Santa Fe Independent School District

Santa Fe High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: September 19, 2022
Public Presentation Date: September 19, 2022

Mission Statement

We will inspire students to learn, grow, and build relationships, and achieve success.

Vision

SFHS will have collective responsibility for all students, model and teach a growth mindset, teachers will use best practices ensuring student engagement so we can positively impact student achievement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On May 25, 2022, the Campus Improvement Committee, made of representatives from all stakeholder positions, met from 12-2 at the Cowan Administration Building. They reviewed the following

- The purpose of a Campus Improvement Team,
- Data areas the committee would like to review and investigate,
- The school's mission and vision.

The committee decided that specific forms of data be reviewed. The wanted to review demographic data, student achievement including CCMR scores, and how different student groups performed in the school. In addition, they choose to look at survey data, specifically a survey that was taken with all teachers at the end of the year, staff quality and recruitment/retention, and how effective C & I is in our schools. Lastly, they wanted to look at how effective our family and community involvement is, our school organization, and technology (specifically cellphones). We set the next meeting for June 23, 2022 to review data and develop our top 3-5 priorities.

On June 23, 2022, the same committee convened to review all data areas. They met from 8-12 at Cowan Administration Building. The committee review 8 areas and identified strengths and problems. After identifying strengths and problems, the committee prioritized the problems using a root cause analysis.

After reviewing the data they came up with the following priorities to address in the 2022-2023 school year.

- Reading and Literacy needed to be improved based on the English I & II EOC scores.
- Math needed to be improved based on the Algebra I EOC scores.
- Economically Disadvantaged students fell below the all students category in all areas.
- LEP students did not meet their TELPAS goals on Domain III
- Culture & Climate needed to improve for staff and students so they can be more involved in the school

They also listed the following as strengths:

- US History scores are above the state average.
- Science scores greatly improved
- CCMR hit all targets in Domain III
- Surveys show that parent contact is improving.
- Surveys show students feel safe in the school.
- 4 year graduation rates increased for the class of 2021 to 92.6%.
- Drop out rates decreased for the class of 2021 to 1.2%.

Demographics

Demographics Summary

Enrollment

SFHS had an average enrollment of 1,345 in 2021-2022.

Economic Disadvantaged

SFHS had a 42.38% Economic Disadvantaged 2021 Fall enrollment.

Ethnicity

White: 73%

Hispanic: 23%

Two or more races: 1%

Student Groups

SFHS had 2% LEP students, 11% special education, and 64% at-risk.

Attendance

SFHS had an average attendance rate of 91.49% in 2021-2022.

The district attendance target is 96%.

Graduation and Drop-Out Rates

Published graduation rates lag by one year so our most current 4 year graduation rate is 92.6% in 2020-2021 which is an increase from 2019-2020 at 91.8%.

4 year graduation rates for the various student groups in the graduating class of 2021 are listed below:

All - 90.5

Hispanic - 93.9

White - 89.5

Economic Disadvantaged - 83.5

Special Education - 83.8

The federal graduation target is 90%.

The drop out rate decreased in 2020-2021 as compared to 2019-2020 by 0.2%.

Indian Success Academy

Indian Success Academy houses at-risk SFHS students who want to recover credits using an online program. 21 students graduated in 2021-2022 as compared to 26 graduates in 2020-2021.

College, Career, Military Readiness

63% of our class of 2021 seniors earned credit for College, Career, Military Readiness. Industry certifications were offered to students and more students took college-prep assessments such as ACT, SAT, TSIA, and Advanced Placement.

20% met TSI criteria in both Reading and Math. 11% met criteria on AP exams. 14% met criteria for dual credit courses. 41% met criteria for IBCs. 3% earned an Associate's Degree. 7% received special education services and earned an advanced diploma.

Demographics Strengths

- SFISD dropout rate decreased by 0.2%
- Hispanic graduation rate exceeded the federal target of 90%
- Special education student graduation rates dramatically increased from 65% in 2020 to 84% in 2021
- Dual credit enrollment increased in 21-22 to 389 from 220 the previous year.
- There were a total of 120 Industry Based Certifications (IBCs) earned during the 2021-2022 school year.

- 282 students earned College Bridge (College Prep) certification/credit in 21-22 for Reading and 238 for Math.

