

Stafford Municipal School District

District Improvement Plan

2019-2020

Accountability Rating: B



Board Approval Date: November 11, 2019
Public Presentation Date: November 11, 2019

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

SMSD 20/20 Vision Goals

- 100% of all 3rd graders will read on or above grade level by 2020
- 100% of 7th graders will take the Duke TIP/ACT
- 100% of the 8th graders take the PSAT 8/SAT
- 100% of 8th graders will pass Algebra I
- 100% of 10th graders will pass the TSI
- 100% of 12th graders will be college or career ready at graduation

Core Beliefs

Our Beliefs

- Individuals learn from both success and failure
- Learning is more meaningful when connections are made through relationships and life experiences
- Learning is fueled by curiosity and exploration
- Learning is a reflective process enhanced by the development and pursuit of personal goals
- Success is achieved by addressing the unique learning styles of the individual
- Learning is a shared responsibility

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hidden between the metropolis of Houston and the rapidly growing East Fort Bend County sits the "best little school district in Texas", the only Municipal School District in Texas, Stafford Municipal School District (SMSD). This Chapter 41 school district maintains a small school setting while addressing the academic, emotional, and social needs of our students, whereby preparing them for the multi-faceted society in which they live. SMSD opened its doors in 1982 with a (K-5) enrollment of 547 students. Today SMSD has a (PreK-12) student enrollment of 3,589 students. The District's student ethnic breakdown reflects 45.6% Hispanic, 40.5% African American, Asian 6.9%, White 4.3%, Two or More Races 2.2%, American Indian 0.4% and Pacific Islander 0.1%. The District's data reflects 72.75% of our student population is Economically Disadvantaged. The district provides free breakfast and lunch to all SMSD students in PK-8th grade. The SMSD staff's ethnic breakdown reflects the following: White 30.2%, African American 34.9%, Hispanic 17.5%, Asian 8.3%, Two or More Races 0.9%, and 8.3% American Indian. The SMSD staff's average number of years of experience is 9.4 years. The District has a mobility rate of 12.6%. SMSD has an annual dropout rate of 2.1%. The average daily attendance rate is 96.3%. Stafford MSD's district-wide English Language Learner student population is 16.7%. The percentage of students graduating on the Recommended Graduation Plan is 88.2% and remains above the State average.

Demographics Strengths

SMSD fosters an academic environment that embraces college and career readiness. This entails providing all students a quality educational experience designed to address the needs of all learners. Below is a list of strengths garnered from studying a plethora of data sources (i.e. State/National Assessment results, Performance Based Monitoring Reports, College Board Reports, District Benchmark results, and local Common Formative Assessment results).

- The District and all campuses earned a State Accountability rating of "Met Standard"
- Stafford MSD earned a "B" on the A-F Accountability Rating System
- 100% of SMSD 8th grade students passed the EOC Algebra I assessment
- Stafford MSD was awarded 6 TEA distinctions
- Stafford MSD is a District of Innovation
- 95.6% of all Stafford High School seniors graduated with a coherent sequence of CTE courses.
- SMSD provides full-day PreK and Kindergarten
- 84% of SMSD seniors graduated on the "Recommended" or "Distinguished" graduation plan, which is "State average"

Stafford MSD also prides itself on the development and implementation of unique educational programs that address the needs of our students as early as Pre-K and extends to post-secondary programs (i.e. Chinese and Spanish Dual Language Programs, a state-of-the-art Robotics program, SPARTA Academy (an educational program for SMSD employees' children who are 3 & 4 years of age), full day Pre-K and Kindergarten programs, and an extended day program for grades PK-6. Stafford MSD proudly provides transportation to all Stafford MSD zoned students. In addition, SMSD offers 12 state-of-the-art college and career academies, which provide opportunities for students to earn certificates (i.e. Valvoline, Microsoft Suite, Certport, SafeServe, to name a few. The district offers Pre-AP/AP core content courses in grades 6-12. In addition, SMSD offers Dual Credit courses and currently has an articulation agreement with Houston Community College. SMSD has a stellar band program that consists of over 200 participants. Our safety data reflects our schools are safe.

Student Achievement

Student Achievement Summary

District

The district received an overall "B" rating. Three of five campuses received "B" rating while the Elementary campus was rated "D". Stafford Primary School was not rated. This campus is paired with Stafford Elementary for accountability purposes.

From 2018 to 2019;

- Overall District Scaled Score increased from 84 to 87.
- The Star Performance Component Score increased from 44 to 45 while the Star Performance Scaled Score increased from 75 to 76.
- The College, Career and Military Readiness Component Score increased from 55 to 59 while the College, Career and Military Readiness Scaled Score increased from 83 to 89.
- The Graduation Rate Component Score increased from 92.9 to 93.4 while the Graduation Rate Scaled Score increased from 70 to 75.
- The Academic Growth Scores (both component and scaled scores) remained same.
- The Relative Performance Component Score increased from 50 to 52 while the Relative Performance Scaled Score increased from 85 to 88.
- The Closing the Gaps Component Score increased from 69 to 74 while the Closing the Gaps Scaled Score increased from 82 to 84.

Elementary School

From 2018 to 2019;

- The Overall Campus Scaled Score decreased from 67 to 61.
- The Closing the Gaps scores decreased (Component Score decreased from 29 to 13 and Scaled Score decreased from 62 to 47).
- The Academic Growth scores decreased (Component Score decreased from 59 to 52 and Scaled Score decreased from 57 to 54).
- Reading scores increased (2018-Approaches GL: 60%, 2018-Meets GL: 28%, 2018-Masters GL: 15%; 2019-Approaches GL: 66%, 2019-Meets GL: 33%, 2019-Masters GL: 18%).
- Math scores decreased (2018-Approaches GL: 77%, 2018-Meets GL: 45%, 2018-Masters GL: 20%; 2019-Approaches GL: 68%, 2019-Meets GL: 38%, 2019-Masters GL: 17%).
- Writing scores remained lower than the other subject areas ((2018-Approaches GL: 49%, 2018-Meets GL: 26%, 2018-Masters GL: 4%; 2019-Approaches GL: 49%, 2019-Meets GL: 24%, 2019-Masters GL: 7%).
- 4th grade Math and Reading scores are lower than 3rd grade scores.
- 4th grade Writing scores are much lower than state averages (2019-Approaches GL: 49% (State:65%), 2019-Meets GL: 24% (State:33%), 2019-Masters GL: 7%(State:10%)).
- The campus is identified for targeted support and improvement.

- The campus has not received any distinction designations.

Intermediate School

The campus received an overall "B" rating and a total of 4 distinctions were earned.

From 2018 to 2019;

- The Overall Campus Scaled Score decreased from 88 to 84.
- The Star Performance Component Score decreased from 50 to 47 while the Star Performance Scaled Score decreased from 81 to 78.
- The Academic Growth Scores decreased from 70 to 68 while the Academic Growth Scaled Score decreased from 77 to 74.
- The Relative Performance Component Score decreased from 50 to 47 while the Relative Performance Scaled Score decreased from 89 to 86.
- The Closing the Gaps Component Score decreased from 76 to 60 while the Closing the Gaps Scaled Score decreased from 84 to 78.
- Reading scores decreased slightly (2018-Approaches GL: 76%, 2018-Meets GL: 40%, 2018-Masters GL: 17%; 2019-Approaches GL: 72%, 2019-Meets GL: 33%, 2019-Masters GL: 16%).
- Math scores remained same (2018-Approaches GL: 90%, 2018-Meets GL: 63%, 2018-Masters GL: 31%; 2019-Approaches GL: 91%, 2019-Meets GL: 57%, 2019-Masters GL: 81%).
- Science scores decreased ((2018-Approaches GL: 72%, 2018-Meets GL: 33%, 2018-Masters GL: 11%; 2019-Approaches GL: 61%, 2019-Meets GL: 32%, 2019-Masters GL: 14%).

Middle School

The campus received an overall "B" rating and 3 distinctions were earned.

From 2018 to 2019;

- The Overall Campus Scaled Score increased from 81 to 87.
- The Star Performance Component Score increased from 45 to 50 while the Star Performance Scaled Score increased from 76 to 81.
- The Academic Growth Scores increased from 72 to 74 while the Academic Growth Scaled Score increased from 80 to 84.
- The Relative Performance Component Score increased from 45 to 50 while the Relative Performance Scaled Score increased from 82 to 88.
- The Closing the Gaps Component Score increased from 63 to 80 while the Closing the Gaps Scaled Score decreased from 78 to 85.
- Reading scores increased (2018-Approaches GL: 79%, 2018-Meets GL: 42%, 2018-Masters GL: 22%; 2019-Approaches GL: 85%, 2019-Meets GL: 53%, 2019-Masters GL: 26%).
- Math scores increased slightly (2018-Approaches GL: 85%, 2018-Meets GL: 51%, 2018-Masters GL: 22%; 2019-Approaches GL: 87%, 2019-Meets GL: 54%, 2019-Masters GL: 25%).
- Writing scores increased slightly (2018-Approaches GL: 70%, 2018-Meets GL: 40%, 2018-Masters GL: 10%; 2019-Approaches GL: 76%, 2019-Meets GL: 40%, 2019-Masters GL: 14%).
- Science scores increased (2018-Approaches GL: 66%, 2018-Meets GL: 34%, 2018-Masters GL: 15%; 2019-Approaches GL: 80%, 2019-Meets GL: 41%, 2019-Masters GL: 12%).

- Social Studies scores increased (2018-Approaches GL: 59%, 2018-Meets GL: 26%, 2018-Masters GL: 16%; 2019-Approaches GL: 68%, 2019-Meets GL: 33%, 2019-Masters GL: 21%).

High School

The campus received an overall "B" rating and 1 distinction was earned.

