Stafford Municipal School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 9, 2020
Public Presentation Date: November 9, 2020

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

Strategic Priority Goals

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

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

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

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

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

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

Table of Contents

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 3,312 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district needs to increase the number of ESL certified teachers in all content areas. **Root Cause:** Minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new- to -the profession teachers that need to add the ESL endorsement to their teacher certificate.

Problem Statement 2: The district's student enrollment has decreased. **Root Cause:** The root cause is the onset of the pandemic.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The terms "personnel, human resources, and human capital management" are often used interchangeably. Personnel management was historically limited to the performance of administrative processes and procedures such as hiring and maintaining employee records. Today, human capital management, the newest concept, is an approach to employee staffing and retention that perceives people as assets (human capital) whose current value can be measured and whose future value can be enhanced through investment.

The SMSD Talent Acquisition/HR Department's focus is to streamline processes, while implementing innovative and fiscally responsible human capital concepts with the overarching goal of creating a stellar human relations culture and climate. SMSD embraces the goal to attract, hire and retain exceptionally talented and dedicated faculty and staff to support and facilitate student success; The district is using virtual platforms to break previous recruiting boundaries set by time and distance proximity, the application process includes Gallup's TEACHER INSIGHT and PRINCIPAL INSIGHT surveys to measure broad-spectrum talent dimensions of employment candidates, and SMSD provides an onboarding process designed to introduce and acclimate our newest team members into the SMSD family of staff. SMSD provides resources to help our team thrive: professional development workshops for engaging instructional and non-instructional topics, professional learning communities, a district laptop for instructionally-based staff members, a tuition reimbursement program for continuing education opportunities, an employee assistance program, new state-of-the-art facilities and a highly-experienced administrative team supporting and encouraging our staff every step of the way.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality:

- A thorough review of teaching experience and credentials is conducted as part of the application process.
- 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 a stipend to support additional time and effort dedicated to developing and maintaining their teams.

Recruiting:

- Virtual platforms have afforded the Talent Acquisition/HR Department the ability to exceed boundaries caused by time and distance proximity limitations.
- SMSD hosted two virtual job fairs with advertising through Labor Connect.
- SMSD Job postings were available with 54 different Universities in four states during the heaviest recruiting period of the 2019-2020 school year.
- SMSD was able to hire two candidates identified through Minnesota job postings.
- TA/HR is embracing out-of-state teaching candidates and assisting them in the steps to initiate and obtain their out-of-state certification through TEA.

Retention:

- SMSD offers a mentorship and peer coaching program designed to assist new-to-the-profession and new-to-the-district employees in the acclimation and year-long onboarding process.
- SMSD offers an EAP (Employee Assistance Program) as of 2020-2021 at no cost to employees.
- SMSD offers a tuition reimbursement program.
- The district and Board of Trustees offer bi-annual incentive programs designed to improve employee morale and to encourage good attendance and participation in enrichment trainings.
- The district supplies a laptop for instructional and administrative personnel to utilize.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Employee stagnation within the district lowers morale and raises incidence for reduced quality in job duties. **Root Cause:** Additional and innovative opportunities need to be offered to encourage training and cross-training; pathways need to be identified for teachers and employees who desire to assume leadership responsibilities as part of professional development opportunities.

Problem Statement 2: Quantity of quality candidates within applicant pools do not support staffing needs caused by forecasted annual turnover. **Root Cause:** Traditional recruiting technique needs to be updated to incorporate innovative and multi-medium strategies.

Problem Statement 3: Retention concepts and strategies are not as robust as they need to be to meet onboarding and upkeep goals. **Root Cause:** Employee perks programs need to be updated.

Problem Statement 4: Outdated programs and workflow slow down the hiring process resulting in lost hiring opportunities. **Root Cause:** Programs and workflow need to be updated for accuracy and efficiency.

Parent and Community Engagement

Parent and Community Engagement Summary

Stafford MSD promotes, supports, and encourages frequent and effective parent and community engagement in the education and success of our students and families. We are dedicated to building strong communication and collaboration among all community stakeholders, whereby accomplishing our Vision 20/20 goals for student achievement and college and career readiness. SMSD consistently pursues and welcomes parent and community engagement, as we know this is a key factor in the success of SMSD. The district has created opportunities for parents to attend training and information training sessions, with the intent of equipping our parents with relevant information on an array of education-related topics. These training sessions will be offered via our Parent University platform. Our mission is for every student to graduate college and career ready, and as a district our partnership with families and the community are vital to a brighter future. Together we can work together to identify and address the needs of our students, while preparing them for academic and personal success!

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents need access to district information in multiple languages. **Root Cause:** The district is a very diverse district causing there to be a need to provide a drop down menu to translate district information to multiple languages.

Problem Statement 2 (Prioritized): SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, virtual learning, learning standards, etc.). **Root Cause:** As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Priority Problem Statements

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

Root Cause 1: Minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new- to -the profession teachers that need to add the ESL endorsement to their teacher certificate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SMSD needs to ensure that we provide all new teachers with the needed professional staff development opportunities to equip them to serve the cognitive, linguistic and effective needs of English learners and other diverse student populations.

Root Cause 2: New-to-the profession or new teachers may or may not have had prior training and experience at differentiating instruction for a diverse student population.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parents need access to district information in multiple languages.

Root Cause 3: The district is a very diverse district causing there to be a need to provide a drop down menu to translate district information to multiple languages.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Employee stagnation within the district lowers morale and raises incidence for reduced quality in job duties.

Root Cause 4: Additional and innovative opportunities need to be offered to encourage training and cross-training; pathways need to be identified for teachers and employees who desire to assume leadership responsibilities as part of professional development opportunities.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies.

Root Cause 5: The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs.

Root Cause 6: Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, virtual learning, learning standards, etc.).

Root Cause 7: As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: There is a need to target specific reading and writing skills and focus on early intervention.

Root Cause 8: Lack of alignment across the district with reading and writing skills on early intervention and identification of needs.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Writing results have been stagnant especially 4th graders in recent years.

Root Cause 9: Lack of vertical alignment, lack of implementation of strategies provided by the district.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: 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 at the Elementary campus.

Root Cause 10: Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implementing strategies.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advanced learners toward meeting targeted goals.

Root Cause 11: Lack of multiple and reliable data sources across (especially during Covid time) the district utilized to demonstrate evidence of learner growth.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Many teachers are utilizing a "one size fits all" instructional delivery where differentiated instruction would be more appropriate.

Root Cause 12: Most teachers are new to the virtual and hyflex model of instruction. Teachers have attended multiple trainings; however, some are struggling to implement the differentiated instruction strategies in the learning environment.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: The knowledge gained through literacy trainings should be implemented and monitored by all stakeholders.

Root Cause 13: There is a need to fully implement the "Literacy for All" program on all instructional levels.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Teachers are in need of additional support systems to increase the level of rigor across all grade levels and subject areas.

Root Cause 14: Many teachers are strong in teaching content at the surface level but they struggle with increasing depth of knowledge.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: There is a need to develop a comprehensive support and progress monitoring system across all campuses.

Root Cause 15: Campus level administrators need to be trained and support monitoring systems across all content areas.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (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
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other 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
- Action research results

- 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 2020-21.

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Develop a plan of action to conduct district-wide content specific vertical alignment meetings in ELAR for the purpose of increasing the rigor.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 5				
Funding Sources: - 199: General Fund - $2,000				

Strategy 2: Continue to conduct regularly scheduled alignment walks to track and monitor the alignment of local and state curriculum.	**Reviews**			
Strategy's Expected Result/Impact: Exhibition of alignment walks	**Formative**			**Summative**
Displayed student work aligned to State Curriculum	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Exhibition of alignment walks
Displayed student work aligned to State Curriculum
Student Portfolio, communication of learning objectives aligned to State standards student portfolios, communication of learning objectives aligned to state standards (oral, written, and posted)
Evidence of alignment should be demonstrated in student notebooks and teacher toolkits (notebooks)

Staff Responsible for Monitoring: Chief Academic Officer
Chief of Schools
Instructional Leader and Data Specialists
Curriculum Content Specialists
Campus Administrators
Teachers

Title I Schoolwide Elements: 2.5

Funding Sources: - 199: General Fund - $2,500

Strategy 3: Implement a balanced assessment system which includes check-points, classroom assessments, Common Formative Assessments (CFAs), Content Based Assessments (CBAs), Norm-referenced District Screeners, 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.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Chief Academic Officer
Instructional Leader and Data Specialists
Campus Administrators
Curriculum Content Specialists
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Curriculum, Instruction, and Assessment 3

Funding Sources: Printing of CFAs - 199: General Fund - $17,000

Strategy 4: The CIA Team will continue to provide on-going accountability and data analysis support to campuses.	**Reviews**			
Strategy's Expected Result/Impact: Increased student performance, increased teacher ownership in data disaggregation, aligned instruction and data results	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Chief Academic Officer
Instructional Leader and Data Specialists
Content Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Curriculum, Instruction, and Assessment 3

Funding Sources: - 199: General Fund - $2,500

Strategy 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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Elem/Sec Dist.Content Curr. Specialist Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 5				
Funding Sources: - 199: General Fund - $7,500				

Strategy 6: Continue equipping classroom libraries and guided reading libraries with rich and diverse literature for students.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased multicultural and multi-genre literacy materials for students and teachers. District-wide Literacy Plan	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Curriculum Content Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 5				
Funding Sources: - 199: General Fund - $30,000				

