and other community opportunities to promote SMSD.

Strategy 1 Details	Reviews			
Strategy 1: To continue hosting the community breakfast to encourage community engagement and district awareness. Funding Sources: - 199: General Fund - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 13: The Coordinator of Grants, Partnerships, and Community Relations will continue to coordinate with SMSD partners to bring resources to its students and staff.

Performance Objective 3: The Innovations Grant Coordinator will ensure that SMSD applies for and receives TEA competitive grants to enhance instruction and to support students, staff, and parents.

Goal 14: SMSD Technology will enhance the district's networking equipment and cybersecurity infrastructure to ensure the safety, reliability, and efficiency of our digital learning environment.

Performance Objective 1: Leverage new tools and features with recently upgraded networking equipment to establish performance baselines to track network health and reliability over time.

Evaluation Data Sources: FortiAnalyzer and The Meraki Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Review and assess UPS health and needs across entirety of SMSD. Strategy's Expected Result/Impact: Requires a comprehensive site walk through each campus and the Administrative building. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Testing and Quality Assurance Strategy's Expected Result/Impact: Establish Key Performance indicators for network reliability, downtime reduction, and overall performance improvements. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 14: SMSD Technology will enhance the district's networking equipment and cybersecurity infrastructure to ensure the safety, reliability, and efficiency of our digital learning environment.

Performance Objective 2: Implement Next-Generation Antivirus (NGAV) and email spam filtering solutions, resulting in a 95% reduction in malware infections and phishing incidents.

High Priority
Evaluation Data Sources: Reports from AV system

Strategy 1 Details	Reviews			
Strategy 1: If approved by Superintendent, implement MFA for all teachers and staff. Strategy's Expected Result/Impact: Reduce unauthorized external access to SMSD's systems by over 99% and greatly improve SMSDs cybersecurity footing. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 15: SMSD will provide a leadership program to help develop, support, and retain teachers and other support professionals.

Performance Objective 1: To increase the number of qualified candidates for leadership positions within the district by 50 % over the next 3 years.

High Priority

Evaluation Data Sources: To retain 80% of all program participants over the next 5 years.

All (100%) participants will complete the L.E.A.D. Academy

Goal 16: Ensure a safe and secure learning environment through clearly defined law enforcement and school safety responsibilities.

Performance Objective 1: By June 2027, the district will ensure that 100% of the duties and responsibilities for school district peace officers, school resource officers (SROs), and security personnel are documented, reviewed annually, and aligned with Texas Education Code SS37.081(d)(1-4) in the District Improvement Plan, Emergency Operations Plan, applicable Board policies, and Memoranda of Understanding (MOUs).

Evaluation Data Sources: District Improvement Plan, Student Code of Conduct, MOU with law enforcement, Emergency Operations Plan, Board policy, annual compliance review documentation, and training records.

Goal 17: Stafford MSD will increase the percentage of appropriately certified teachers.

Performance Objective 1: By June 2027, Stafford MSD will reduce the percentage of uncertified teachers by 25% through strategic recruitment, certification support, mentorship, and progress monitoring, ensuring students receive instruction from highly qualified and appropriately credentialed educators.

High Priority

Evaluation Data Sources: TEA ECOS/SBEC Certification Records, District Certification Tracking Report, Frontline Recruiting & Hiring Reports, Certification Coaching Session Documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide certification support resources and individualized action plans for all teachers requiring certification. Monitor certification progress quarterly and provide campus-level reports to principals. Increase participation in certification preparation programs and support opportunities. Strategy's Expected Result/Impact: All teachers requiring certification will have individualized certification action plans and receive targeted support throughout the school year. Increased participation in certification preparation programs, coaching sessions, and support opportunities. Improved certification completion rates among teachers working toward certification requirements. Increased principal awareness and accountability through quarterly certification progress reports. A 25% reduction in the percentage of uncertified teachers by June 2027. Increased compliance with TEA certification requirements and reduced reliance on certification exceptions, waivers, or emergency assignments. Staff Responsible for Monitoring: Human Resources Department Talent Plan Funding Sources: Human Resources staff, campus administrators, and teacher mentors to provide certification coaching, progress monitoring, and individualized support. TEA ECOS, Frontline Recruiting & Hiring, and district certification tracking tools to monitor certification status, recruitment efforts, and compliance. Professional development resources, Region 4 ESC support, and university/alternative certification program partnerships to assist teachers in obtaining required certifications. - 199: General Fund	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 18: Stafford MSD will maintain fiscal responsibility and sound financial practices to support the District's vision, values, priorities and goals while ensuring resources are effectively aligned with student and organizational needs.