From 2018 to 2019;

- The Overall Campus Scaled Score increased from 78 to 82.
- The Star Performance Component Score increased from 42 to 45 while the Star Performance Scaled Score increased from 71 to 73.
- The College, Career and Military Readiness Component Score increased from 55 to 59 while the College, Career and Military Readiness Scaled Score increased from 86 to 89.
- The Graduation Rate Component Score increased from 92.9 to 93.4 while the Graduation Rate Scaled Score increased from 70 to 75.
- The Academic Growth Scores increased from 63 to 71 while the Academic Growth Scaled Score increased from 70 to 81.
- The Relative Performance Component Score increased from 49 to 52 while the Relative Performance Scaled Score increased from 81 to 83.
- The Closing the Gaps Component Score increased from 39 to 65 while the Closing the Gaps Scaled Score increased from 72 to 78.
- ELA/Reading scores increased slightly (2018-Approaches GL: 61%, 2018-Meets GL: 38%, 2018-Masters GL: 5%; 2019-Approaches GL: 65%, 2019-Meets GL: 41%, 2019-Masters GL: 4%).
- Math scores increased (2018-Approaches GL: 76%, 2018-Meets GL: 38%, 2018-Masters GL: 12%; 2019-Approaches GL: 84%, 2019-Meets GL: 48%, 2019-Masters GL: 22%).
- Science scores remained approximately same (2018-Approaches GL: 82%, 2018-Meets GL: 45%, 2018-Masters GL: 14%; 2019-Approaches GL: 83%, 2019-Meets GL: 44%, 2019-Masters GL: 10%).
- Social Studies scores increased (2018-Approaches GL: 85%, 2018-Meets GL: 59%, 2018-Masters GL: 24%; 2019-Approaches GL: 91%, 2019-Meets GL: 62%, 2019-Masters GL: 32%).
- AP Participation rate and AP scores are lower than the state averages (AP/IB Participation (Grades 11-12): Stafford HS-16.4%, State- 26.2%, AP/IB Results for Grades 11-12 (Examines >= Criterion): Stafford HS-26.9%, State- 49.1%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a need to target specific reading and writing skills and focus on early intervention. **Root Cause:** Lack of alignment across the district with reading and writing skills on early intervention and identification of needs.

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** Lack of multiple data sources across the district utilized to demonstrate evidence of learner growth.

Problem Statement 3: Many teachers are utilizing a "one size fits all" instructional delivery where differentiated instruction would be more appropriate.

Root Cause: We have several novice teachers who are not trained on the implementation and utilization of differentiated instruction.

Problem Statement 4: Teachers assigned to teach SPED resource and applied reading and math lack training in the content areas they are assigned to teach.

Root Cause: Teachers assigned to teach Resource reading and math are only certified in SPED and lack training and certification in the content areas they teach.

Problem Statement 5: Not all SMSD campuses have the necessary ratio of support staff to maximize learning for SPED students in inclusion, resource and applied classrooms. **Root Cause:** There is a significant number of SPED students who receive inclusion support and there is not a proportionate number of support staff.

Problem Statement 6: SPED students have gaps in their learning that need to be addressed with intensive remediation for success. **Root Cause:** Developmental delays in learning have caused many SPED students to have gaps in their learning.

Problem Statement 7: SPED students are in need of additional supports and accommodations to be successful. **Root Cause:** Lack of appropriate accommodations and supports have resulted in students having gaps in their learning.

Problem Statement 8: Writing results have been stagnant especially 4th graders in recent years. **Root Cause:** Lack of implementation of writing strategies provided by the district. There is a large number of inexperienced teachers resulting in high turn over rates.

Problem Statement 9: Elementary School's scores are low. There is a need to increase the academic achievement of all students at each of the Approaches, Meets, and Masters Grade Level on STAAR levels of performance and in the area of growth in Elementary campus. **Root Cause:** We have several novice teachers who are not trained on the implementation and utilization of differentiated instruction. Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implemented strategies.

Problem Statement 10: Teachers are in need of additional training on the use of a uniform and comprehensive literacy program that can be used in all contents and at all grade levels. **Root Cause:** There is a lack of an accountability system in place that ensures teachers are using the recommended strategies and programs.

Problem Statement 11: Teachers are in need of additional support systems to increase the level of rigor across all grade levels and subject areas. **Root Cause:** Many teachers are strong in teaching content at the surface level but they struggle with increasing depth of knowledge.

Problem Statement 12: There is a need to develop a comprehensive support and progress monitoring system across all campuses. **Root Cause:** Campus level administrators need to be trained and support monitoring systems across all content areas.

Problem Statement 13: The use of technology to inform instruction and to personalize learning is not adequate. **Root Cause:** Schools do not have enough technology. Technology infrastructure of some schools (Elementary and Intermediate campuses) needs to be upgraded. In addition, teachers need training and support on how to use technology to deliver personalized learning through differentiation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SMSD strives to hire and retain exceptionally talented and dedicated employees. The Talent Acquisition staff continues to extend their recruiting efforts beyond city and state boundaries to secure excellent teaching candidates. The District utilizes the Gallup TEACHERINSIGHT and PRINCIPALINSIGHT programs to measure talent dimensions of potential employees. In addition, SMSD provides new-to-the district teachers an orientation which includes professional development workshops on instructional and non-instructionally-related items. Stafford MSD provides all instructional staff a laptop which not only enhances the staff's professional toolboxes, but moreover serves as a tool that provides the staff with a platform to integrate technology. Teachers new to SMSD are prepared for district expectations in the areas of curriculum and instruction. SMSD will continue to incorporate Professional Learning Communities throughout the 2019-2020 school year, which will be beneficial for all instructional staff.

Staff Quality, Recruitment, and Retention Strengths

Planning - All core content teachers are required to collaborate and plan together via a weekly Data Team meeting. All teachers meet regularly to align lesson plans. Teachers are provided planning time during staff development days. Campus department heads are provided five extra contract days to prepare for department/team meetings and activities held throughout the school year.

The Curriculum, Instruction, and Assessment (CIA) team conducts district content meetings for all content areas. Instructional coaches meet with content teachers to discuss content scope and sequence, conduct and model small group instruction and establish intervention plans of action.

Teacher Planning - SMSD has implemented Professional Learning Community strategies to strengthen the following endeavors:

- Use of Eduphoria Aware to disaggregate data
- SMSD/TTESS "Look-Fors" implemented to increase rigor, align curriculum, and share best practices
- Student Learner Outcomes
- District-created common and formative assessments by grade level or content area
- CIA classroom walkthroughs/debrief meetings with teacher and campus administrator
- Review of "Spartan Priority TEKS"
- "Literacy for All" and "Power in Numbers" (P.I.N.) walkthroughs

Hiring and Recruiting - Campus Administrators, along with Human Resources staff, attend multiple job fairs. Our district utilizes an online application system, Winocular, which is the method by which applicants submit their SMSD applications. Every effort is made to recruit "highly qualified teachers and staff". The district provides tuition reimbursement for employees seeking bachelor's, masters, and doctorate degrees of study.

Professional Development/Stipends - SMSD has a district-wide professional development/training plan, The Spartan Pathway to Success, which outlines the intricacies of the district's professional development requirements, by content (i.e. number of hours, procedures for tracking pd hours, areas of focus, submission of hours, etc.). SMSD has increased training sessions that align to the district's priorities. SMSD hosts an annual convocation, which is an opportunity for all staff, district-wide, to come together for a positive start of the school year. In addition, the Superintendent shares his vision for the school year. ESL certification training is made available for any staff seeking their ESL certification. The training areas of focus for the 2019-2020 school year are as follows: Introduction of the new K-8 ELAR TEKS, Reading and Writing Workshop, Thinking Maps, Leadership Development, Response to Intervention, and Youth Mental Health Aid. Monthly leadership meetings are conducted for all campus administrators, with the goal of enhancing our administrator's leadership skills set. Campus administrators are provided "best practices" during these leadership meetings.

Stipends are paid to Bilingual, Math and Science teachers. The District has developed and implemented an employee tuition reimbursement plan for applicable employees who are seeking a degree. Many teachers have been trained in the areas of Pre-Advanced Placement and Advanced Placement training by attending one of the College Board's Summer Institutes. SMSD has three City of Stafford police officers, who service the District as School Resource Officers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a need to increase teacher retention **Root Cause:** SMSD is a small school district located in a suburban area and is surrounded by larger school districts. Often times districts offer more attractive salaries and benefits. In addition, there are more opportunities for professional growth/advancement in larger districts.

Problem Statement 2: Data reflects a decrease in teacher's attendance rate. **Root Cause:** There appears to be a decline in campus morale, as evidenced in exit interviews.

Problem Statement 3: There is a need to have focused, targeted management in the area of Special Education to enhance SPED program areas. **Root Cause:** The current staffing chart has the Federal and State Programs Director managing SPED and all federal programs resulting in a lack of enhanced targeted SPED program management.

Problem Statement 4: There is a need to increase the number of ESL certified teachers. **Root Cause:** Not enough teachers in all of the content areas hold an ESL certification.

Problem Statement 5: There is a need for additional bilingual certified personnel for dual language curriculum and instructional support. **Root Cause:** Dual language classes are all in need of targeted curricular units and classroom instructional support/coaching.

Problem Statement 6: There is a need to recruit, hire and retain quality teachers. **Root Cause:** Our district is surrounded by larger districts who offer competitive salaries and benefits.

Problem Statement 7: There is a need to strengthen the understanding of novice teacher's understanding of reading and writing TEKS **Root Cause:** Many of the district's novice K-6 grade teachers exhibit a deficiency as it relates to understanding and teaching reading and writing

Parent and Community Engagement

Parent and Community Engagement Summary

Stafford MSD promotes and supports significant 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 Vision 20/20 goals for student achievement and college and career readiness.

Parent and Community Engagement Strengths

- Increased parental involvement as a result of District's Strategic Plan of Action
- Increased community involvement
- Communication via social media
- An increase in frequent communication to parents, increasing the number of relationships built
- Increase in attendance at Senior 55 + Breakfast
- 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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need to address SMSD student and family social services. **Root Cause:** The district's Economically Disadvantaged student population is 68.7%.