Strategy 7: CIA Team will continue collaborating with all instructional stakeholders (i.e. teachers, administrators, specialists, etc.) to enhance "Literacy for All" students by integrating strategies to support reading across all disciplines.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Evidence of Professional Development implementation Evidence exhibited in Professional Learning Community Meetings Curriculum Alignment Teachers will utilize literacy strategies in all content areas.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Elem/Sec ELAR Dist. Content Curriculum Specialists Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 5				
Funding Sources: - 199: General Fund - $12,000				

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Evidence of increased scores on the district, state, and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on RDA stage levels. **Staff Responsible for Monitoring:** Chief Academic Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Supplies, materials, and training - 224: IDEA-B - $1,170, Supplies, materials, training - 199: General Fund - $3,000, Supplies, materials, training - 211: Title I - $21,495	Nov	Jan	Mar	June

Strategy 9: Continue supporting special education students in general education ELAR classrooms through tutorials, inclusion, co-teaching, and differentiated instruction.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improved student performance on state and local assessments. Teachers will implement literacy research-based best practices from the Reading Academies to support instruction and intervention for Special Education students. **Staff Responsible for Monitoring:** Chief Academic Officer Instructional Leader and Data Specialists Dir. of Federal and State Programs Elem/Sec Dist. Content Curriculum Specialist Campus Administrators Teachers **Funding Sources:** - 199: General Fund - $2,500	Nov	Jan	Mar	June

Strategy 10: Develop and implement a set of Professional Learning Community (PLC) guidelines/templates to be utilized district-wide when conducting ELAR PLCs.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Evidence of effective PLCs being conducted via meeting notes, formal/informal observations **Staff Responsible for Monitoring:** Chief Academic Officer Instructional Leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialists Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Curriculum, Instruction, and Assessment 1, 6 **Funding Sources:** - 199: General Fund - $2,000	Nov	Jan	Mar	June

Strategy 11: Provide students with tools to support diverse learners whereby increasing their academic performance in the area of Reading.	Reviews			
Strategy's Expected Result/Impact: Students will have increased academic performance as evidenced on local and state assessments. Teachers will use audio, digital, and visual resources to support the instruction of diverse learners' ability to decode unfamiliar words, develop their vocabulary, comprehend text, and write about relatable topics of interest based on background knowledge.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 4, 5				
Funding Sources: - 199: General Fund - $3,800				

Strategy 12: Monitor the fidelity of implementation of progress monitoring/RTI.	Reviews			
Strategy's Expected Result/Impact: Increases in state assessment results District Screening Tools	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Instructional Leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators Counselors Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 7				
Funding Sources: - 199: General Fund - $3,500				

Strategy 13: Implement blended learning models and strategies, district-wide, to promote student engagement, personalized learning, and ultimately increase student success. Support teachers through professional development, on-going, asynchronous learning, and professional learning communities (PLCs).	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will gain a deeper knowledge of blended learning principles and implementation, which will ultimately benefit both, virtual and face-to-face students.				
Staff Responsible for Monitoring: Chief Academic Officer Instructional Technology Coordinator Dist. Content Specialists Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				
Funding Sources: - 199: General Fund - $5,000				

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
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: Writing results have been stagnant especially 4th graders in recent years. **Root Cause:** Lack of vertical alignment, lack of implementation of strategies provided by the district.
Problem Statement 3: 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 at the Elementary campus. **Root Cause:** Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implementing strategies.
Problem Statement 4: SMSD needs to ensure that we provide all new teachers with the needed professional staff development opportunities to equip them to serve the cognitive, linguistic and effective needs of English learners and other diverse student populations. **Root Cause:** New-to-the profession or new teachers may or may not have had prior training and experience at differentiating instruction for a diverse student population.
Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advanced learners toward meeting targeted goals. **Root Cause:** Lack of multiple and reliable data sources across (especially during Covid time) the district utilized to demonstrate evidence of learner growth.
Problem Statement 4: Many teachers are utilizing a "one size fits all" instructional delivery where differentiated instruction would be more appropriate. **Root Cause:** Most teachers are new to the virtual and hyflex model of instruction. Teachers have attended multiple trainings; however, some are struggling to implement the differentiated instruction strategies in the learning environment.
Problem Statement 5: The knowledge gained through literacy trainings should be implemented and monitored by all stakeholders. **Root Cause:** There is a need to fully

implement the "Literacy for All" program on all instructional levels.

Problem Statement 6: 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 7: 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.

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 2020-21.

HB3 Goal

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

Summative Evaluation: Met Objective

Strategy 1: Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Mathematics for the purpose of increasing the rigor.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Math Curriculum Content Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 6				
Funding Sources: - 199: General Fund - $2,500				

Strategy 2: Implement a balanced assessment system which includes check-points, classroom assessments, Common Formative Assessments (CFAs), Content Based Assessments (CBAs), Norm-referenced District Screeners, 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 7				
Funding Sources: - 199: General Fund - $17,000				

Strategy 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.).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Master Schedule Increased student academic performance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Math Dist. Content Curriculum Specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Time and effort; Supplies and Materials - 199: General Fund - $14,200				

Strategy 4: Continue providing high yield problem-solving strategies via the utilization of Pre-AP/AP Math strategies and materials.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased academic performance Increased number of Duke Talent Search qualifiers Identification of National Merit Scholars Increase enrollment in Advanced Academics courses	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Math District Content Curriculum Specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Training and materials - 199: General Fund - $5,800				

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased academic performance RDA Stage Level improved Increase in percentage of students academic performance on state assessment(s)	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Math District Content Curriculum Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 4, 6				
Funding Sources: Time, supplies and materials - 199: General Fund - $4,815				

Strategy 6: Continue using district-wide Professional Learning Community (PLC)guidelines/templates when conducting Math PLCs.	**Reviews**			
Strategy's Expected Result/Impact: Evidence of effective PLCs being conducted via meeting notes, formal/informal observations	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialists Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 2, 6				
Funding Sources: - 199: General Fund - $2,500				

Strategy 7: Continue supporting special education students in general education Math classrooms through tutorials, inclusion, co-teaching, and differentiated instruction.	**Reviews**			
Strategy's Expected Result/Impact: Improved student performance on state and local assessments	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dir. of Federal and State Programs Elem/Sec Dist. Content Curriculum Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $2,500				

Strategy 8: Provide students in grades 1-6 with a fact fluency program, whereby increasing student's ability to perform mathematical computations.	**Reviews**			
Strategy's Expected Result/Impact: Students will have increased academic performance in the area of fact fluency as evidenced by local and state assessments.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Math Dist. Content Curriculum Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $6,600				

Strategy 9: Monitor the fidelity of implementation of progress monitoring/RTI.	Reviews			
Strategy's Expected Result/Impact: Increases in state assessment results.	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 7				
Funding Sources: - 199: General Fund - $3,500				

Strategy 10: Implement blended learning models and strategies, district-wide, to promote student engagement, personalized learning, and ultimately increase student success. Support teachers through professional development, on-going, asynchronous learning, and professional learning communities (PLCs).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will gain a deeper knowledge of blended learning principles and implementation, which will ultimately benefit both, virtual and face-to-face students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Technology Coordinator Dist. Content Specialists Administrators Teachers				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				
Funding Sources: - 199: General Fund - $5,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: 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 at the Elementary campus. **Root Cause:** Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implementing strategies.
Problem Statement 4: SMSD needs to ensure that we provide all new teachers with the needed professional staff development opportunities to equip them to serve the cognitive, linguistic and effective needs of English learners and other diverse student populations. **Root Cause:** New-to-the profession or new teachers may or may not have had prior training and experience at differentiating instruction for a diverse student population.
Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development,

webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.
Problem Statement 4: Many teachers are utilizing a "one size fits all" instructional delivery where differentiated instruction would be more appropriate. **Root Cause:** Most teachers are new to the virtual and hyflex model of instruction. Teachers have attended multiple trainings; however, some are struggling to implement the differentiated instruction strategies in the learning environment.
Problem Statement 6: 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 7: 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.

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 2020-21.

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

    Summative Evaluation: Met Objective

Strategy 1: Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Writing for the purpose of increasing the rigor.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists ELAR Curriculum Content Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 5				
Funding Sources: - 199: General Fund - $1,500				

Strategy 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 7				
Funding Sources: - 199: General Fund - $2,000				

Strategy 3: Monitor the fidelity of implementation of progress monitoring/RTI.	Reviews			
Strategy's Expected Result/Impact: Increases in state assessment results	Formative			Summative
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Instructional Leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 7				
Funding Sources: - 199: General Fund - $1,500				

Strategy 4: The district will continue to track and monitor the implementation of the writing portfolios for K-12.	Reviews			
Strategy's Expected Result/Impact: Increased student performance Increased academic performance as indicated on state assessment results	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Elem/Sec ELAR Dist. Curriculum Content Specialists Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1				
Funding Sources: - 199: General Fund - $1,000				

Strategy 5: CIA Team will collaborate with all instructional stakeholders (i.e. teachers, administrators, specialists, etc.) to improve "Literacy for All" students by providing writing strategies and best practices to support the implementation of writing across all content areas.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance as evidenced on local and state assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators ELAR Dist. Content Curriculum Specialists Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1, 2				
Funding Sources: - 199: General Fund - $2,000				

Strategy 6: Continue to implement a set of Professional Learning Community (PLC) guidelines/templates to be utilized district-wide when conducting ELAR PLCs.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Evidence of effective PLCs being conducted via meeting notes, formal/informal observations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Elem/Sec Dist. Content Curriculum Specialist Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $1,500				

Strategy 7: Implement blended learning models and strategies, district-wide, to promote student engagement, personalized learning, and ultimately increase student success. Support teachers through professional development, on-going, asynchronous learning, and professional learning communities (PLCs).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will gain a deeper knowledge of blended learning principles and implementation, which will ultimately benefit both, virtual and face-to-face students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Technology Coordinator Dist. Content Specialists Administrators Teachers				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				
Funding Sources: - 199: General Fund - $1,500				

Strategy 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Evidence of increased scores on the district, state, and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on RDA stage levels	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $1,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
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: Writing results have been stagnant especially 4th graders in recent years. **Root Cause:** Lack of vertical alignment, lack of implementation of strategies provided by the district.
Problem Statement 3: 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 at the Elementary campus. **Root Cause:** Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implementing strategies.

Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.
Problem Statement 5: The knowledge gained through literacy trainings should be implemented and monitored by all stakeholders. **Root Cause:** There is a need to fully implement the "Literacy for All" program on all instructional levels.
Problem Statement 7: 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.

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 2020-21.

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

    Summative Evaluation: None

Strategy 1: Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Science for the purpose of increasing the rigor.	Reviews			
Strategy's Expected Result/Impact: Aligned instruction throughout content areas	**Formative**			**Summative**
Evidence of the collaboration of grade and content specific teachers planning aligned instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Curriculum Content Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 6				
Funding Sources: - 199: General Fund - $2,000				
Strategy 2: Monitor the fidelity of implementation of progress monitoring/RTI.	Reviews			
Strategy's Expected Result/Impact: Increases in state assessment results.	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators. Teachers	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 3, 7				
Funding Sources: - 199: General Fund - $2,000				

Strategy 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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Dist. Curriculum Content Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 3, 7				
Funding Sources: - 199: General Fund - $1,500				

Strategy 4: Increase the use of differentiated instruction in science content courses through the use of PBLs and brain-based learning.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students reaching Masters on state and local assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 4				
Funding Sources: Supplies and Materials - 199: General Fund - $500				

Strategy 5: Provide science support for at-risk students using differentiated instruction, Study Island, and brain-based learning.	**Reviews**			
Strategy's Expected Result/Impact: Increased student performance on State Assessment in area of Science.	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Academic Officer Instructional leader and Data Specialists Dist. Content Curr. Specialists Dir. of Multilingual/ESL Prog. Dir. of Fed. and State Programs	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 4				
Funding Sources: - 199: General Fund - $1,500				

	Reviews			
Strategy 6: Increase writing reflection in science content courses by integrating strategies that support writing across the science content area.				
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in academic performance in the area of science Increase in writing as evidenced on national, state, and local assessments Increase in performance in open-ended responses on all secondary district science assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dist. Content Cur. Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1				
Funding Sources: - 199: General Fund - $1,500				

	Reviews			
Strategy 7: Implement blended learning models and strategies, district-wide, to promote student engagement, personalized learning, and ultimately increase student success. Support teachers through professional development, on-going, asynchronous learning, and professional learning communities (PLCs).				
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will gain a deeper knowledge of blended learning principles and implementation, which will ultimately benefit both, virtual and face-to-face students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Technology Coordinator Dist. Content Specialists Administrators Teachers				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				
Funding Sources: - 199: General Fund - $2,500				

	Reviews			
Strategy 8: 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.				
	Formative			**Summative**
Strategy's Expected Result/Impact: Evidence of increased scores on district, state and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on RDA stage levels	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
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.

Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advanced learners toward meeting targeted goals. **Root Cause:** Lack of multiple and reliable data sources across (especially during Covid time) the district utilized to demonstrate evidence of learner growth.
Problem Statement 4: Many teachers are utilizing a "one size fits all" instructional delivery where differentiated instruction would be more appropriate. **Root Cause:** Most teachers are new to the virtual and hyflex model of instruction. Teachers have attended multiple trainings; however, some are struggling to implement the differentiated instruction strategies in the learning environment.
Problem Statement 6: 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 7: 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.

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 2020-21.

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

    Summative Evaluation: Met Objective

Strategy 1: Increase writing reflection in social studies content courses by integrating strategies that support writing across the social studies content area.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in academic performance in the area of science Increase in writing as evidenced on national, state and local assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leader and Data Specialists Dist. Content Cur. Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1				
Funding Sources: - 199: General Fund - $2,000				

Strategy 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Campus Administrators Curriculum Content Specialists Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 3, 7				
Funding Sources: - 199: General Fund - $2,000				

Strategy 3: Monitor the fidelity of implementation of progress monitoring/RTI.	Reviews			
Strategy's Expected Result/Impact: Increases in state assessment results	Formative			Summative
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Campus RTI Coordinators Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 3, 7				
Funding Sources: - 199: General Fund - $2,000				

Strategy 4: Continue providing social studies teachers training on summarization, main idea, and inferencing skills in social studies.	Reviews			
Strategy's Expected Result/Impact: Increased academic performance in the area of social studies	Formative			Summative
Staff Responsible for Monitoring: Instructional Leader and Data Specialists Campus Administrators	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 6				
Funding Sources: - 211: Title I - $350, - 199: General Fund - $1,500				

Strategy 5: Increase the utilization of reading strategies in social studies content courses.	Reviews			
Strategy's Expected Result/Impact: Increased academic performance in the area of social studies and reading	Formative			Summative
Staff Responsible for Monitoring: Instructional Leader and Data Specialists Campus Administrators Teachers	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1				

Strategy 6: Increase the collection of paired books made available to students and teachers to enrich literacy in social studies and provide Social Studies teachers with multicultural informational, historical fiction, and biography/autobiography text.	Reviews			
Strategy's Expected Result/Impact: Increased academic performance	Formative			Summative
Staff Responsible for Monitoring: Chief Academic Officer Chief Financial Officer Campus Administrators	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 4				
Funding Sources: - 199: General Fund - $3,500				

Strategy 7: Develop a plan of action to conduct district-wide content specific vertical alignment meetings in Social Studies for the purpose of increasing the rigor.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Aligned instruction throughout content areas Evidence of the collaboration of grade and content specific teachers planning aligned instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dist. Curriculum Content Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 6				
Funding Sources: - 199: General Fund - $1,500				

Strategy 8: Implement blended learning models and strategies, district-wide, to promote student engagement, personalized learning, and ultimately increase student success. Support teachers through professional development, on-going, asynchronous learning, and professional learning communities (PLCs).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will gain a deeper knowledge of blended learning principles and implementation, which will ultimately benefit both, virtual and face-to-face students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Technology Coordinator Dist. Content Specialists Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				
Funding Sources: - 199: General Fund - $2,000				

Strategy 9: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Evidence of increased scores on the district, state, and national assessments Evidence of improved Federal & State Accountability Ratings Increased performance on RDA stage levels	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Dir. of Fed. & State Programs Dir. of Multilingual/ESL Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $2,000				

Performance Objective 5 Problem Statements:

Student Achievement
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 4: SMSD needs to ensure that we provide all new teachers with the needed professional staff development opportunities to equip them to serve the cognitive, linguistic and effective needs of English learners and other diverse student populations. **Root Cause:** New-to-the profession or new teachers may or may not have had prior training and experience at differentiating instruction for a diverse student population.

Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advanced learners toward meeting targeted goals. **Root Cause:** Lack of multiple and reliable data sources across (especially during Covid time) the district utilized to demonstrate evidence of learner growth.
Problem Statement 6: 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 7: 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.

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 2020-21.

HB3 Goal

Evaluation Data Sources: Increased student performance on national, state, and local assessments; Increased number of students earning a 3 on AP exams.

Summative Evaluation: None

Strategy 1: Develop a plan of action designed to implement an advanced academics talent pool for Pre-K students.	**Reviews**			
Strategy's Expected Result/Impact: Completed plan of action developed	**Formative**			**Summative**
Staff Responsible for Monitoring: Superintendent	Nov	Jan	Mar	June
Chief of Schools				
Chief Academic Officer				
Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 6				
Funding Sources: - 199: General Fund - $250				

Strategy 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.	**Reviews**			
Strategy's Expected Result/Impact: Increased student enrollment in GT/Pre-AP/AP courses	**Formative**			**Summative**
Increased number of students earning a 3 on AP exams	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer				
Instructional Leader and Data Specialists				
Dist. Content Curriculum Specialists				
Campus Administrators				
Counselors				
Teachers				
Funding Sources: - 199: General Fund - $750				

Strategy 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)).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student participation in focused events	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Campus Administrators GT/Advanced Academics Campus Liaisons Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $500				

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased academic performance Increased number of students enrolled in GT/Advanced Academics courses Increased number of students earning a 3 on AP exams	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer Campus Administrators GT/Advanced Academics Campus Liaisons Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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)	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Campus Administrators District Content Specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 3: 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 at the Elementary campus. **Root Cause:** Lack of differentiated instruction for advanced students. There is a lack of accountability to ensure teachers are properly implementing strategies.

Curriculum, Instruction, and Assessment
Problem Statement 6: 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.