Student Achievement

Student Achievement Summary

High School Reading, Writing, Science, Social Studies, and Math:

English 1: 54% AGL, 39% Meets Grade level, and 6% Masters Grade level. These results are all below state averages.

English 2: 63% AGL, 44% Meets Grade level, and 4% Masters Grade level. These results are all below state averages.

Algebra 1: 55% AGL, 19% Meets Grade level, and 7% Masters Grade level. These results are all below state averages.

Biology: 82% AGL, 52% Meets Grade level, and 13% Masters Grade level.

USH: 94% AGL, 73% Meets Grade level, and 41% Masters Grade level. These results are all above state averages except Masters Grade Level.

Student Achievement Strengths

A distinction was earned in Biology for Academic Achievement.

A distinction was earned in US History for Academic Achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English I & II are below the state average **Root Cause:** Need improvement in Structured Literacy Approaches & writing in all subject areas

Problem Statement 2: Algebra I scores are below the state average. **Root Cause:** lack of strong curriculum reduces the rigor in classrooms.

Problem Statement 3: Economically Disadvantaged students fall below all students in all areas. **Root Cause:** Teachers are not using differentiated strategies designed to meet their needs.

Problem Statement 4: LEP students are not successful on EOC or TELPAS. **Root Cause:** Teachers are not using sheltered instructional techniques and students are not supported by the ESL trained staff.

School Culture and Climate

School Culture and Climate Summary

Core Values

*Create a student-centered environment

*Inspire learning

*Cultivate a "we" culture

*Strive toward excellence through continuous improvement

*Build meaningful, trusting relationships

Professional Learning

SFHS has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- All campuses utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are now utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
  - Readers-Writers Workshop

- Implementation of new Math curriculum
  - Carnegie Math

Instructional Coaching

The HS has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. There are two Instructional Coaching Coordinators and all coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

SFHS has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022 and walk-through data was collected.
- Threat assessment teams implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students & staff are not involved in the school culture. **Root Cause:** Students & Staff have not returned to their normal involvement after COVID.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SFISD experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as professional educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. In addition, SFISD offers high quality job embedded professional learning opportunities, teacher leadership opportunities, and collaborative campus cultures to retain teachers and improve instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from state adopted TEKS strands. By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement.

Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Backwards Planning Guides (BPG)- provide a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides (IPG) –provide a framework for instruction that happens each day.

District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment. Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physical-classroom environment; or electronically/virtually CANVAS (Learning Management System) or Microsoft Office 365. Classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. Innovation Configuration (IC) maps to help measure the impact of the work.

During the 2022-2023 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of structured literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. Reading Language Arts curriculum and instruction documents are created from best practices.

Other core content areas, Math, Science and Social Studies, will continue to focus upon creating literate learners. Resource subject experts

visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. Math curriculum was adopted in 2021-2022 called Carnegie Learning. Discovery Science will be used as a resource in science for grades 6-12 with an emphasis on inquiry learning using a 5 E model and a focus on STEM investigations. Document Based Questioning (DBQ) Project Online will be used a resource for social studies. DBQ uses primary and secondary sources to support discourse and written expression on a variety of social studies topics.

Advanced Placement (AP) courses will use College Board online platform for preparing students to be successful on the AP exams. Spanish classes will access an online resource to for reading, writing, speaking, and listening. CTE courses will continue using resources aligned with their content. Many of the CTE courses will use the iCEV platform Texas CTE Resource Center, and other platforms.

The Instructional Coaching Model continues for the 2022-2023 school year. Teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement. One additional instructional coach has been added to the junior high in 2021-2022 to support professional learning and increase student outcomes.

Various learning cohorts and academies were formed within the district to strengthen and reinforce our leaning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work to develop common practices and procedures to support adult and student learning.