Problem Statement 2: There is a need to provide, track and monitor the McKinney Vento services provided to homeless students. **Root Cause:** There is not sufficient staff to ascertain social services for homeless students and their families; there is not sufficient staff to provide support for homeless families.

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 quality of content as well as technology 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.

The emergence and proliferation of mobile internet-ready devices represent a key turning point in education. This leap forward in personal technology access has expanded opportunities for students and educators to reach beyond the classroom. Like many districts, SMSD is determining how to best use and integrate these tools.

Technology Strengths

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 classrooms

Integration of current technology District initiatives

- Bring Your Own Device
- iPad devices
- Maker spaces
- 3D printers
- Apple Coding
- Robotics
- Drones
- Stafford Middle School is an Apple Campus Site

Priority Problem Statements

Problem Statement 1: Teachers are using a "one size fits all" type of instruction where differentiated instruction would be more appropriate.

Root Cause 1: Teachers lack the necessary training in differentiated instructional strategies

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Teachers assigned to teach Special Education resource and applied Reading and Math classes lack training in the content areas that they are assigned to teach.

Root Cause 2: Teachers that are assigned to teach resource and applied reading and math classes are certified in special education and lack training in the content area that they are teaching

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Inclusion classrooms and Resource/Applied classrooms on some campuses do not have the necessary ratio of support staff to maximize learning for Special Education Students

Root Cause 3: The number of Special Education students assigned to inclusion classrooms is not in proportion to the number of support staff assigned to the classrooms.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Special Education students have "gaps" in their learning that need to be filled with additional practice

Root Cause 4: Developmental delays in learning have caused many Special Education students to have "gaps" in their learning which requires intensive remediation for success in learning

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Special Education students are in need of additional supports and accommodations in order to be successful their education

Root Cause 5: Delays in learning and lack of appropriate, intensive supports and accommodations for many Special Education students has resulted in students having "gaps" in their learning

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: A need exists for a larger variety of job training sites for ATP and Life Skills students. Parents need additional information regarding transition of their students from high school into the work force.

Root Cause 6: There has been a dependence on single job sites for students. There has been a continued dependence on the ARD process providing transition information to parents.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: IEPs are not standardized with clear and concise goals and objectives

Root Cause 7: There has been too much dependency on the TEKS rather than utilizing the PLAAF for the development of the IEP.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: More more opportunities for students to engage in hands-on activities to further explore and discover scientific knowledge and facts is needed.

Root Cause 8: Budget not sufficient to purchase or replace broken/outdated necessary science materials and supplies.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 10: There is a need to increase the number of ESL certified teachers.

Root Cause 10: Not enough teachers in all of the content areas hold an ESL certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: There is a need for additional bilingual/ESL aides/paraprofessionals

Root Cause 11: State compliance (testing, identification and placement of students) timelines must be met.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: There is a need for targeted dual language curricular units.

Root Cause 12: Dual language requires the integration of SLAR and ELAR with subjects such as Science and Social Studies.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: There is a need for additional bilingual certified personnel for dual language curriculum and instructional support.

Root Cause 13: Dual language classes are all in need of targeted curricular units and classroom instructional support/coaching.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: There may be a confusion between what an ELPS is and what a specific language objectives is and how it is written.

Root Cause 14: The ELPS (English Language Proficiency Standards) outline language proficiency levels and student expectations for ELs; however, although based on the ELPS, a language objective is a more specific targeted way to ensure language and content are aligned and developed simultaneously.

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: Although we have had professional development sessions on cross-linguistic transfer (constructive analysis) of languages, dual language teachers need more exposure/training.

Root Cause 15: Dual language teachers are new to the cross-linguistic transfer (constructive analysis) concept.

Problem Statement 15 Areas: Student Academic Achievement

Problem Statement 16: There is a need to target specific reading and writing skills and focus on early intervention.

Root Cause 16: Lack of alignment across the district with reading and writing skills on early intervention and identification of needs.

Problem Statement 16 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data
- T-PESS data

Parent/Community Data

- 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
- Study of best practices
- Other additional data

Goals

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 1: The percentage of all students scoring "Approaches" will increase to 75%, "Meets" will increase to 45%, and "Masters" will increase to 20% on STAAR ELA/Reading by the end of 2019-20.

Evaluation Data Source(s) 1: Increased academic performance in Reading on all national, state and local assessments.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a plan of action to conduct district-wide content specific vertical alignment meetings in ELAR for the purpose of increasing the rigor.	2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers	Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Continue to conduct regularly scheduled alignment walks to track and monitor the alignment of local and state curriculum.	2.4, 2.5, 2.6	Outside Consultant Chief Academic Officer Chief of Schools Instructional leader and Data Specialists Curriculum Content Specialists Campus Principals Teachers	Exhibition of alignment walks Displayed student work aligned to State Curriculum				
Funding Sources: 199: General Fund - 32000.00							
3) Implement a balanced assessment system which includes check-points, classroom assessments, common Formative Assessments (CFAs), Content Based Assessments (CBAs), and District Assessments (DAs) to monitor the performance and the progress of students, and to measure the TEKS taught in ELAR during the specific unit of study.	2.4	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers	Increased number of "Designated Distinctions" on State Accountability Increased student academic performance that aligns with state assessment results Increased academic performance as evidenced on state and federal data results reports.				
Funding Sources: 199: General Fund - 2500.00							
4) The CIA Team will continue to provide on-going accountability and data analysis support to campuses.	2.4	Chief Academic Officer Instructional leader and Data Specialists Content Specialists	Increased student performance Increased teacher ownership in data disintegration, aligned instruction and data results				
5) The CIA team will continue to track and monitor the implementation of the district-wide literacy plan, "Literacy For All", with fidelity in all ELAR classes.	2.4, 2.5, 2.6	Chief Academic Officer Instructional leader and Data Specialists Elem/Sec Dist. Content Curr. Specialist Campus Administrators	Increased student performance PLC notes reflect plans of actions that provide evidence of utilization of the literacy plan Increased academic performance as indicated on State Assessment results Completion of Universal Screener				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Continue equipping classroom libraries and guided reading libraries with rich and diverse literature for students.	2.4, 2.5	Outside Consultants/Vendors Chief Academic Officer Instructional leader and Data Specialists Curriculum Content Specialists Teachers	Increased literacy materials available for students and teachers District-wide Literacy Plan				
7) CIA Team will continue collaborating with all instructional stakeholders (i.e. teachers, administrators, specialist, etc.) to enhance literacy for all students by integrating strategies to support reading across all disciplines.	2.4, 2.5	Outside Consultants Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Elem/Sec ELAR Dist. Content Curriculum Specialists Fed. & State Programs Director Dir. of Multilingual/ESL Programs	Evidence of Professional Development implementation Evidence exhibited in Professional Learning Community Meetings Curriculum Alignment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide supplemental resources, training, and intervention opportunities to improve the academic performance of special population students, whereby closing the achievement gaps that exist in the four content areas.		Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Fed. & State Programs Director Dir. of Multilingual/ESL Programs	Evidence of increased scores on district, state and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on PBMAS stage levels.				
Funding Sources: 224: IDEA-B - 1170.00, 199: General Fund - 3000.00, 211: Title I - 21495.00							
9) Continue supporting special education students in general education ELAR classrooms through tutorials, inclusion, co-teaching, and differentiated instruction.	2.6	Chief Academic Officer Instructional leader and Data Specialists Dir. of Federal and State Prog. Elem/Sec Dist. Content Curriculum Specialist Campus Administrators Teachers	Improved student performance on state and local assessments				
10) Develop and implement a set of Professional Learning Community (PLC) guidelines/templates to be utilized district-wide when conducting ELAR PLCs.		Chief Academic Officer Instructional leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialist Campus Administrators	Evidence of effective PLCs being conducted via meeting notes, formal/informal observations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Provide students with tools to support diverse learners whereby increasing their academic performance in the area of Reading.	2.4	Chief Academic Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Teachers	Students will have increased academic performance as evidenced on local and state assessments.				
Funding Sources: 199: General Fund - 3800.00							
12) Monitor the fidelity of implementation of progress monitoring/RTI.	2.4, 2.5, 2.6	Chief Academic Officer Chief Innovation and Operations Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	Increases in state assessment results				
13) Increase the use of technology to inform instruction and to personalize learning through differentiation. Support teachers through professional development and by providing devices, content and digital resources.		Chief Academic Officer Director of Technology Instructional Technology Specialists. Instructional leader and Data Specialists Dist. Content Specialists Campus Administrators Teachers	Increases in technology use.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 2: The percentage of all students scoring "Approaches" will increase to 90%, "Meets" will increase to 60%, and "Masters" will increase to 30% on STAAR Mathematics by the end of 2019-20.