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 Sources:** Increased academic performance
> Improvement in Performance-based Monitoring Analysis System
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 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.	Reviews			
Strategy's Expected Result/Impact: Increased scores on district, state and national assessments		Formative		Summative
Increased academic performance as evidenced on the Performance-based Monitoring Analysis System (PBMAS) report	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Innovation and Operations Officer Dist. Content Curr. Specialists Campus Administrators Dir of Fed. & State Programs Dir. of Multilingual/ESL Programs				
Funding Sources: - 199: General Fund - $2,050, - 224: IDEA-B - $1,170, - 211: Title I - $21,495, - 244: CTE - $250				
Strategy 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.	Reviews			
Strategy's Expected Result/Impact: Increased parent awareness of available programs		Formative		Summative
Increased instruction and student engagement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Chief Innovation and Operations Officer CTE Director Dir. of Federal & State Programs Dir. of Multilingual/ESL Programs Campus Administrators Counselors Teachers				
Funding Sources: Supplies, materials (i.e. Naviance) - 199: General Fund - $12,000				
Strategy 3: Provide training on the Co-Teach method.	Reviews			
Strategy's Expected Result/Impact: General Education/Special Education Support System for students		Formative		Summative
Staff Responsible for Monitoring: Campus Principal Dir. of Federal and State Programs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ 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 8: Students will be prepared for post-secondary training/college and or with a certification that allows them to enter the workforce.

HB3 Goal

Evaluation Data Sources: Parent Attendance Sign-In Sheets
Number of students obtaining scholarships
College and Career Readiness Career Days
Student Job Fair attendance

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Continue to provide and expose elementary through middle school students to a variety of learning opportunities that will help with the identification of their career interests. **Strategy's Expected Result/Impact:** College and Career Days Career Interest Inventory Results Career Transition Interviews **Staff Responsible for Monitoring:** CTE Director Campus Administrators Counselors Teachers **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** - 199: General Fund - $2,500	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June
Strategy 2: Provide focused opportunities and guidance to students that will educate and inform them of career opportunities, job demands and occupational trends. **Strategy's Expected Result/Impact:** College/Career Readiness lessons Annual Course Selection Fair Student and Parent Nights for Course Selection College visits from and to Higher Ed partners **Staff Responsible for Monitoring:** CTE Director Campus Administrators Counselors Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 199: General Fund - $3,000	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June

Strategy 3: Maintain and expand transition programs and services for students with cognitive disabilities.	Reviews			
Strategy's Expected Result/Impact: Increased number of cognitively disabled students gainfully employed	Formative			Summative
Staff Responsible for Monitoring: Dir. of Fed. and State Programs Diagnosticians Campus Administrators Teachers	Nov	Jan	Mar	June

Strategy 4: Continue providing opportunities for high school students to develop college-preparedness (i.e. college application process, scholarship opportunities, essay preparation, FAFSA workshops, etc.)	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of students earning scholarships Increase the number of students completing FAFSA and TAFSA applications Financial Aid workshops from Higher ED partners	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators Counselors Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $1,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 2020-21.

HB3 Goal

Evaluation Data Sources: Increase in academic performance as evidenced on Texas Academic Performance Report and College Board Readiness Report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Demonstrate increased depth of knowledge in Tier I instruction via the quality of assessments, quality of questions, reflective practice by teacher and student.	**Reviews**			
Strategy's Expected Result/Impact: Increase student performance as evidenced on local and state assessments.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Leader and Data Specialists	**Nov**	**Jan**	**Mar**	**June**
Campus Administrators Dist. Content Curriculum Specialists Teachers				→
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3, 7				
Funding Sources: - 199: General Fund - $5,000				

Strategy 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.	**Reviews**			
Strategy's Expected Result/Impact: More preparation and opportunities to take the test.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Increased scores. **Staff Responsible for Monitoring:** Campus Administrators Counselors Teachers				100%

Strategy 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.	Reviews			
Strategy's Expected Result/Impact: Early testing will provide time for interventions and retesting. Increased TSI scores.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Counselors Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $7,500				

Strategy 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.	Reviews			
Strategy's Expected Result/Impact: Increased student's knowledge of intricacies of SAT and ACT. Increased identification of Duke Talent Search applicants	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Counselors Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199: General Fund - $5,000				

Strategy 5: Promote and structures independent reading with student's selected text.	Reviews			
Strategy's Expected Result/Impact: Evidence of student's demonstrating their ability to sustain reading	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Coordinator for Library and Media Services Instructional Leader and Data Specialists Dist. Content Curriculum Specialists Campus Administrators Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Achievement 1				
Funding Sources: - 199: General Fund - $2,500				

Strategy 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.		Reviews		
Strategy's Expected Result/Impact: Student's increase in academic performance as evidenced on local and state assessments. Formal and informal walk-throughs		Formative		Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Academic Officer Instructional Leader and Data Specialists ELAR Dist. Content Curriculum Specialists Campus Administrators Counselors Teachers Coordinator of Library and Media Services					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					
Problem Statements: Student Achievement 1					

Strategy 7: Increase the amount of rich, diverse literacy materials available district-wide.		Reviews		
Strategy's Expected Result/Impact: Increase in the number of available resources		Formative		Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: 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					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					
Problem Statements: Student Achievement 1					
Funding Sources: - 199: General Fund - $10,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 9 Problem Statements:

Student Achievement
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.

Curriculum, Instruction, and Assessment
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advanced learners toward meeting targeted goals. **Root Cause:** Lack of multiple and reliable data sources across (especially during Covid time) the district utilized to demonstrate evidence of learner growth.
Problem Statement 7: 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.

Goal 2: SMSD faculty, staff, and parents will work with emergent bilingual students to improve their social, linguistic, academic, and/or vocational skills, so that they may become contributing members of society and the global community.

Performance Objective 1: Conduct quality professional staff development and embedded job coaching.

Targeted or ESF High Priority

Evaluation Data Sources: Participant registration, PowerPoints, Handouts, purchase orders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Provide opportunities for teachers to attend TExES 154ESL Supplemental test preparation professional staff development sessions, reimburse teachers test fees for successful test completion.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased number of ESL certified district teachers.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Multilingual/ESL Program Director	15%			→
Title I Schoolwide Elements: 2.6				
Problem Statements: Demographics 1				
Funding Sources: - 199: General Fund - $3,200				

Strategy 2: Conduct annual district-wide sheltered instructional professional staff development sessions to ensure all emergent bilinguals are receiving their content instruction in ELAR, math, science, and social studies by a teacher who is trained at linguistically accommodating instruction for the levels of English language proficiency.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: All teachers will be better equipped to meet the diverse linguistic and academic needs of students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Multilingual/ESL Program Director	85%			
Title I Schoolwide Elements: 2.4, 2.6 - **Results Driven Accountability - Equity Plan**				
Problem Statements: Student Achievement 4				
Funding Sources: Miscellaneous Contract Funds - 199: General Fund - $20,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The district needs to increase the number of ESL certified teachers in all content areas. **Root Cause:** Minimum state requirement is that ELs in the ESL Program be served by an ESL certified ELAR teacher. We have new- to -the profession teachers that need to add the ESL endorsement to their teacher certificate.
Student Achievement
Problem Statement 4: SMSD needs to ensure that we provide all new teachers with the needed professional staff development opportunities to equip them to serve the cognitive, linguistic and effective needs of English learners and other diverse student populations. **Root Cause:** New-to-the profession or new teachers may or may not have had prior training and experience at differentiating instruction for a diverse student population.

Goal 2: SMSD faculty, staff, and parents will work with emergent bilingual students to improve their social, linguistic, academic, and/or vocational skills, so that they may become contributing members of society and the global community.

Performance Objective 2: Conduct dual-language interdisciplinary curriculum/lesson planning sessions.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Dual language lesson planning template/rubric, participant registration, consultant contracts, purchase orders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: Ensure equal representation of curriculum and instructional resources in both English and Spanish in dual language classes.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: All dual language classes will have state-adopted materials including online resources in both English and Spanish.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Multilingual/ESL Program Director and District Textbook Coordinator. **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability - Equity Plan**	85%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: SMSD faculty, staff, and parents will work with emergent bilingual students to improve their social, linguistic, academic, and/or vocational skills, so that they may become contributing members of society and the global community.

Performance Objective 3: Plan and establish more effective pathways for parent/school connection in light of remote learning and equip bilingual parents with skills to enhance their student's academic performance.

> **Evaluation Data Sources:** Communication messages sent out via various modes of media outlets that reach all district parents in both Spanish and English; i.e. Outdialer message delivery, ClassDoJo, PeachJar, Twitter, Stafford Learns and Parent University.
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1: Research into Rosetta Stone for parents to establish a parent ESL Class Cohort of 12 to 20 parents.		Reviews			
Strategy's Expected Result/Impact: Bilingual parents will become more proficient in the use of oral English language expressive skills.		**Formative**			**Summative**
Staff Responsible for Monitoring: Multilingual/ESL Program Director	**Nov**	**Jan**	**Mar**		**June**
Title I Schoolwide Elements: 3.2	5%				
Problem Statements: Parent and Community Engagement 1					
Funding Sources: - 211: Title I - $3,000					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents need access to district information in multiple languages. **Root Cause:** The district is a very diverse district causing there to be a need to provide a drop down menu to translate district information to multiple languages.

Goal 3: SMSD will increase the district's total student enrollment by 10% by the end of the 2020-2021 school year.

Performance Objective 1: Enhance the district's brand through the utilization of effective marketing and communication strategies.