Performance Objective 1: District and campus budget managers will develop cost-effective budgets that align available resources with the District's strategic goals and priorities.

Evaluation Data Sources: Positive fund balance

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize local staff formulas and adjust staffing allocations based on student enrollment and District needs. Strategy's Expected Result/Impact: Staffing levels will remain aligned with student enrollment and operational needs, promoting efficient use of financial resources while maintaining appropriate staffing across campuses and departments. Staff Responsible for Monitoring: Chief Financial Officer Chief of Schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 18: Stafford MSD will maintain fiscal responsibility and sound financial practices to support the District's vision, values, priorities and goals while ensuring resources are effectively aligned with student and organizational needs.

Performance Objective 2: Continue to ensure Stafford MSD's revenues are managed effectively and efficiently in compliance with all applicable standards, laws and regulations.

Evaluation Data Sources: EOY balanced budget.

Strategy 1 Details	Reviews			
Strategy 1: Implement and maintain strong internal controls, monitoring and reconciliation procedures to ensure all District revenues are accurately recorded, collected, reported and managed in accordance with applicable laws, regulations and accounting standards. Strategy's Expected Result/Impact: District revenues will be accurately recorded, reconciled and reported in a timely manner. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

Descriptor 5: Nature of Programs

Title I, Part A of the Elementary and Secondary Education Act, provides supplemental funding to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to improve the quality of education and ensure that all children meet state academic standards.

Based on 2025-2026 Fall PEIMS Collection, Stafford Municipal School District had a total enrollment of 3,532 students with 2,653 students coded as economically disadvantaged. This makes up 75% of the total student population. SMSD has five campuses: Early Childhood (PK-2), Elementary (grades 1-5), Middle (grades 6-8), High (grades 9-12), and a STEM Magnet School (grades 1 & 3-12). The campuses' percentage of students who meet economically disadvantaged criteria are as follows: Stafford ECC - 91.12%, Stafford Elementary - 84.68%, Stafford Middle School - 78.5%, Stafford High School - 71.4% and Stafford STEM Magnet Academy - 40.5%.

Title I, Part A - Schoolwide Programs

A campus may be eligible to operate a School-Wide program if 40% or more of enrolled students are from low-income families and meet economically disadvantaged criteria. SMSD campuses that operates a schoolwide program must complete a comprehensive needs assessment and develop a campus improvement plan to address academic performance and gaps.

Based on the percentages of enrolled students that meet economically disadvantaged criteria, all of the campuses in Stafford Municipal School District will be operating a School-Wide Title I Program for the 2026-2027 school year.

- Stafford Early Childhood Center
- Stafford Elementary School
- Stafford Middle School
- Stafford High School
- Stafford STEM Magnet Academy

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Title I, Part A - Targeted Assistance Campuses

A campus may be eligible to participate as a Targeted Assistance campus if at least 35% or more of enrolled students are from low-income families and meet economically disadvantaged criteria. Funds will be allocated only for supplemental programs and activities that provide services to eligible students who have been identified as having the greatest

need for assistance.