Evaluation Data Source(s) 2: Increased academic performance in Math on all national, state, and local assessments.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Mathematics for the purpose of increasing the rigor.	2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers	Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction				
2) Implement a balanced assessment system which includes check-points, classroom assessments, common Formative Assessments (CFAs), Content Based Assessments (CBAs), and District Assessments (DAs) to monitor the performance and the progress of students, and to measure the TEKS taught in Mathematics during the specific unit of study.	2.4	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers	Increased number of "Designated Distinctions" on State Accountability Increased student academic performance that aligns with state assessment results Increased academic performance as evidenced on state and federal data results reports.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) All campuses will continue to develop and implement master schedules that will provide teachers the opportunities to deliver instruction as indicated in the district-wide Math Initiative Plan, "Power in Numbers" (P.I.N.).	2.4, 2.5	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Math Dist. Content Curriculum Specialists	Master Schedule Increased student academic performance				
4) Continue providing high yield problem-solving strategies via the utilization of Pre-AP/AP SpringBoard math strategies and materials.	2.4, 2.5	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Math District Content Curriculum Specialists	Increased academic performance Increased number of Duke Talent Search qualifiers Identification of National Merit Scholars Increase enrollment in Advanced Academics courses				
5) Provide supplemental resources, professional development, and or intervention opportunities designed to improve student's academic performance to close the achievement gaps in math, including special population students.	2.6	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Math District Content Curriculum Specialists Teachers	Increased academic performance PBMAS Stage Level improved Increase in percentage of students academic performance on state assessment(s)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Continue using district-wide Professional Learning Community (PLC) guidelines/templates when conducting Math PLCs.		Chief Academic Officer Instructional leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialist Campus Administrators	Evidence of effective PLCs being conducted via meeting notes, formal/informal observations				
7) Continue supporting special education students in general education Math classrooms through tutorials, inclusion, co-teaching, and differentiated instruction.	2.6	Chief Academic Officer Instructional leader and Data Specialists Dir. of Federal and State Prog. Elem/Sec Dist. Content Curriculum Specialist Campus Administrators Teachers	Improved student performance on state and local assessments				
8) Provide students in grades 2-6 with a fact fluency program, whereby increasing student's ability to perform mathematical computations.	2.4, 2.5	Math Dist. Content Curriculum Specialists Campus Administrators Teachers	Students will have increased academic performance in the area of fact fluency as evidenced by local and state assessments.				
Funding Sources: 199: General Fund - 6600.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Monitor the fidelity of implementation of progress monitoring/RTI.	2.4, 2.5, 2.6	Chief Academic Officer Chief Innovation and Operations Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	Increases in state assessment results.				
10) Increase the use of technology to inform instruction and to personalize learning through differentiation. Support teachers through professional development and by providing devices, content and digital resources.		Chief Academic Officer Director of Technology Instructional Technology Specialists. Instructional leader and Data Specialists Dist. Content Specialists Campus Administrators Teachers	Increases in technology use.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 3: The percentage of all students scoring "Approaches" on "Writing" will increase to 70%, "Meets" will increase to 40%, and "Masters" will increase to 18% by the end of 2019-20.





Evaluation Data Source(s) 3: Increased academic performance in Writing on all national, state, and local assessments.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Writing for the purpose of increasing the rigor.	2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers	Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction				
2) Implement a balanced assessment system which includes check-points, classroom assessments, common Formative Assessments (CFAs), Content Based Assessments (CBAs), and District Assessments (DAs) to monitor the performance and the progress of students, and to measure the TEKS taught in Writing during the specific unit of study.	2.4	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers	Increased number of "Designated Distinctions" on State Accountability Increased student academic performance that aligns with state assessment results Increased academic performance as evidenced on state and federal data results reports.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) Monitor the fidelity of implementation of progress monitoring/RTI.	2.4, 2.5, 2.6	Chief Academic Officer Chief Innovation and Operations Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	Increases in state assessment results				
4) The district will continue to track and monitor the implementation of the writing portfolios for K-12.	2.4, 2.5	Chief Academic Officer Instructional leader and Data Specialists Elem/Sec ELAR Dist. Curriculum Content Specialists Campus Administrators	Increased student performance Increased academic performance as indicated on state assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) CIA Team will collaborate with all instructional stakeholders (i.e. teachers, administrators, specialists, etc.) to improve literacy for all students by integrating strategies to support writing across all disciplines.	2.6	Outside Consultants Chief Academic Officer Instructional leader and Data Specialists Campus Administrators ELAR Dist. Content Curriculum Specialists Fed. & State Programs Director of Multilingual/ESL Programs Campus Administrators Outside Consultants	Increased student performance as evidenced on local and state assessments.				
6) Continue to implement a set of Professional Learning Community (PLC) guidelines/templates to be utilized district-wide when conducting ELAR PLCs.		Chief Academic Officer Instructional leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialist Campus Administrators	Evidence of effective PLCs being conducted via meeting notes, formal/informal observations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Increase the use of technology to inform instruction and to personalize learning through differentiation. Support teachers through professional development and by providing devices, content and digital resources.		Chief Academic Officer Director of Technology Instructional Technology Specialists. Instructional leader and Data Specialists Dist. Content Specialists Campus Administrators Teachers	Increases in technology use.				
8) Provide supplemental resources, professional development, and or intervention opportunities designed to improve student's academic performance to close the achievement gaps in writing, including special population students.		Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Fed. & State Programs Director Dir. of Multilingual/ESL Programs	Evidence of increased scores on district, state and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on PBMAS stage levels				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 4: The percentage of all students scoring "Approaches" on "Science" will increase to 80%, "Meets" will increase to 45%, and "Masters" will increase to 18% by the end of 2019-20.

Evaluation Data Source(s) 4: Increased academic performance in Science on all national, state, and local assessments.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Science for the purpose of increasing the rigor.	2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers	Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction				
2) Monitor the fidelity of implementation of progress monitoring/RTI.	2.4, 2.5, 2.6	Chief Academic Officer Chief Innovation and Operations Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	Increases in state assessment results.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Implement a balanced assessment system which includes check-points, classroom assessments, common Formative Assessments (CFAs), Content Based Assessments (CBAs), and District Assessments (DAs) to monitor the performance and the progress of students, and to measure the TEKS taught in Science during the specific unit of study.	2.4	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers	Increased number of "Designated Distinctions" on State Accountability Increased student academic performance that aligns with state assessment results Increased academic performance as evidenced on state and federal data results reports.				
4) Increase the use of differentiated instruction in science content courses through the use of PBLs and brain-based learning.	2.5	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Teachers	Increase in the number of students reaching Masters on state and local assessments.				
Funding Sources: 199: General Fund - 500.00							
5) Develop a plan of action for student participation in the Biology, Physics, and Science Olympiad Competitions.		Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Teachers	Student entries in each competition				
6) Provide science support for at-risk students using differentiated instruction, Study Island, and brain-based learning.	2.6	Chief Academic Officer Instructional leader and Data Specialists District Content Curr. Specialists Dir. of Multilingual/ESL Prog. Dir. of Fed. and State Programs	Increased student performance on State Assessment in area of Science.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Increase writing reflection in science content courses by integrating strategies that support writing across the science content area.	2.4	Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curr. Specialists Campus Administrators Teachers	Increase in academic performance in the area of science Increase in writing as evidenced on national, state and local assessments				
8) Increase the use of technology to inform instruction and to personalize learning through differentiation. Support teachers through professional development and by providing devices, content and digital resources.		Chief Academic Officer Director of Technology Instructional Technology Specialists. Instructional leader and Data Specialists Dist. Content Specialists Campus Administrators Teachers	Increases in technology use.				
9) Provide supplemental resources, professional development, and or intervention opportunities designed to improve student's academic performance to close the achievement gaps in science, including special population students.		Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Fed. & State Programs Director Dir. of Multilingual/ESL Programs	Evidence of increased scores on district, state and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on PBMAS stage levels				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 5: The percentage of all students scoring "Approaches" on "Social Studies" will increase to 85%, "Meets" will increase to 55%, and "Masters" will increase to 30% by the end of 2019-20.





Evaluation Data Source(s) 5: Increased academic performance in Social Studies on all national, state, and local assessments.

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase writing reflection in social studies content courses by integrating strategies that support writing across the social studies content area.		Instructional leader and Data Specialists Dist. Content Curr. Specialists Campus Administrators Teachers	Increase in academic performance in the area of science Increase in writing as evidenced on national, state and local assessments				
2) Implement a balanced assessment system which includes check-points, classroom assessments, common Formative Assessments (CFAs), Content Based Assessments (CBAs), and District Assessments (DAs) to monitor the performance and the progress of students, and to measure the TEKS taught in Social Studies during the specific unit of study.	2.4	Chief Academic Officer Instructional leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers	Increased number of "Designated Distinctions" on State Accountability Increased student academic performance that aligns with state assessment results Increased academic performance as evidenced on state and federal data results reports.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Monitor the fidelity of implementation of progress monitoring/RTI.	2.4, 2.5, 2.6	Chief Academic Officer Chief Innovation and Operations Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	Increases in state assessment results				
4) Continue providing social studies teachers training on summarization, main idea, and inferencing skills in social studies.		Instructional leader and Data Specialists Campus Administrators	Increased academic performance in the area of social studies				
Funding Sources: 211: Title I - 350.00							
5) Increase the utilization of reading strategies in social studies content courses.		Instructional leader and Data Specialists Campus Administrators Teachers	Increased academic performance in the area of social studies and reading				
6) Increase the collection of paired books made available to students and teachers to enrich literacy in social studies.		Chief Academic Officer Chief Financial Officer Campus Administrators	Increased academic performance				
Funding Sources: 199: General Fund - 7500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Provide support for district participation in the National History Fair at the regional, state, and national level.		Instructional leader and Data Specialists Campus Administrators	District, regional, state, and national fair entries				
8) Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Social Studies for the purpose of increasing the rigor.	2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers	Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction				
9) Increase the use of technology to inform instruction and to personalize learning through differentiation. Support teachers through professional development and by providing devices, content and digital resources.		Chief Academic Officer Director of Technology Instructional Technology Specialists. Instructional leader and Data Specialists Dist. Content Specialists Campus Administrators Teachers	Increases in technology use.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Provide supplemental resources, professional development, and or intervention opportunities designed to improve student's academic performance to close the achievement gaps in social studies, including special population students.		Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Fed. & State Programs Director Dir. of Multilingual/ESL Programs	Evidence of increased scores on district, state and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on PBMAS stage levels				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.





Performance Objective 6: Increase the number of overall Advanced Placement (AP) exams passed by 5% by the end of 2019-20.

Evaluation Data Source(s) 6: Increased student performance on national, state, and local assessments; Increased number of students earning a 3 on AP exams.