Evaluation Data Sources: Increased student enrollment
Increased business partnerships
Increased viewing of social media post

Summative Evaluation: None

Strategy 1: Create a mailout postcard designed to promote student enrollment.		Reviews		
Strategy's Expected Result/Impact: The expectation is that the enrollment will increase by 5%.		Formative		Summative
Staff Responsible for Monitoring: Coord. of Communications/Marketing SMSD Marketing Task Force Committee		Nov	Jan	Mar	June
Funding Sources: Printing and postage for postcards - 199: General Fund - $5,000				

Strategy 2: The district's website will be updated.		Reviews		
Strategy's Expected Result/Impact: Enhance user experience and decrease user bounce rate.		Formative		Summative
Staff Responsible for Monitoring: Coord. of Communications/Marketing SMSD Marketing Task Force Committee Outside Consultant Technology		Nov	Jan	Mar	June
Funding Sources: Web design consulting - 199: General Fund - $25,000				

Strategy 3: The district will create a Marketing Task Force Committee tasked with the development and implementation of a district marketing plan.		Reviews		
Strategy's Expected Result/Impact: Increased student enrollment Increased district visibility Marketing Plan of Action		Formative		Summative
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Chief Academic Officer Coordinator of Communications/Marketing Marketing Task Force Committee members		Nov	Jan	Mar	June
Funding Sources: Meeting supplies and materials - 199: General Fund - $750				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Develop and implement a shared vision for teachers to support 100% of our students, both virtually and face-to-face.

Performance Objective 1: Provide quality professional development, modeling, and ongoing support through PLCs, webinars, and other scheduled PD opportunities.

Evaluation Data Sources: Professional Development Attendance
Data collected from campus walk-throughs
Auditing of Open LMS courses

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: Create and facilitate sessions that model blended learning, including Hyflex, Flipped, and Station Rotation strategies. Additionally, teachers will learn various tools within our Learning Management Systems that can be used to personalize learning and increase engagement.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will gain knowledge of ways to implement blended learning models like Hyflex and Station Rotation to enhance face-to-face and virtual instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Coordinator				
Problem Statements: Curriculum, Instruction, and Assessment 1				
Strategy 2: Schedule time in PLCs to provide small group training and ongoing support of these strategies.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will receive on-going training and support to improve strategies and best practices.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Coordinator				
Problem Statements: Curriculum, Instruction, and Assessment 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: SMSD must ensure that all teachers receive quality professional development in the areas of blended learning models, implementation, and strategies. **Root Cause:** The onset of the pandemic and the need to ensure that students receive the same quality education whether, they are learning virtually or face-to-face.
Problem Statement 2: SMSD needs to provide ongoing support for teachers in the area of virtual instruction and blended learning through means of professional development, webinars, just-in-time resources, and PLCs. **Root Cause:** Courses in our Learning Management System lacks alignment and consistency across subject areas and grade levels.

Goal 4: Develop and implement a shared vision for teachers to support 100% of our students, both virtually and face-to-face.

Performance Objective 2: Provide all teachers with a bank of resources to utilize for just-in-time learning.

Evaluation Data Sources: Analytics from Microsoft Stream platform

Summative Evaluation: None

Strategy 1: Create learning library through Microsoft Stream to house instructional videos on various technology tools.	Reviews			
Strategy's Expected Result/Impact: Teachers will have just-in-time access to helpful resources as a part of their ongoing support.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Technology Coordinator	Nov	Jan	Mar	June

Strategy 2: Create on-going, asynchronous courses, on our LMS, for teachers to access throughout the entire school year.	Reviews			
Strategy's Expected Result/Impact: Teachers will have access to a wealth of information to increase their knowledge of several strategies and tools in relation to blended learning and virtual instruction.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Technology Coordinator	Nov	Jan	Mar	June

Strategy 3: Update the Stafford Learns website to include other helpful resources that are readily available to teachers.	Reviews			
Strategy's Expected Result/Impact: Teachers will have access to yet another means of on-going support through several resources included on the Stafford Learns website.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Technology Coordinator	Nov	Jan	Mar	June

Strategy 4: Encourage the use of shared courses in Open LMS to allow teachers to collaborate and use resources from one another.	Reviews			
Strategy's Expected Result/Impact: Increased collaboration among teachers in the same subject area to improve upon content and navigation of Open LMS courses.	**Formative**			**Summative**
Staff Responsible for Monitoring: Instructional Technology Coordinator	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Develop and implement a shared vision for teachers to support 100% of our students, both virtually and face-to-face.

Performance Objective 3: Identify 2 teachers on each campus to serve as technology leaders/liaisons and provide ongoing support/training for colleagues.

Evaluation Data Sources: PD/Meeting attendance for campus technology leaders
Survey results from teacher/campus feedback

Summative Evaluation: None

Strategy 1: Develop, propose, and implement a program for which teachers can apply to become Instructional Technology Campus Leaders (ITCLs)	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased instructional technology support for teachers on each campus More proficient implementation of blended learning strategies	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Technology Coordinator				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide SMSD parents with a minimum of three opportunities, per year, to engage in sessions designed to increase their knowledge of learning standards and technology tools utilized in the district.

Performance Objective 1: Provide webinars and other training opportunities, designed to provide technology support for SMSD parents.

    Evaluation Data Sources: Increase parents' ability to assist students with virtual learning.

    Summative Evaluation: None

	Reviews			
Strategy 1: Provide webinars for parents throughout the year on various technology tools, namely, our Learning Management systems and other heavily used applications.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will gain knowledge of technology tools to better equip them to assist their children with virtual learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Coordinator				
Title I Schoolwide Elements: 3.2				
Problem Statements: Parent and Community Engagement 2				
Strategy 2: Provide training on various Microsoft tools through established relationship with Microsoft Education trainers.		**Reviews**		
Strategy's Expected Result/Impact: Parents will gain knowledge of Microsoft tools by engaging in session with Microsoft Education Professionals.		**Formative**		**Summative**
Staff Responsible for Monitoring: Outside Vendor (Microsoft Education) Instructional Technology Coordinator	**Nov**	**Jan**	**Mar**	**June**
Title I Schoolwide Elements: 3.2				
Problem Statements: Parent and Community Engagement 2				
Strategy 3: Create video library for parents with various instructional videos and make it available on the Stafford Learns website.		**Reviews**		
Strategy's Expected Result/Impact: Parents will have on-going access to resources and helpful videos to assist with the use of various tools (i.e. Open LMS. Seesaw, Office 365).		**Formative**		**Summative**
Staff Responsible for Monitoring: Instructional Technology Coordinator	**Nov**	**Jan**	**Mar**	**June**
Problem Statements: Parent and Community Engagement 2				
Strategy 4: Parents will be able to interact with content standards, technology use, etc., via the Fall Parent University Conference (Virtual).		**Reviews**		
Strategy's Expected Result/Impact: Increase in parental access to learning.		**Formative**		**Summative**
Staff Responsible for Monitoring: Director of Federal Programs Parent Engagement Liaison	**Nov**	**Jan**	**Mar**	**June**
Equity Plan				
Funding Sources: Title I Funding - 211: Title I - $4,500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: SMSD parents should be provided with multiple opportunities to engage in sessions/meetings focused on relevant topics to foster student success (i.e. student engagement, virtual learning, learning standards, etc.). **Root Cause:** As a result of the pandemic, the need for parent involvement and engagement has become even more crucial for student success.

Goal 5: Provide SMSD parents with a minimum of three opportunities, per year, to engage in sessions designed to increase their knowledge of learning standards and technology tools utilized in the district.

Performance Objective 2: Institute the Fall Parent University Conference where parents will have access to sessions based on TEKS based standards and technology used for instruction.

Evaluation Data Sources: Conference Registration
Conference Attendance
Parent Feedback
Parent Session Requests

Summative Evaluation: None

Strategy 1: Parents will be able to interact with content standards, technology use, etc via the Fall Parent University Conference (Virtual).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase parent access to obtaining knowledge to support student academic growth.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Parent Liaison				
Title I Schoolwide Elements: 3.1, 3.2 - **Equity Plan**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide SMSD parents with a minimum of three opportunities, per year, to engage in sessions designed to increase their knowledge of learning standards and technology tools utilized in the district.

Performance Objective 3: Utilize the Parent University webpage to continually provide opportunities for parent learning sessions.

Evaluation Data Sources: Parent University Website
Parent Feedback - Usability
District Staff - Sessions

Summative Evaluation: None

Strategy 1: Meet quarterly with Title I campus representative to promote a continuous cycle of parent learning opportunities	Reviews			
Strategy's Expected Result/Impact: More course opportunities for parents	Formative			Summative
Staff Responsible for Monitoring: Parent Engagement Liaison	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2 - **Equity Plan**				
Funding Sources: - 211: Title I - $8,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Provide SMSD parents with a minimum of three opportunities, per year, to engage in sessions designed to increase their knowledge of learning standards and technology tools utilized in the district.

Performance Objective 4: Hire a Parent Engagement Liaison to lead the family and parent engagement plan.

Evaluation Data Sources: Course offerings
Sign-in sheets
Campus Feedback
Non-Teacher evaluation tool

Summative Evaluation: None

Strategy 1: Parent Engagement Liaison will implement and monitor the district's family and parent engagement policy.	Reviews			
Strategy's Expected Result/Impact: Increased parent participation	**Formative**			**Summative**
Staff Responsible for Monitoring: Parent Engagement Liaison Director of Federal and State Programs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2				
Funding Sources: ESSER CARES Act Funding - 211: Title I - $30,000				
Strategy 2: Parent Engagement Liaison will maintain open and maintain the Parent Center.	Reviews			
Strategy's Expected Result/Impact: Increased parent participation	**Formative**			**Summative**
Staff Responsible for Monitoring: Parent Engagement Liaison Director of Federal and State Programs	Nov	Jan	Mar	June
Title I Schoolwide Elements: 3.1, 3.2 - **Equity Plan**				
Funding Sources: ESSER CARES Act Funding - 211: Title I - $10,000				
0% No Progress 100% Accomplished ⟶ Continue/Modify ✕ Discontinue				

Goal 6: SMSD will implement the co-teach inclusion model to support standards-based differentiated instruction in ELAR for 100% of eligible special education students in grades 3-5.