Since all of our campuses are operating School-Wide Title I Programs during the 2026-2027 school year, we will not have any campuses identified as a Targeted Assistance Campus.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$22,250.00
1	1	2			\$15,300.00
1	1	3			\$26,760.00
1	1	4			\$2,500.00
1	2	1			\$11,350.00
1	2	2			\$15,300.00
1	2	3			\$26,760.00
1	3	1			\$5,626.00
1	3	2			\$30,600.00
1	3	3			\$24,960.00
1	4	1			\$5,626.00
1	4	2			\$34,300.00
1	4	3			\$19,000.00
3	1	1			\$3,640.00
3	1	2			\$2,130.00
3	2	1			\$10,815.00
3	2	2			\$8,400.00
3	2	3			\$23,450.00
3	3	1			\$10,815.00
3	3	2			\$8,400.00
3	3	3			\$23,450.00
6	1	1	Meeting snacks		\$500.00
6	1	2	No Funding Required		\$0.00
6	1	3	No funding required		\$0.00
6	1	4	No funding required		\$0.00
6	2	1	No funding required		\$0.00

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2	No funding required		\$0.00
6	2	3	Registration fees, travel expenses		\$5,000.00
6	3	1	No funding required		\$0.00
6	3	3	No funding required		\$0.00
7	1	1	Other reading materials		\$2,500.00
7	1	2	Insignia Integrated Library System (ILS), new books		\$18,200.00
7	2	1	Training materials		\$500.00
7	2	2	Site licenses for databases (not including the ILS circulation site license)		\$27,000.00
9	1	1			\$0.00
9	2	1			\$0.00
9	3	1			\$0.00
9	3	2			\$0.00
10	1	1	Consumable Planning Items	13 6399	\$3,000.00
10	2	1	Instructional Consumable Items for Planning	11 6299	\$1,000.00
10	3	1	Code Hop		\$4,000.00
10	4	1	AI Materials/STEM		\$7,000.00
10	5	1	Student Field Experience (Transportation)		\$3,000.00
10	6	1	STEM Materials/Contractual Services		\$7,000.00
11	1	1			\$250,000.00
11	2	1			\$250,000.00
13	1	1			\$0.00
13	2	1			\$6,500.00
17	1	1	Human Resources staff, campus administrators, and teacher mentors to provide certification coaching, progress monitoring, and individualized support. TEA ECOS, Frontline Recruiting & Hiring, and district certification tracking tools to monitor certification status, recruitment efforts, and compliance. Professional development resources, Region 4 ESC support, and university/alternative certification program partnerships to assist teachers in obtaining required certifications.		\$0.00
Sub-Total					\$916,632.00

211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$36,000.00
2	1	2	Extra Duty Pay		\$5,000.00
4	1	2			\$6,000.00
4	2	1	Professional development and training courses		\$500.00
4	3	1	Supplies		\$3,500.00
4	3	1	Upgraded Volunteer Software and Devices		\$14,000.00
4	3	2	Supplies		\$3,000.00
8	1	1			\$1,000.00
Sub-Total					\$69,000.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$2,500.00
8	1	2	Stipend/Extra Duty Pay		\$10,000.00
Sub-Total					\$12,500.00
211: Title 1, ESF					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$115,000.00
1	2	3			\$115,000.00
1	3	2			\$56,000.00
Sub-Total					\$286,000.00
224: IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
240: Food Service Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
12	1	1			\$0.00
Sub-Total					\$0.00

255: Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Professional Development		\$2,000.00
2	3	1	Professional Development		\$2,500.00
Sub-Total					\$4,500.00
263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$12,200.00
3	1	1			\$665.00
3	2	1			\$15,800.00
3	2	2			\$8,400.00
3	2	3			\$10,155.00
3	3	1			\$15,800.00
3	3	2			\$8,400.00
3	3	3			\$10,155.00
Sub-Total					\$81,575.00
410: Textbooks					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	1	Learning.com Application Licenses		\$21,615.00
Sub-Total					\$21,615.00
429: Blended Learning					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$35,000.00
1	2	1			\$35,000.00
1	2	2			\$35,000.00
Sub-Total					\$105,000.00
429: Strong Foundations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$31,000.00
Sub-Total					\$31,000.00

429: AP_CSP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$6,000.00
1	4	2			\$6,000.00
Sub-Total					\$12,000.00
429: PTECH					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$100,000.00
Sub-Total					\$100,000.00
461: MKV Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			\$500.00
8	1	3	Supplies		\$2,500.00
Sub-Total					\$3,000.00