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a plan of action designed to implement an advanced academics talent pool for Pre-K students.		Superintendent Chief of Schools Chief Academic Officer Campus Administrators	Completed plan of action developed				
Funding Sources: 199: General Fund - 250.00							
2) Promote the advanced academics program to parents, students and community members through visibility at events, the district's website, promotional brochures, district marquee and other marketing tools.		Chief Academic Officer Instructional leader and Data Specialists Content Campus Administrators Counselors Teachers	Increased student enrollment in GT/Pre-AP/AP courses Increased number of students earning a 3 on AP exams				
Funding Sources: 199: General Fund - 750.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Implement appropriate open-ended activities, as per the district's GT/Advanced Academics Parent/Student Contract, that are designed to provide ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in the four core content areas (19 TAC 89.1(1)).		Chief Academic Officer Chief Innovation and Operations Officer Campus Administrators GT/Advanced Academics Campus Liaisons Teachers	Increased student participation in focused events				
Funding Sources: 199: General Fund - 500.00							
4) Provide an array of appropriately challenging learning experiences in each of the four content areas for GT/Advanced Academics students in grades K-12 that will allow students to accelerate in areas of strength.		Chief Academic Officer Chief Innovation and Operations Officer Campus Administrators GT/Advanced Academics Campus Liaisons Teachers	Increased academic performance Increased number of students enrolled in GT/Advanced Academics courses Increased number of students earning a 3 on AP exams				
TEA Priorities Connect high school to career and college 5) Ensure students are placed in AP classes with teachers who have attended annual AP training and monitor rigor and high standards in AP classes.	2.4, 2.5	Chief Academic Officer Campus Administrators District Content Specialists	Use of College Board materials in lesson plans and instruction TTESS Walkthroughs AP testing score results (score of 3 or higher) Increase in Advanced Academics enrollment Increase in AP testing participation Increase in AP testing score results (score of 3 or higher)				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 7: Student achievement and progress levels will exceed state and national standards while closing the local achievement gaps that exist in special population student groups.

Evaluation Data Source(s) 7: Increased academic performance
Improvement in Performance-based Monitoring Analysis System

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental resources, training, and intervention opportunities to improve the academic performance of special population students, whereby closing the achievement gap in the four content areas.		Chief Innovation and Operations Officer Dist. Content Curr. Specialists Campus Administrators Fed. & State Programs Director Director of Multilingual/ESL Programs	Increased scores on district, state and national assessments Increased academic performance as evidenced on the Performance-based Monitoring Analysis System (PBMAS) report				
Funding Sources: 199: General Fund - 2050.00, 224: IDEA-B - 1170.00, 211: Title I - 21495.00, 244: CTE - 250.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Provide opportunities to ensure a smooth transition for students from PK to 12 to post-secondary is an area of focus with emphasis on college and career readiness planning.		Chief Academic Officer Chief Innovation and Operations Officer CTE Director Federal & State Prog. Director Dir. of Multilingual/ESL Prog. Campus Administrators Counselors Teachers	Increased parent awareness of available programs Increased instruction and student engagement				
	Funding Sources: 199: General Fund - 12000.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div><div>→</div></div><div>= Continue/Modify</div></div> <div><div><div>0%</div></div><div>= No Progress</div></div> <div><div><div>×</div></div><div>= Discontinue</div></div>							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 8: Students will be prepared for post-secondary training/college and or with a certification that allows them to enter the workforce.





Evaluation Data Source(s) 8: Parent Attendance Sign-In Sheets

Number of students obtaining scholarships

College and Career Readiness Career Days

Student Job Fair attendance

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to provide and expose elementary through middle school students a variety of learning opportunities that will help with the identification of their career interests.		CTE Director Campus Administrators Counselors Teachers	College and Career Days Increased usage of Naviance				
2) Provide focused opportunities and guidance to students that will educate and inform them of career opportunities, job demands and occupational trends.		CTE Director Campus Administrators Counselors Teachers	College/Career Readiness lessons				
3) Maintain and expand transition programs and services for students with cognitive disabilities.		Dir. of Fed. and State Programs Diagnosticians Campus Administrators Teachers	Increased number of cognitively disabled students gainfully employed				
4) Continue providing opportunities for high school students to develop college-preparedness (i.e. college application process, scholarship opportunities, essay preparation, FAFSA workshops, etc.)		Campus Administrators Counselors Teachers	Increase the number of students earning scholarships				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: SMSD will ensure 100% of students are college/career ready without remediation by utilizing a well-designed instructional plan that will lead to effective, results-oriented programs that will sustain student success.

Performance Objective 9: Increase the district's PSAT, SAT, and ACT means by 5% and increase the percentage of students who meet TSI criteria in both ELA/Reading and Mathematics from 29% to 50% by the end of 2019-20.





Evaluation Data Source(s) 9: Increase in academic performance as evidenced on Texas Academic Performance Report and College Board Readiness Report.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Demonstrate increased depth of knowledge in Tier I instruction via the quality of assessments, quality of questions, reflective practice by teacher and student.	2.4, 2.5	Instructional leader and Data Specialists Campus Administrators Dist. Content Curriculum Specialists Teachers	Increase student performance as evidenced on local and state assessments.				
2) Provide SAT test for all juniors and seniors and Provide SAT prep into curriculum for all junior and senior level English and math courses.		Campus administrators Counselors Teachers	More preparation and opportunities to take the test. Increased scores.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide TSI for all 10th grade students, provide students with opportunities to retest after receiving targeted intervention and offer built in TSI prep in English 4 and Precalculus classes.	2.4	Chief Academic Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus administrators Counselors Teachers	Early testing will provide time for interventions and retesting. Increased TSI scores.				
4) Develop a plan of action to conduct a reflection session with students who have been administered the PSAT, whereby establishing a personal student's action plan.		Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus administrators Counselors Teachers	Increased student's knowledge of intricacies of SAT and ACT. Increased identification of Duke Talent Search applicants				
5) Promote structures independent reading with student's selected text.	2.4	Coordinator for Library and Media Services Instructional leader and Data Specialists Dist. Content Curriculum Specialist Campus Administrators Teachers	Evidence of student's demonstrating their ability to sustain reading				









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will assist students in learning how to find books of interest and demonstrate strategies and technologies so that students can read more independently.	2.4, 2.5	Chief Academic Officer Instructional leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus administrators Counselors Teachers Coordinator of Library and Media Services	Student's increase in academic performance as evidenced on local and state assessments. Formal and informal walk-throughs				
7) Increase the amount of rich, diverse literacy materials available district-wide.	2.4	Superintendent Chief Financial Officer Chief Academic Officer Chief Innovation and Operations Officer ELAR Dist. Content Curriculum Specialists Campus administrators Counselors Teachers Coordinator of Library and Media Services	Increase in the number of available resources				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



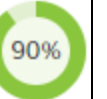




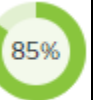

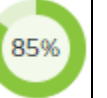




Goal 2: SMSD will optimize learning for all English Language Learners by addressing their cognitive, effective and linguistic needs.

Performance Objective 1: Curriculum objectives will continue to be measured, as well as student performance analyzed to ensure the district's curriculum is being taught with fidelity, whereby preparing students adequately for stellar academic performance.

Evaluation Data Source(s) 1: Sign-in sheets, lesson plans, walk-throughs, evidence of frequent student interaction and integration of social and academic language development.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Conduct professional staff development targeting the importance of writing specific, targeted language objectives aligned to each content area content standard (TEK).	2.4, 2.6	Chief Academic Officer Multilingual/ESL Programs Director. Others that may be involved could be: External Consultants and District Curriculum and Assessment Team	Evidence that language objectives are : 1) posted in specific area in content area classrooms; 2) are verbally communicated to students; 3) written in teachers' lesson plans. Sign-in sheets.				
Problem Statements: Student Academic Achievement 8							
TEA Priorities Recruit, support, retain teachers and principals 2) Conduct Beginning of Year (BOY, Mid-Year (MOY), and End-of-Year (EOY) LPAC State required annual trainings for LPAC Coordinators and designated campus leadership.	2.6	Chief Academic Officer Multilingual/ESL Programs Director Campus Administrators Campus LPAC Coordinators	Compliance with state and federal policy for English learners. Agenda, handouts and attendance sheets.				
3) Conduct periodic LPAC documentation campus audits.	2.6	Multilingual/ESL Programs Director and designees LPAC Campus Coordinators	LPAC documentation compliance with state requirements.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Monitor/evaluate the dual language programs to ensure proper language allocation, biliteracy goals, differentiation of instruction, assessment, second language acquisition methods and professional development.	2.4, 2.5, 2.6	Chief Academic Officer Multilingual/ESL Programs Director Campus Administrators CIA Team	Identify areas of needed refinement and reinforcement and follow up with a targeted plan, if needed, to ensure program continued success.				
	Problem Statements: Student Academic Achievement 9						
TEA Priorities Improve low-performing schools 5) Plan bilingual parent involvement workshop/information sessions and community outreach events.	3.2	Chief Academic Officer Multilingual/ESL Programs Director Campus Administrators	Dual language annual parent informational meetings Chinese New Year Celebration Bilingual dual language literacy night Cinco de Mayo Celebration Agenda and Attendance sheets.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Conduct state required TELPAS annual trainings for district staff involved in TELPAS holistic rating and assessment administration.	2.4, 2.6	Chief Academic Officer Multilingual/ESL Programs Director Campus Administrators Campus Testing Coordinators/Counselors	Power Points and attendance sheets. Raters and testing coordinators will follow state timeline/guidelines for annual TELPAS assessments.				
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Provide opportunities for dual language teachers to attend a specialized language state or national conference.		Chief Academic Officer Multilingual/ESL Programs Director	Teachers that attend conferences and specialized sessions will: 1) increase their knowledge of research based methodologies/strategies in second language acquisition; 2) share resources and newly acquired knowledge with other language teachers; 3) feel more confident about their ability to teach a second language and cross linguistic language transfer skills.				
Funding Sources: 263: Title III - 300.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 8: There may be a confusion between what an ELPS is and what a specific language objectives is and how it is written. Root Cause 8: The ELPS (English Language Proficiency Standards) outline language proficiency levels and student expectations for ELs; however, although based on the ELPS, a language objective is a more specific targeted way to ensure language and content are aligned and developed simultaneously.
Problem Statement 9: Although we have had professional development sessions on cross-linguistic transfer (constructive analysis) of languages, dual language teachers need more exposure/training. Root Cause 9: Dual language teachers are new to the cross-linguistic transfer (constructive analysis) concept.