Performance Objective 1: 100% of 3rd-5th grade special education students, who are eligible through their IEP, will participate in the co-teach inclusion model for ELAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Class Rosters
IEP Meetings
Campus Schedule

Summative Evaluation: None

Strategy 1: Progress monitor each special education student on a daily basis.		Reviews			
Strategy's Expected Result/Impact: Students' academic performance will improve.		Formative			Summative
Staff Responsible for Monitoring: Case monitor teacher Department Leader Campus Principal Director of Federal and State Programs		Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**					
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 6: SMSD will implement the co-teach inclusion model to support standards-based differentiated instruction in ELAR for 100% of eligible special education students in grades 3-5.

Performance Objective 2: 100% of 3rd-5th grade ELAR co-teachers will implement practices learned in the co-teach embedded coaching professional development.

Evaluation Data Sources: PD Sign-in sheets
Session feedback
Coaches feedback
Walk-through data

Summative Evaluation: None

Strategy 1: Co-Teach Professional Development via Zoom will be provided starting in November 2020 followed by monthly check-ins.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Co-teach strategies will be implemented and observable in the classroom.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals
Department Leads
Director of Federal and State Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**				
Funding Sources: SPED - 224: IDEA-B - $9,000				

Strategy 2: Introduce the use of SWIVEL technology to view campus strategies and performance.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Immediate and on-time coaching to staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals
Department Leads
Director of Federal and State Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				
Funding Sources: SPED Resources - 224: IDEA-B - $2,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: SMSD will implement the co-teach inclusion model to support standards-based differentiated instruction in ELAR for 100% of eligible special education students in grades 3-5.

Performance Objective 3: 85% of 5th-grade students in the co-teach model classroom will show growth on the STAAR reading assessment as compared to their 3rd-grade STAAR reading assessment results.

Evaluation Data Sources: Reading Campus benchmarks
Reading In-class Deep practice
Reading District Assessment
STAAR Reading Assessment

Summative Evaluation: None

Strategy 1: Small group/interventions will be incorporated into the co-teach model - (Kagan Cooperative Strategies).	Reviews			
Strategy's Expected Result/Impact: Student academic improvement per learning standard.	Formative			Summative
Staff Responsible for Monitoring: Classroom Teachers	Nov	Jan	Mar	June
Department Leads				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: SMSD will implement proactive behavior supports to decrease the number of special education student removals by 40% compared to 2018-2019 discipline removals from instructional time.

Performance Objective 1: 100% of staff will be trained by the Behavior Specialists on the benefits of the CONECT behavior support program, a proactive approach to behavior intervention.

Evaluation Data Sources: Sign-in sheets
Presentation
Teacher feedback

Summative Evaluation: None

	Reviews			
Strategy 1: Meet bi-monthly to develop and discuss programmatic features and progress monitoring of CONECT program.				
Strategy's Expected Result/Impact: Reduce the number of student removals from instruction. Ongoing implementation of CONECT program.	**Formative**			**Summative**
Staff Responsible for Monitoring: Behavior Specialists	Nov	Jan	Mar	June
Director of Federal and State Programs				
Principals				
Results Driven Accountability				

	Reviews			
Strategy 2: Monitor the Progress of eligible SPED students with a BIP.				
Strategy's Expected Result/Impact: Less student removals from instructional time.	**Formative**			**Summative**
Staff Responsible for Monitoring: Behavior Specialists	Nov	Jan	Mar	June
Administrators				
Teachers	0%			
Director of Federal and State Programs				
Results Driven Accountability				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: SMSD will implement proactive behavior supports to decrease the number of special education student removals by 40% compared to 2018-2019 discipline removals from instructional time.

Performance Objective 2: Special Education student removal from instruction will decrease by 30% by the end of the 2020-2021 school year.

    Evaluation Data Sources: Discipline Reports
Monitoring Logs
Teacher Feedback

    Summative Evaluation: None

Strategy 1: Administrators will use alternative forms of consequences for SPED students when appropriate.	Reviews			
Strategy's Expected Result/Impact: Reduce the number of student removals from instruction. Utilize CONECT program.	Formative			Summative
Utilize Behavior Specialist to assist with consequences when a student has a BIP.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals Behavior Specialists Director of Federal and State Programs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				
Strategy 2: Administrators will track discipline reports, especially removals, of all SPED students.	Reviews			
Strategy's Expected Result/Impact: A decrease in student removals	Formative			Summative
Staff Responsible for Monitoring: Campus Administrators Director of Federal and State Programs	Nov	Jan	Mar	June
SPED Case Managers	0%			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**				

         0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 8: SMSD Libraries will provide programming aligned to district curriculum, increase usage of library digital resources, and promote student leadership.

Performance Objective 1: Collaborate with campus instructional leaders, teachers, and library staff to develop library activity/programming that is aligned to campus curricular learning objectives.

Evaluation Data Sources: Lesson plans
Activity/Programming photos and/or videos
Learning products

Summative Evaluation: None

Strategy 1: Collaborate with Elementary ELAR specialist to develop a plan to support/increase literacy skills through library instruction, K - 3.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Increased academic performance		**Nov**	**Jan** **Mar**	**June**
Staff Responsible for Monitoring: Library Media Coordinator, Elem ELAR Specialist				
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 2: Meet weekly with all level library staff, utilizing each campus pacing guide to identify learning objectives and develop aligned library programming.		Reviews		
		Formative		**Summative**
Strategy's Expected Result/Impact: Increased academic performance Increased love of reading		**Nov**	**Jan** **Mar**	**June**
Staff Responsible for Monitoring: Library Media Coordinator				
Title I Schoolwide Elements: 2.4, 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 8: SMSD Libraries will provide programming aligned to district curriculum, increase usage of library digital resources, and promote student leadership.

Performance Objective 2: Provide professional development highlighting the use of library digital resources to support campus instructional and learning objectives.

Evaluation Data Sources: PD plan
PD learning artifacts
Teacher lesson plans
Digital resource usage data

Summative Evaluation: None

Strategy 1: Promote available district library digital resources; as well as digital resources available through FBCL EZ Card Program.	Reviews			
Strategy's Expected Result/Impact: Awareness of EZ Card Program	**Formative**			**Summative**
Increased usage of digital resources	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Library Media Coordinator				
Title I Schoolwide Elements: 2.5				
Strategy 2: Create and facilitate sessions that model the use of library digital resources as an instruction tool and/or a specific subject learning objective.	Reviews			
Strategy's Expected Result/Impact: Understanding of use of digital resources	**Formative**			**Summative**
Increased usage of digital resources	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Library Media Coordinator				
Title I Schoolwide Elements: 2.4, 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 8: SMSD Libraries will provide programming aligned to district curriculum, increase usage of library digital resources, and promote student leadership.

Performance Objective 3: Provide professional development on and promote the EZ Card Program, a partnership with SMSD Libraries and Fort Bend County Libraries, to increase student readership and additional academic support.

Evaluation Data Sources: PD plan
PD learning artifacts
FBCL digital resource usage data

Summative Evaluation: None

Strategy 1: Promote the features and use of the EZ Card Program through a variety of communication formats.	Reviews			
Strategy's Expected Result/Impact: Awareness of EZ Card Program	**Formative**			**Summative**
Use of available digital resources through program				
Staff Responsible for Monitoring: Library Media Coordinator	Nov	Jan	Mar	June
Title I Schoolwide Elements: 2.5				
Strategy 2: Create and facilitate sessions, both in person and recorded, that model the features and use of the EZ Card Program.	Reviews			
Strategy's Expected Result/Impact: Awareness of EZ Card Program	**Formative**			**Summative**
Increased usage of digital resources through program	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Library Media Coordinator				
Title I Schoolwide Elements: 2.5				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 9: SMSD Talent Acquisition Department will streamline workflow and processes to increase efficiency in all processes that support the recruiting and retention of district talent and human capital resources.

Performance Objective 1: Talent Acquisition/HR Department will assist in developing updated procedures and programs to support the training, cross-training and leadership development in employees and teachers to improve engagement in job responsibilities and to increase overall job satisfaction and well-being.

<table>
<tr>
<td rowspan="3">Strategy 1: Update all job titles and descriptions to communicate baseline expectations and responsibilities. Disseminate to all staff members to review and sign annually; Supervisors will review and countersign annually. Talent Acquisition/HR will sign, file and send a completed set to each supervisor/employee.

Strategy's Expected Result/Impact: Employees will gain a clear/fresh understanding of expectation for job performance.
Staff Responsible for Monitoring: Chief Operations/Innovations Officer

Talent Acquisition/HR Department staff</td>
<td colspan="4" align="center">Reviews</td>
</tr>
<tr>
<td colspan="3" align="center">Formative</td>
<td>Summative</td>
</tr>
<tr>
<td align="center">Nov</td>
<td align="center">Jan</td>
<td align="center">Mar</td>
<td align="center">June</td>
</tr>
<tr>
<td rowspan="3">Strategy 2: Campus and Department Supervisors will utilize job descriptions in employee summative review/performance evaluations. Supervisor will provide feedback including praise for duties completed with excellence and integrity and constructive feedback to address areas of opportunity for improvement and growth. Training opportunities and mentorship should be utilized to strengthen employees that need additional development to meet and exceed expectations
Strategy's Expected Result/Impact: Employee dedication to their responsibilities will strengthen; employee performance of job functions will strengthen; students will reap benefits of faculty and staff that strive for proficiency in their roles.
Staff Responsible for Monitoring: Direct report supervisor; Talent Acquisition/HR will assist with innovative development opportunity</td>
<td colspan="4" align="center">Reviews</td>
</tr>
<tr>
<td colspan="3" align="center">Formative</td>
<td>Summative</td>
</tr>
<tr>
<td align="center">Nov</td>
<td align="center">Jan</td>
<td align="center">Mar</td>
<td align="center">June</td>
</tr>
<tr>
<td rowspan="3">Strategy 3: Supervisors will identify excellence and leadership talent in employees and provide opportunities to lead, mentor and assist with the development of peers in a team environment
Strategy's Expected Result/Impact: Campus morale will improve; dedication to task will increase; students will benefit from a faculty and staff that work cohesively with one another to continually raise the bar of excellence.
Staff Responsible for Monitoring: District/Campus Administrators
Talent Acquisition/HR Staff</td>
<td colspan="4" align="center">Reviews</td>
</tr>
<tr>
<td colspan="3" align="center">Formative</td>
<td>Summative</td>
</tr>
<tr>
<td align="center">Nov</td>
<td align="center">Jan</td>
<td align="center">Mar</td>
<td align="center">June</td>
</tr>
<tr>
<td colspan="5" align="center">0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue</td>
</tr>
</table>

Goal 9: SMSD Talent Acquisition Department will streamline workflow and processes to increase efficiency in all processes that support the recruiting and retention of district talent and human capital resources.

Performance Objective 2: Talent Acquisition/HR Department will develop updated recruiting strategies that engage new and innovative mediums to increase the quantity of quality candidates available within hiring pools for available positions.

Evaluation Data Sources: Recruiting plan of action
Job Postings

Summative Evaluation: None

Strategy 1: TA/HR will build recruiting network through virtual platforms, university contacts and job boards, in-person recruiting opportunities (when available), Alternative Teaching Certification Programs, Region 4 and other service center job boards, student teachers and all other recruiting mediums that become available.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase quantity of quality candidates into posting pools for administrators to review and interview	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Talent Acquistion/HR Department				

Strategy 2: TA/HR will fortify substitute pool with ACP (Alternative Certification Program) Candidates.	Reviews			
Strategy's Expected Result/Impact: ACP candidates are educationally-minded and in a self-funded pathway to a teaching career. Employing these individuals as substitute teachers will allow for them to develop skills while they are completing the module portion of their program, give them an opportunity to fall in love with SMSD and will give campus administrators the ability to observe talents and work habits prior to job openings being available. This will ease the intensity of 'hiring' season, will allow for SMSD to fill positions early and focus on the professional development and team building of campus instructional staff instead of worrying about who they need to interview next.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Talent Acquisition/HR Department and Campus Administration				

Strategy 3: TA/HR will network to identify resources for student teachers to observe and complete student teaching on our campuses.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: SMSD will be able to secure solid new teaching candidates through student teaching programs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Talent Acquisition/HR Department and Campus Administration				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: SMSD Talent Acquisition Department will streamline workflow and processes to increase efficiency in all processes that support the recruiting and retention of district talent and human capital resources.

Performance Objective 3: Talent Acquisition/HR Department will identify robust and innovative retention concepts and implement resources within a cover-to-cover year-long onboarding plan.

Strategy 1: Talent Acquisition/HR Department will identify sources within community and corporate entities to secure product and service discounts that school district employees are eligible for.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Faculty and staff will be able to save hard-earned money by participating in discount programs; district employees will engage commerce with local businesses and will therefore be feeding money back into the community that supports our district as a municipality. **Staff Responsible for Monitoring:** Talent Acquisition/HR Department	Nov	Jan	Mar	June
Strategy 2: Talent Acquisition/HR department will identify sources within community and corporate entities for participation in local health and wellness programs.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Programs that support wellness and are affordable for the employee will create a faculty and staff that are healthier overall. This will reduce insurance utilization for preventable health issues, which will assist in the prevention of extreme rate increases with TRS Activecare. This will also reduce employee absences and increase student success. **Staff Responsible for Monitoring:** Talent Acquisition/Human Resources Department	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 9: SMSD Talent Acquisition Department will streamline workflow and processes to increase efficiency in all processes that support the recruiting and retention of district talent and human capital resources.

Performance Objective 4: Talent Acquisition/HR Department will update programs and workflows to increase efficiency in the hiring process to reduce lost candidates for available positions.

Strategy 1: Talent Acquisition/HR will systematically identify and correct functional problems in hiring workflow.	Reviews			
Strategy's Expected Result/Impact: Hiring process will have an automated workflow with deadlines to expedite process and avoid loss of talented candidates due to slow processes.	Formative			Summative
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Coordinator of Talent Acquisition/HR Talent Acquisition/HR Department Staff	Nov	Jan	Mar	June
Strategy 2: Talent Acquisition/HR will systematically identify and correct functional problems in ALL workflows.	Reviews			
Strategy's Expected Result/Impact: Talent Acquisition Department will be able to meet needs of internal and external customers in a rapid and accurate fashion.	Formative			Summative
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Coordinator of Talent Acquisition/HR Talent Acquisition/HR Department Staff	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 10: SMSD Child Nutrition will 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, safe and nutritious environment in which students receive healthy meals.

Evaluation Data Sources: Percentage of students fed monthly
Federal and State reports

Summative Evaluation: None

Strategy 1: 1) Continue to be 100% compliant with local, state and federal child nutrition programs. 2) Self-funded budget operation		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: Reports that reflects child nutrition is in compliance in areas: Passing Health Inspection Reports Passing all audits To be financially stable.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Financial Officer Director of Child Nutrition Child Nutrition Managers Child Nutrition Employees				
Funding Sources: 240: Food Service Fund - 240: Food Service Fund - $1,677,017				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 11: SMSD Operations Department will continue to display effectiveness and excellence in services for all district buildings including outside areas. Cleaning and disinfecting the district with the approach of social distancing practices wearing mask and gloves in a timely manner is top priority.

Performance Objective 1: Operate fluently with the newly constructed buildings and district-wide renovated areas on the mechanical and automated systems.

    Evaluation Data Sources: Meeting videos, notes and product instructions for building automation systems and mechanical controls.

    Summative Evaluation: None

Strategy 1: Setup all newly added mechanical HVAC and lighting systems to become automated.	Reviews			
Strategy's Expected Result/Impact: Reduce Manual Settings Low Utility Cost Less Lighting Supplies Cost	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations Outside Vendors				
Strategy 2: Continue consulting with vendors on training and maintaining warranties.	Reviews			
Strategy's Expected Result/Impact: Stay on track with updated software versions on all needed automated programs.	Formative			Summative
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations Outside Vendors	Nov	Jan	Mar	June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 11: SMSD Operations Department will continue to display effectiveness and excellence in services for all district buildings including outside areas. Cleaning and disinfecting the district with the approach of social distancing practices wearing mask and gloves in a timely manner is top priority.

Performance Objective 2: Provide a well maintained and safe environment at all district buildings and campuses.

Evaluation Data Sources: Continuous safety checks throughout the district.

Summative Evaluation: None

Strategy 1: Complete repairs and preventative maintenance projects in a timely manner.	Reviews			
Strategy's Expected Result/Impact: All campuses and district buildings will be operable on a daily basis.	Formative			Summative
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations	Nov	Jan	Mar	June
Strategy 2: Remove and store for future use any surplus furniture, unused hardware, etc.	Reviews			
Strategy's Expected Result/Impact: Ability to use for future furniture needs or repairs.	Formative			Summative
Staff Responsible for Monitoring: Chief Financial Officer Director of Operations	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 11: SMSD Operations Department will continue to display effectiveness and excellence in services for all district buildings including outside areas. Cleaning and disinfecting the district with the approach of social distancing practices wearing mask and gloves in a timely manner is top priority.

Performance Objective 3: Assure that all district buildings are operational at all times during the bond renovations.

Evaluation Data Sources: Monitor progress of projects.

Summative Evaluation: None

Strategy 1: Track and monitor the status and completion of all bond renovation projects.		Reviews			
Strategy's Expected Result/Impact: Maintain accurate schedules and dates on projects.		Formative			Summative
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations Outside Consultants		Nov	Jan	Mar	June
Strategy 2: Communicate regularly with Bond Project Managers of district events, closures, etc. to assure no delays.		Reviews			
Strategy's Expected Result/Impact: Avoiding any disruptions to normal district operational days and events		Formative			Summative
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations Outside Consultants		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 11: SMSD Operations Department will continue to display effectiveness and excellence in services for all district buildings including outside areas. Cleaning and disinfecting the district with the approach of social distancing practices wearing mask and gloves in a timely manner is top priority.

Performance Objective 4: Provide essential PPE items to all district students and staff. The custodial staff will clean and disinfect the entire district at all highly touched surfaces throughout the day and in the afternoon after all students and staff have exited all areas.

    Evaluation Data Sources: Sanitizers, dispensers and instructional signs are installed in all classrooms, offices, cafeteria, restrooms, etc.