Goal 3: SMSD will implement research-based instructional strategies, to include differentiated instructional strategies, for Special Education students in order to maximize learning whereby increasing performance on state assessments.

Performance Objective 1: All campuses will continue to meet the Federal and State performance standards (Met Standard), while continuously decreasing the gap that exists among special populations by .03% on the STAAR/EOC assessment.





Evaluation Data Source(s) 1: Evaluation Data Source(s) 3: The 2019-2020 TAPR report for SMSD will reflect a higher percentage of special population students meeting the State's assessment standard.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide training and on-site coaching on inclusion models and best practices for inclusion in core content area classrooms for both special education and general education teachers.	2.4, 2.5, 2.6, 3.1	Director of Federal and State Programs Outside Consultants	Increased student achievement in core content subjects as measured by formative and summative assessments				
	Funding Sources: 211: Title I - 20000.00, 255: Title II - 10000.00						
RDA TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Continue to provide professional development for core content areas throughout the school year and during the summer to include strategies that develop and strengthen the curriculum, including but not limited to, development of content area literacy, rigorous, well-aligned content; differentiated instruction; and writing strategies.	2.4, 2.6	Director of Federal and State Programs CIA Staff Diagnosticians Teachers Outside Consultant(s)	Increased teacher knowledge of core content curriculum and effective classroom instructional strategies.				
	Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 255: Title II - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Improve low-performing schools 3) Continue to analyze staffing ratios for all Special Education classrooms to include inclusion classes, resource/adaptive classes and life skills classes.	2.5	Director of Federal and State Programs Campus Administrators	Learning will be maximized when instructional staff numbers are in alignment with student numbers				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Continue implementing research-based reading, math, science, and social studies interventions in all general education classrooms where Special Education students are receiving instruction.		Director of Federal and State Programs Campus Administrators Elem./Sec Rdg Specialists Elem/Sec. Math Specialists	Increase in student achievement and academic performance				
Funding Sources: 224: IDEA-B - 14000.00							
TEA Priorities Improve low-performing schools 5) Provide district-wide training on the revised SMSD RtI process in order to improve the referral process and provide support for students in need of Special Education services.	2.6	Director of Federal and State Programs Counselors Diagnosticians	With the early identification of students that are struggling in their learning, strategies can be implemented while awaiting testing				
Funding Sources: 199: General Fund - 2000.00, 224: IDEA-B - 5000.00							
TEA Priorities Connect high school to career and college 6) Continue to strengthen the ATP vocational program for Special Education students by broadening worksite locations, hosting Texas Workforce counselor visits to the high school, and hosting Special Education vocational meetings for parents twice during the school year.		Director of Federal and State Programs ATP teacher SPED Voc. Educ. Teacher Diagnostician	More job sites will be available for prevocational job skills training or CBI trainings. Parents will be more informed on the transitional process for postsecondary students				
Funding Sources: 199: General Fund - 250.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Continue providing training on the development and implementation of quality IEP's that exhibit emphasis on content and the presence of rigor in the IEP.	2.4, 2.5	Director of Federal and State Programs Special Education Dept. Heads Diagnosticians Special Education Teachers	Increase in the educational capacity of Special Education students				
Funding Sources: 224: IDEA-B - 1200.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Teacher are using a "one size fits all" type of instruction where differentiated instruction would be more appropriate. Root Cause 1: Teachers lack the necessary training in differentiated instructional strategies
Problem Statement 3: Teachers assigned to teach Special Education resource and applied Reading and Math classes lack training in the content areas that they are assigned to teach. Root Cause 3: Teachers that are assigned to teach resource and applied reading and math classes are certified in special education and lack training in the content area that they are teaching

Goal 4: All SMSD Libraries will add programming that is aligned to curriculum and increase usage of library digital resources.

Performance Objective 1: Collaborate with teachers so that activities in the library preview and/or review content being taught.

Evaluation Data Source(s) 1: Lessons, pictures

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math 1) Continue utilizing pacing guides to ensure lessons are tied to content being taught.	2.4, 2.5, 2.6	Coordinator of Library & Media Services Elementary Academic Enrichment Teacher	Student product(s) from TEKS- based aligned lessons.				
Funding Sources: 199: General Fund - 200.00							
2) Meet and provide PD on digital resources and ways the library can support the classroom.		Coordinator of Library Media Services Library Specialist Teacher	Increase collaboration and use of library resources.				
3) Email teachers/staff relevant information regarding resources that they can use during instruction.	2.5	Coord. of Library & Media Services	Increase use of resources and increased student achievement.				
4) Collaborate with the library teacher to include literacy/reading lessons in the library.	2.4, 2.5	Coord. of Library & Media Services	Increased student's academic performance				
Funding Sources: 199: General Fund - 1200.00							
5) Plan with Library teacher on weekly basis to develop lessons that are aligned to TEKS being taught in the classroom.	2.4, 2.5	Coordinator of Library and Media Services	Increased academic student performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							





Goal 4: All SMSD Libraries will add programming that is aligned to curriculum and increase usage of library digital resources.

Performance Objective 2: Work with teachers to include digital resources in their classes.

Evaluation Data Source(s) 2: Research pages, usage reports

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The library staff will assist teachers with the integration of digital resources to be utilized in their classrooms.		Coordinator of Library and Media Services Library Specials Teacher Library Aides	Research papers Integration of digital resources in classrooms				
2) Be part of the "lunch and learn" and provide strategies and key points on the various digital resources.		Coordinator of Library & Media Services.	Integration of digital resources.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 4: All SMSD Libraries will add programming that is aligned to curriculum and increase usage of library digital resources.

Performance Objective 3: Increase the usage of QR code books at the middle school, high school and addition to the upper elementary classrooms.

Evaluation Data Source(s) 3: Twitter, social media., emails, and usage reports

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Increase circulation by 10% of QR code books.	2.5, 2.6	Coordinator of Library Media Services Library staff	Posters, Tweets, emails.				
	Funding Sources: 199: General Fund - 1000.00						
2) Create research pages for teachers. Provide intro lessons when lesson starts.		Coordinator of Library Media Services					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





Goal 4: All SMSD Libraries will add programming that is aligned to curriculum and increase usage of library digital resources.

Performance Objective 4: Increase circulation of library materials by 10%

Evaluation Data Source(s) 4: Library System report

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Open high school library during lunch periods; conduct library book check-out at the middle school cafe every Thursday.		Coordinator of Library and Media Services	Increased circulation of library books				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





Goal 5: The district will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district.

Performance Objective 1: Continue to ensure the revenues of Stafford MSD are managed effectively and efficiently while abiding with all applicable standards, laws and regulations.

Evaluation Data Source(s) 1: EOY balanced budget

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to analyze district salaries.		Chief Financial Officer Director of Personnel Services	Pay Plan				
Funding Sources: 199: General Fund - 22000000.00							
TEA Priorities Recruit, support, retain teachers and principals 2) Continue to update the Pay Plan to ensure the administering of salaries and wages for all employees is equitable, accurate and aligned to the Board and district/campus goals and objectives.		Superintendent Chief Operations/Innovations Officer Chief Financial Officer Director of Personnel Services	Updated Pay Plan				
3) Update the Budget Office Procedures that provide guidance to campus and department budget managers on the correct process of planning and preparing their respective budgets.		Chief Financial Officer Business Officer	Updated procedures				
Funding Sources: 199: General Fund - 29000000.00							
4) Continue to review and update purchasing procedures and process that not only align with district policies, but demonstrate the continuous ability to utilize sound purchasing management and meets the criteria for the Texas Association of School Business Officials (TASBO) Award Merit for Purchasing.		Chief Financial Officer	Purchasing procedures documentation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Create and develop a Comprehensive Annual Financial Report that provides an in-depth overview of the finances of the entire district including, but not limited to, budgeting, financial planning, district goals and objectives, belief statements, academic programs, department and campus budgets, tax rate history, property value history, etc. and meets the criteria for the Association of School Business Officials Meritorious Budget Award and the Government Finance Officers Association's Distinguished Budget Award.		Chief Financial Officer	Annual Financial Report				
6) Meet with all District and campus budget managers to develop cost effective budgets that are aligned with the District's strategic goals.		Chief Financial Officer	Balanced District/Campus Budget				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 6: The district will recruit, select, place, and retain highly qualified and effective personnel.

Performance Objective 1: Implement hiring practices that result in identifying and hiring great employees.

Evaluation Data Source(s) 1: Employee retention, Employee attendance,

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to seek ways to improve teacher retention.		Superintendent Chief Operations/Innovations Officer Chief Financial Officer Director of Personnel Services Campus Administrators	Gather employee feedback on ways to implement staff appreciation events and incentives Continue the tuition reimbursement program to encourage continuing education initiative Recommend the district consider the increase of district employer contribution for insurance from the required state minimum contribution amount				
2) Continue to provide high-quality training, mentoring and leadership development opportunities for novice teachers.		Chief Operations/Innovations Officer STEM Magnet/Innovations School Support Officer Director for Personnel Services Campus Administrators	Continue with the SMSD "Spartans Helping Improve and Enhance Learning Development" (S.H.I.E.L.D.) Mentor/Mentee Program Increased Teacher Retention Increased Teacher Satisfaction Evidence of positive school climate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 6: The district will recruit, select, place, and retain highly qualified and effective personnel.