    Summative Evaluation: None

Strategy 1: Distribute personal thermometers, masks and face shields to all district staff.	Reviews			
Strategy's Expected Result/Impact: Assist with avoiding and identifying any potential illnesses	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations	Nov	Jan	Mar	June

Strategy 2: Ensure PPE items are available for students and staff .	Reviews			
Strategy's Expected Result/Impact: A clean and disinfected district with added protection per local government guidelines	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Financial Officer Director Of Operations	Nov	Jan	Mar	June

Strategy 3: Ensure a system is established to track and monitor the request and fill request for additional PPE.	Reviews			
Strategy's Expected Result/Impact: Create a form in Eduphoria for staff to request PPE	**Formative**			**Summative**
Staff Responsible for Monitoring: Director of Operations	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 12: SMSD Technology Department will provide a safe cybersecurity and physical security district.

Performance Objective 1: Provide training to all SMSD employees to be compliant with Senate Bill 820 and House Bill 3834.

Evaluation Data Sources: Eduhero course completion check

Summative Evaluation: None

Strategy 1: Provide all staff training to ensure they are compliant with SB 820 and HB 3834.	**Reviews**			
Strategy's Expected Result/Impact: Completion of Certificate from EduHero	**Formative**			**Summative**
Staff Responsible for Monitoring: Director of Technology & Cybersecurity Campus Administrators Department Supervisors	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 12: SMSD Technology Department will provide a safe cybersecurity and physical security district.

Performance Objective 2: Remediate Cybersecurity issues found in the Senate Bill 820 Network Security Audit

    Evaluation Data Sources: A post network security audit will be completed to check the progress

    Summative Evaluation: None

	Reviews			

Strategy 1: Cybersecurity vendor will provide recommendations for closing security gaps using SANS Top 20 Critical Security Controls
    Strategy's Expected Result/Impact: Plan remediation of the top 6 areas of the 20 CSC that need improvement
    Staff Responsible for Monitoring: Technology Director/Cybersecurity Coordinator
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2: Purchase necessary software and hardware to address cybersecurity gaps
    Strategy's Expected Result/Impact: Close security gaps in the SANS Top 20 Critical Security Controls
    Staff Responsible for Monitoring: Technology Director/Cybersecurity Coordinator
    Funding Sources: - 199: General Fund - $25,000
	Reviews			

	Formative			**Summative**
	Nov	Jan	Mar	June
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 12: SMSD Technology Department will provide a safe cybersecurity and physical security district.

Performance Objective 3: Upgrade any analog security cameras to Network IP security cameras and add cameras in areas that are needed

Evaluation Data Sources: Stafford Police Department to check off on the completion

Summative Evaluation: None

Strategy 1: Purchase IP Security Cameras	Reviews			
Strategy's Expected Result/Impact: Upgrade and add cameras to the areas around the school district/more visibility in areas that are needed	Formative			Summative
Staff Responsible for Monitoring: Technology Director/Stafford PD	Nov	Jan	Mar	June
Funding Sources: - 199: General Fund - $50,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 13: SMSD Coordinator of Grants and Partnerships will continue to seek funds from local, state, federal, foundations, corporations, and individuals resulting in $25,000 in grants, in-kind donations and services. Due to the pandemic, the amount of funds received will remain the same as previous years.

Performance Objective 1: By the Spring of 2021, the amount of grant funds received will increase by 5%.

Evaluation Data Sources: The funds, services, and in-kind donations will be tracked on a monthly basis.

Summative Evaluation: None

Strategy 1: Submit grant funds from local, state, foundations, grants, corporations, and individuals to enhance the learning environment.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Completed donor proposals submitted. Schedule meetings with potential donors.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Financial Officer Coordinator of Grants and Partnerships Business Manager Dir. of Federal & State Programs District Chiefs				

Strategy 2: Generate financial report that will track funds and grants awarded on a monthly basis.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Monitor budgeted funding against actuals against expenditures to determine if intended results are met. Also, measure against prior year results.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Financial Officer Business Manager				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 14: SMSD will recruit and retain qualified highly qualified STEM students at the Stafford STEM Magnet Academy.

Performance Objective 1: 98% of the students recruited will enroll in the STEM Magnet Academy by August of 2021.

HB3 Goal

Evaluation Data Sources: PEIMS Information
Enrollment Data
Student Survey Data
Blackbaud Data System Reports
Blackbaud Interest Data

Summative Evaluation: None

Strategy 1: Design a "STEMulized" program that will attract all potential applicants.	Reviews			
Strategy's Expected Result/Impact: 1. Students and parents will complete the application process within the first 3 - weeks of submitting the inquiry form. 2. STEM Magnet Academy will have limited space for enrollment. 3. The number of families that will respond and apply to the STEM Magnet Academy will increase by 30%.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Innovation STEM Magnet Officer				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				
Funding Sources: - 199: General Fund - $14,000				

Strategy 2: Provide tours of the facility and program evaluation materials during recruitment opportunities.	Reviews			
Strategy's Expected Result/Impact: 1. Students and parents will complete the application process within the first 3 - weeks of submitting the inquiry form. 2. STEM Magnet Academy will have limited space for enrollment. 3. The number of families that will respond and apply to the STEM Magnet Academy will increase by 30%.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Innovations STEM Magnet Officer				
Title I Schoolwide Elements: 2.5				

Strategy 3: Create a STEM Inquiry form to align students' interests and local programs.	Reviews			
Strategy's Expected Result/Impact: 1. Students and parents will complete the application process within the first 3 - weeks of submitting the inquiry form. 2. STEM Magnet Academy will have limited space for enrollment. 3. The number of families that will respond and apply to the STEM Magnet Academy will increase by 30%.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Innovations/STEM Magnet Officer				
Title I Schoolwide Elements: 2.5				

Strategy 4: Develop and implement an effective STEM Magnet Academy marketing plan of action, designed to recruit potential STEM Magnet Academy students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Enrollment goal met for opening of school Increase in interest as evidenced in inquiry forms, phone calls, interest emails, etc. **Staff Responsible for Monitoring:** Chief Operations/STEM Magnet Officer Coordinator of Communications/Marketing SMSD Marketing Task Force Committee **Funding Sources:** - 199: General Fund - $40,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 15: SMSD will ensure and maintain a viable STEM curriculum throughout the disciplines at the Stafford STEM Magnet Academy.

Performance Objective 1: 100% of students will graduate with a STEM-related industry certification by the end of their senior year.

Evaluation Data Sources: Skills Assessments
Student Observations
Interest Inventory
Graduation Rate
Certification Completion

Summative Evaluation: None

Strategy 1: 1. Students will participate in career immersion activities that are relevant to STEM. 2. Students will participate in targeted field trips relating to STEM areas. 3. Students will be assigned industry mentors that are aligned to STEM.		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: 1. Students will review job outlooks and interests to obtain knowledge in STEM careers and select career pathways. 2. Students will participate in global experiences to enhance social skills and analytic skills. 3. Students will become apprentice in fields that are STEM related through a mentorship program.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Innovation STEM Magnet Officer				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				
Strategy 2: Students will participate in targeted field trips relating to STEM areas.		Reviews		
Strategy's Expected Result/Impact: 1. Students will review job outlooks and interests to obtain knowledge in STEM careers and select career pathways.		Formative		Summative
2. Students will participate in global experiences to enhance social skills and analytic skills. 3. Students will become apprentice in fields that are STEM related through a mentorship program.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Innovation STEM Magnet Officer STEM Magnet Academy Curriculum Committee				
Strategy 3: Students will be assigned industry mentors that are aligned to STEM.		Reviews		
Strategy's Expected Result/Impact: 1. Students will review job outlooks and interests to obtain knowledge in STEM careers and select career pathways.		Formative		Summative
2. Students will participate in global experiences to enhance social skills and analytic skills. 3. Students will become apprentice in fields that are STEM related through a mentorship program.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Chief Operations/Innovations Officer Innovation STEM Magnet Officer STEM Magnet Academy Curriculum Committee				
Title I Schoolwide Elements: 2.5				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 16: SMSD will recruit and retain qualified teachers at the Stafford STEM Magnet Academy.

Performance Objective 1: 100% of the staff hired will be highly qualified at the Stafford STEM Magnet Academy by August, 2021.

HB3 Goal

Evaluation Data Sources: Formal and informal observations
TTESS Appraisal System Evaluation
Teaching Hiring Survey
Portfolio of recruitment process

Summative Evaluation: None

Strategy 1: 1. Conduct an early Spring job-fair for STEM teachers. 2. Create a mentorship and collaboration space for hired STEM teachers. 3. Provide monthly training opportunities for hired STEM teachers. 4. Develop a market campaign to attract STEM teachers.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Recruit 100% of certified teachers in Math and Science. 2. Teachers will obtain a scope of skills that will promote a project -based learning. **Staff Responsible for Monitoring:** Chief Operations/Innovations Officer STEM Magnet Innovation Officer Talent Acquisition/HR Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 16: SMSD will recruit and retain qualified teachers at the Stafford STEM Magnet Academy.

Performance Objective 2: 75% of the STEM Magnet Academy highly qualified staff will be retained over a three-year period.

HB3 Goal

Evaluation Data Sources: Retention reports per TEA
Turnover rate
Exit Interview

Summative Evaluation: None

Strategy 1: 1. Align recruiting strategies with teachers' profile. 2. Provide a mentor web of support for staff at the STEM Magnet Academy. 3. Provide immediate instructional feedback to staff.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. Turnover rate for teachers will remain below 5%. 2. Student success rate will be above 90%. 3. Climate at the STEM Magnet Academy will be a positive atmosphere measured by teacher surveys and focus groups. **Staff Responsible for Monitoring:** Chief Operations/Innovations Officer Innovation Officer at STEM Magnet Academy Talent Acquisition/HR Department **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				