Performance Objective 2: Strive to maintain highly effective teachers at all campuses.

Evaluation Data Source(s) 2: Certification Reports, Staff Rosters, Staff Development Reports

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and integrate a plan to train all supervisors on TEA Certification requirements.		Director of Personnel Services Personnel Services Staff	All supervisors will be trained in HR fundamentals for hiring. Training will be provided through the SMSD Leadership Retreat and other training platforms that emphasize effective hiring practices.				
	Funding Sources: 199: General Fund - 0.00						
2) Continue to improve HR communication to all faculty and staff regarding benefits and HR procedures/protocols.		Superintendent Deputy Superintendent Director of Personnel Services Chief Academic Officer Campus Administrators Directors	Positive employee feedback Increased HR productivity due to decreased time spent reviewing HR protocols. Increased staff productivity due to less time spent on communications to HR regarding benefits and various HR protocols. A Human Resource newsletter will be produced that will highlight benefit options and pertinent policies and procedures.				
	Funding Sources: 199: General Fund - 3000.00						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Continue to seek creative ways to improve staff morale and show appreciation for all employees.		Superintendent Deputy Superintendent Chief Financial Officer Director of Personnel Services Chief Academic Officer Campus Administrators Directors Teachers	Increased employee morale Positive school climate				
	Funding Sources: 199: General Fund - 3000.00, 255: Title II - 500.00						
4) Develop a plan of action that will allow all faculty/staff the opportunity to receive the District's longevity stipend to reward dedicated service to SMSD.		Superintendent Deputy Superintendent SMSD Board of Trustees Chief Financial Officer Dir. of Personnel Services	A completed plan of action for the SMSD Longevity stipend that includes all faculty/staff.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 1: Operate in an effective and efficient manner at all times during the bond additions.

Evaluation Data Source(s) 1: Monitor completion of work orders

Summative Evaluation 1: Met Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Track and monitor the completion of workorders as they relate to bond-related projects.		Chief Financial Officer Director of Operations Outside Consultants	Maintain a log of completed work orders				
2) Keep accurate and current bond renovation schedules.		Chief Financial Officer Director of Operations Outside Consultants	Avoid any normal operational repairs or preventive maintenance work from being delayed				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 2: Implement building automation systems for mechanical control of utility costs for bond additions

Evaluation Data Source(s) 2: Meeting notes related to the implementation process for building automation systems for mechanical control.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Setup all mechanical HVAC systems to become automated.		Chief Financial Officer Director of Operations Outside Vendors	Reduce Manual Settings Low Utility Cost				
Funding Sources: 199: General Fund - 65000.00							
2) Continue consulting with vendor on new upgrades of HVAC software		Chief Financial Officer Director of Operations Outside Vendors	Keep SMSD systems updated with latest versions of all needed programs				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 3: Provide a safe, comfortable and well maintained environment at all campuses during bond additions.

Evaluation Data Source(s) 3: Demonstrated evidence of safety throughout the district.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Complete preventative maintenance projects and repairs in a timely manner.		Chief Financial Officer Director of Operations	All district areas used on a daily basis will be operable				
2) Remove and store any surplus furniture, hardware, etc.		Chief Financial Officer Director of Operations	Ability to use for future repairs or furniture needs				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 4: Develop a maintenance plan of action that will result in the facilities remaining safe and comfortable.

Evaluation Data Source(s) 4: Clean, safe environment.

Summative Evaluation 4:

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 5: Monitor and work with Project Managers on roof leak repairs district wide.

Evaluation Data Source(s) 5: Identify and locate leaks with engineers.

Summative Evaluation 5: Met Performance Objective

Goal 7: SMSD Operations Department will continue to display excellence in services while assisting with the District's plan of action for the awarded bond construction and additions.

Performance Objective 6: Repair existing Heating, Ventilation and Air Conditioning components district wide and replace as needed.

Evaluation Data Source(s) 6: Assure all district areas have the correct temperature settings.





Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Goal 8: SMSD will continue to seek funds from outside sources such as foundations, individual and corporate donors resulting in a \$25,000 increase in grants, in-kind donations, and services.

Performance Objective 1: By the spring of 2020, the amount of grant funds received will increase by 5%.

Evaluation Data Source(s) 1: The funds, services and in-kind awards will be tracked on a quarterly basis.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective



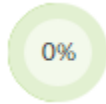

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to submit grant funds from Foundations, grants, individuals, corporations and in-kind donations to enhance the learning environment.		Chief Operations/Innovations Officer Coord. of Grants & Partnerships Robotics Coordinator Teachers Administrators	Completed donor proposals submitted Schedule meetings with potential donors				
2) Generate a report that will track funds and grant awards on a quarterly basis.		Coord. of Grants & Partnerships	Final Grant Award/In-kind Donation Report				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 1: SMSD will develop a plan of action whereby resulting in an E-Rate Network Infrastructure Upgrade.

Evaluation Data Source(s) 1: Purchase and install equipment

Summative Evaluation 1: Met Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Work with the vendor selected for the E-Rate bid to purchase and install the following network components: 1. Cisco Switches 2. Ruckus Zone Directors 3. Ruckus WLAN R710		Director of Technology Server Technician Desktop Support Specialists Technology Clerk	Better Saturation of WiFi throughout the district. Laying down the infrastructure for future purchases of devices. Higher Speeds in networking and efficiency.				
Funding Sources: 199: General Fund - 75000.00							
2) Replace the current servers in exchange for a HyperConverged Solution		Technology Department	Increased cybersecurity on the servers. Better performance for the end users. Faster load times for applications that are hosted locally. Increased storage capacities for files.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 2: The LEA will develop a plan of action to upgrade servers.

Evaluation Data Source(s) 2: Purchase and install of equipment

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Acquire Board Approval to purchase a HyperConverged Server Solution to replace the current servers		Director of Technology Server Technician Desktop Support Specialists Technology Clerk	Increased cybersecurity on the servers. Better performance for the end users. Faster load times for applications that are hosted locally. Increased storage capacities for files.				
Funding Sources: 199: General Fund - 280000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 3: SMSD will foster an environment of continuous learning and build capacity in teachers to utilize technology tools through opportunities for flexible and differentiated professional development.

Evaluation Data Source(s) 3: Teachers will embrace technology to enhance their own personal and professional productivity and effectiveness whereby exhibiting increased integration and utilization of technology by teachers that is visible both personally and professionally.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide face-to-face training sessions for staff which will be scheduled during and after school.		Elem/Sec Instruc. Technology Specialists	Euphoria evaluations Increased integration of technology in classrooms				
2) Increase opportunities provided to offer more online learning to give teachers some control over the time, place, and path of their learning.		Elem/Sec Instruc. Technology Specialists	Teacher products from tasks completion Distinction as a Microsoft Innovative Educator				
3) Continue the implementation of the district-wide Learning Management System (LMS) platform roll-out program.		Director of Technology IT Staff Elem/Sec Intruc. Technology Specialists	Completed plan of action for LMS LMS Vendor meetings				
Funding Sources: 199: General Fund - 65000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 4: Increase School Security and Cybersecurity

Evaluation Data Source(s) 4: Increase safety, minimize threats, ease of security management for the SROs

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Add new cameras to cover any trouble areas and upgrade the Video Monitoring Software. Work with Stafford PD to evaluate security threats and/or exploits		Stafford PD Technology Department	Increase overall security of the premises. Safer environment. Be able to assess any security problems or issues quicker.				
Funding Sources: 199: General Fund - 275000.00							
2) Evaluate and implement cybersecurity software to harden the SMSD network. Perform Network Penetration Testing (Internal and External)		Technology Department	Evaluate any vulnerabilities and address them. Increased security for the end user. Being proactive to any cyberattacks.				
Funding Sources: 199: General Fund - 20000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 5: SMSD will continue aligning the Technology Applications TEKS with core curriculum standards and explore ways to integrate technology into the classroom.

Evaluation Data Source(s) 5: The district will integrate technology in all classes.

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All grade levels will complete at least one technology integration lesson per semester.		Instruc. Technology Specialists Campus Administrators	Evidence of student work (student samples)				
2) Continue to expand online textbook applications skills and curriculum development that can be utilized by both teachers and students.	2.4, 2.5	Deputy Superintendent Instruc. Technology Specialist	Increased utilization of online textbook resources				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 9: Establish and maintain a robust computer network infrastructure that will support the LEA's learning process, whereby focusing on upgrading the technology security and infrastructure throughout the School District.

Performance Objective 6: ITS will implement a roll-out plan for our Learning Management System(LMS), Blackboard.

Evaluation Data Source(s) 6: Teachers will participate in a training plan aimed at not only learning the tool, but also learning effective strategies for online course creation which will engage students and enhance instruction.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enroll teachers in online course, through Blackboard, to model blended learning and provide ongoing support during implementation.		Instructional Technology Specialists	Increased teacher familiarity and comfort level with new platform Widespread use of product due to the increase in comfort and familiarity				
	Funding Sources: 199: General Fund - 30000.00						
2) Provide mandatory face-to-face training, in addition to online support, to ensure teachers understand the concepts of the LMS and are successful in building courses.		Instructional Technology Specialists	Increased engagement with the new platform Completion of online courses prior to student implementation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 10: 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: Promote a pleasant and nutritious environment in which students receive a healthy, well-balanced meal.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to be 100% compliant with local, state, and federal child nutrition programs.		Chief Financial Officer Director of Child Nutrition Child Nutrition Managers Child Nutrition Employees	Reports that reflect Child Nutrition is in compliance in all areas Passing Health Inspection Reports Stellar Evaluation Reports				
2) Continue to be a self-funded balanced budget operation.		Chief Financial Officer Director of Child Nutrition Child Nutrition managers Child Nutrition Employees	Balanced Budget				
Funding Sources: 240: Food Service Fund - 2524500.00							
3) Implement nutrition education for grades PK-4 by hosting a "Fresh Fruit and Vegetable Fridays" tasting.		Director of Child Nutrition Coordinator of Food Service Child Nutrition Managers	Event scheduled Promotional items distributed to students (i.e. stickers, nutrition information and other incentives)				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Develop and implement ways to incorporate nutrition education and the Fuel Cafe's brand into daily operations (i.e. special engagements for students which incorporates tasting opportunities).		Director of Child Nutrition Coordinator of Food Service Child Nutrition Food Managers	Meeting notes Evaluation forms reflect positive results Event Scheduled				
	Funding Sources: 240: Food Service Fund - 10000.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Goal 11: SMSD Technology will provide outstanding customer service to students and staff whereby providing quick turn-around for technology issues, to ensure instruction time is maximized.

Performance Objective 1: Implement a feedback questionnaire after every trouble ticket to ensure services are being performed to stellar standards.

Evaluation Data Source(s) 1: Incident IQ

Summative Evaluation 1: Some progress made toward meeting Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Track and monitor the completion of trouble tickets monthly. Compile an annual report outlining trouble ticket submissions.		Director of Technology Technology Clerk	Completion of completed trouble tickets. Completion of Annual Report				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 12: SMSD will implement, replace and upgrade security infrastructure to provide a safe learning environment for all students, staff, parents and community.

Performance Objective 1: Replace, implement or upgrade systems that pose a security flaw in the school district

Evaluation Data Source(s) 1: SMSD will hire an external security company to assess vulnerabilities and grade the district's physical security.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct a needs assessment on technological safety infrastructure for the district.		Director of Technology External Consultant(s)	Plan of action for upgraded safety infrastructure completed.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 13: SMSD Technology will impart tremendous focus on cyber security for all students and staff. SMSD will keep students and staff safe online from potential cyber threats.

Performance Objective 1: Implement cyber security programs on the network, server, and user endpoints.

Evaluation Data Source(s) 1: Cyber security training module progress for staff. SMSD will hire an external security company to assess vulnerabilities and grade the district's cyber security.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement mandatory training for cyber security to students and staff. Conduct a needs assessment to ascertain cyber security training workshops.		Director of Technology Directors/Coordinators Campus Administrators	Record of completion Completed Needs Assessment				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 14: SMSD will develop a plan of action to foster intellectual, entrepreneurial, technological, and design thinking, whereby creating students who become innovators, local thinkers, problem solvers and inventors.

Performance Objective 1: Develop a plan of action to open the SMSD STEM Magnet School.

Evaluation Data Source(s) 1: Completion of Plan of Action

Brick and Mortar

Construction Meeting Notes

Architect Plans

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Identify an STEM Magnet Advisory Committee.		Chief Operations/Innovations Officer STEM Magnet/Innovations School Support Officer	Compilation of STEM Magnet Advisory Committee				
2) Host Parent Information meetings on the opening of the STEM Magnet Campus.	3.2	Chief Operations/Innovation1 Officer STEM Magnet/InnovationSchool Support Officer	Garner parent input regarding the STEM program. Obtain list of parents interested in serving on Advisory Board.				
Funding Sources: 199: General Fund - 1000.00							
3) Tour STEM campuses both in-state and out-of-state.		Chief Operations/Innovations Officer STEM Magnet/InnovationSchool Support Officer	Develop a list of programming and curricular-related items to consider throughout STEM Magnet School planning process.				
Funding Sources: 199: General Fund - 10000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Identify Marketing strategies for STEM Magnet School.		Chief Operations/Innovations Officer STEM Magnet/InnovationSchool Support Officer Coordinator of Communications STEM Magnet Advisory Committee	Final renderings and selection of marketing tools and activities.				
5) Develop an online communications platform that will provide the opportunity for parents to complete online application tasks and receiving ongoing communication from STEM Magnet staff.		Chief Operations/Innovations Officer STEM Magnet/InnovationSchool Support Officer Chief Innovations/Operations Admin. Assist.	Implementation of communications online platform.				
TEA Priorities Build a foundation of reading and math 6) Begin developing STEM curriculum to be utilized in STEM Magnet School.		Chief Operations/Innovations Officer Chief Academic Officer STEM Magnet/InnovationSchool Support Officer	Completion of curriculum framework.				
7) Develop a STEM course guide that aligns with the State's student pathways.	2.5	Chief Operations/Innovations Officer Chief Academic Officer STEM Magnet/InnovationSchool Support Officer	Completion of STEM course guide.				
8) Conduct a comprehensive staffing needs study for the STEM Magnet School.		Chief Operations/Innovations Officer STEM Magnet/InnovationSchool Support Officer Human Relations Staff	Completion of STEM Magnet Study				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 15: SMSD will identify a parent involvement district model that will equip parents with skills to enhance their student's academic performance.

Performance Objective 1: Develop a plan of action designed to establish an effective parent/school compact..

Evaluation Data Source(s) 1: Increased parental involvement

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue tracking and monitoring the implementation of district/campus Parent Involvement Process.	3.1	Chief Operations/Innovation Officer Federal & State Programs Director STEM Magnet/Innovation School Support Officer	Increased parent involvement and attendance at school -hosted events, as evidenced by sign-in sheets.				
2) Continue to utilize the Parent University platform to host parent meetings and workshops.		Chief Operations/Innovation Officer Federal & State Programs Director STEM Magnet/Innovation School Support Officer	Increased parent attendance at parent meetings and workshops.				
3) Develop a SMSD Parent Resource Center.	3.1	STEM Magnet/Innovation School Support Officer Library & Media Coordinator	Completion of setup of parent Resource Center.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

RDA Strategies

Goal	Objective	Strategy	Description
3	1	1	Provide training and on-site coaching on inclusion models and best practices for inclusion in core content area classrooms for both special education and general education teachers.
3	1	2	Continue to provide professional development for core content areas throughout the school year and during the summer to include strategies that develop and strengthen the curriculum, including but not limited to, development of content area literacy, rigorous, well-aligned content; differentiated instruction; and writing strategies.
3	1	3	Continue to analyze staffing ratios for all Special Education classrooms to include inclusion classes, resource/adaptive classes and life skills classes.
4	1	1	Continue utilizing pacing guides to ensure lessons are tied to content being taught.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
224116119001010230000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$45,778.00
6100 Subtotal:		\$45,778.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Stafford Municipal School District (SMSD) continuously strives to increase student achievement. We believe our district has made great gains in achieving this goal. Our schools are dedicated to providing every student the best possible education through an intensive core curriculum. Our curriculum stems from scientifically based research. SMSD will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our district with specialized, challenging instructional and career programs. Our goal is to continue improving and refining instruction and management to ensure our district is a "destination district". We will continue our efforts to utilize best practices with the implementation of new resources, as well, provide ample learning and growth opportunities for the students of SMSD to ensure all students graduate college and career ready.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

District Funding Summary

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Outside Consultant - WRM Development		\$32,000.00
1	1	3	Printing of CFAs		\$2,500.00
1	1	6			\$44,500.00
1	1	7			\$12,000.00
1	1	8	Supplies, materials, training		\$3,000.00
1	1	11			\$3,800.00
1	2	3	Time and effort; Supplies and Materials		\$14,200.00
1	2	4	Training and materials		\$5,800.00
1	2	5	Time, supplies and materials		\$4,815.00
1	2	8			\$6,600.00
1	4	4	Supplies and Materials		\$500.00
1	5	6			\$7,500.00
1	6	1			\$250.00
1	6	2			\$750.00
1	6	3			\$500.00
1	7	1			\$2,050.00
1	7	2	Supplies, materials (i.e. Naviance)		\$12,000.00
3	1	5	Supplies and Materials		\$2,000.00
3	1	6	none		\$250.00
4	1	1	Lessons		\$200.00
4	1	4	STEM Supplies		\$1,200.00

199: General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	QR Code Books		\$1,000.00
5	1	1			\$22,000,000.00
5	1	3			\$29,000,000.00
6	2	1	Supplies and Materials		\$0.00
6	2	2			\$3,000.00
6	2	3			\$3,000.00
7	2	1			\$65,000.00
9	1	1	Supplies and Materials; Vendor consultation if needed		\$75,000.00
9	2	1			\$280,000.00
9	3	3			\$65,000.00
9	4	1	Security Budget to replace Cameras, Video Recorders and other components		\$275,000.00
9	4	2			\$20,000.00
9	6	1	Supplies	199-53-6399-00-999-999015	\$30,000.00
14	1	2	Supplies and materials		\$1,000.00
14	1	3	Travel		\$10,000.00
Sub-Total					\$51,984,415.00
224: IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplies, materials, and training		\$1,170.00
1	7	1			\$1,170.00
3	1	4	none		\$14,000.00
3	1	5	Consultant		\$5,000.00
3	1	7	Monitoring of IEPs		\$1,200.00
Sub-Total					\$22,540.00

263: Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$300.00
Sub-Total					\$300.00
244: CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$250.00
Sub-Total					\$250.00
211: Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplies, materials, training		\$21,495.00
1	5	4			\$350.00
1	7	1			\$21,495.00
3	1	1	Hirer outside consultant to provide classroom coaching in the area of inclusion	211	\$20,000.00
Sub-Total					\$63,340.00
255: Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Hirer outside consultant to develop teacher skills in the use of classroom inclusion strategies	255	\$10,000.00
3	1	2	Staff development in content areas being taught	255	\$1,000.00
6	2	3			\$500.00
Sub-Total					\$11,500.00
240: Food Service Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
10	1	2	Training; Supplies and Materials		\$2,524,500.00
10	1	4	Supplies and Materials		\$10,000.00

240: Food Service Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,534,500.00
Grand Total					\$54,616,845.00

Addendums

Stafford Municipal School District Child Sexual Abuse Plan Overview

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten- grade 3 and did not perform satisfactorily on a readiness test/assignment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody of care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SMSD Student Welfare Freedom From Bullying Policy

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFH shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.