Parent and Community Engagement

Parent and Community Engagement Summary

SFHS promotes activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Remind account for the campus
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Booster Clubs
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, STEM Night, College Night
- Career Fair
- CTE Advisory Boards

School Context and Organization

School Context and Organization Summary

Santa Fe High School

- Principal, Rachel Harris
- Associate Principal Karlee Custer
- Assistant Principal Dr. Cristianne Richardson
- Assistant Principal Adrian Bidulescu
- Assistant Principal Beth Yorlano
- Counselor, Sarah Luna
- Counselor, Rhonda Price
- Counselor, Mercedes Filoteo
- Counselor, Keri Duggan

Identified strengths of the SFISD school context and organization are as follows:

- Administrative/counseling organization by campus
- Exceptional extracurricular opportunities for students in fine arts, CTE Student Organizations, and athletics
- Robotics Club
- Indian Success Academy where students have the opportunity to make up credits and, at the same time, to attend College of the Mainland to work toward a certification
- Participation in 15 CTE programs of study
- Many Industry Based certifications offered
- Increased offerings in AP and Dual Credit courses at the high school
- Collegiate High School Cohort
- Dual Credit Teachers employed by SFHS
- Threat Assessment team
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
  The STRIVE Program is an effective way to prepare our 18-21 year old special education students for transition into the work force and

community living
- All campuses provide Professional Learning Community (PLC) meeting, learning, and planning time for teachers. SFHS has PLC time built into the school day.
- Instructional Coaching
- Dyslexia Intervention

Technology

Technology Summary

The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.

· During the summer of 2022, the District purchased 24 interactive touch panels for Kubacak and RJ Wollam and 25 laser projectors for secondary to begin refreshing aging STAR Boards and bulb projectors.

· In 2021-2022. The District purchased 1,000 Dell touch screen laptops through the Emergency Connectivity Fund (ECF) grant to continue to refresh secondary student laptops. 100 teacher laptops were also purchased through ECF to meet the needs of increased staff numbers and para-professionals that work directly with students each day.

· In 2020-2021, the District purchased 2,000 Dell laptops through the Operation Connectivity grant. These devices were used to refresh secondary student devices.

· In 2019-2020, the District refreshed student computers for kindergarten and first grade. These touchscreen devices that can be used like a tablet or a full laptop. Additionally, the District refreshed classroom teacher laptops with Dell touchscreen devices that can mirror cast to the classroom projectors.

· Cybersecurity is a top priority for Santa Fe ISD. In March of 2022, the District implemented a managed internal broadband service (MIBS) plan that includes a 24/7 monitoring piece that will alert key staff in a timely manner in the event a breach is detected. Additionally, multiple levels of protection, including a firewall with an additional fail over firewall, have been implemented.

· Beginning in 2020-21, the Technology Department consists of 2 staff members trained to facilitate instructional technology professional development for District staff. The district continues to take advantage of cloud infrastructure. Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with internet access. Microsoft InTune allows district issued student devices to be monitored and managed off-premise.

· Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.

· In 2020-2021, the District adopted Linewize, in conjunction with Gaggle, as the district content filter and student safety monitoring. These systems archive all internet history and allow the District to address policy issues and help with building good Digital citizens.

· In 2021-2022, the District added ClassWize to allow teachers to monitor classroom device activity from one location. This allows teachers

to refocus students if the begin to veer off the intended assignment site and allows teachers to interact with students from her device to and individual student, a group, or whole class.

· Connectivity between campuses consists of redundant, 10GB fiber connections that provide fast transfer of data between locations and redundancy in the event one of these lines get compromised.

· Internet bandwidth has been increased from 1GB to 1.5 GB in 2021-2022 .

· Our Technology Staff consists of skilled technicians that support District needs and maintain technology equipment throughout the District.

· The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests and keeps the operation of the technology department running efficiently.

· SFISD campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction. In 2020-2021, all access points at SFJH and SFHS were refreshed. Kubacak and RJW are scheduled to be refreshed in the summer of 2023.

· PK-6th grade classrooms are all equipped with student laptop carts. In 2022-23, students in grades 7-12 will receive a student laptop, charger, and protective carrying case. This provides students with the tools necessary to succeed in 21st-century learning.

· Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however, some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus. In 2021-2022, a MAC computer lap was installed at SFHS for CTE use.

· Microsoft Office 365 provides storage and file access for staff and students. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction and include assistive technology features.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: SFHS utilizes funds in a fiscally responsible manner to optimize student educational experiences.

Performance Objective 1: SFHS will correctly utilize the budget guidelines created by Zero-Based Budgeting and all expenditures will be in support of campus goals which are based on the campus needs assessment.

Evaluation Data Sources: Budgeting documents

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure teachers, sponsors, and department chairs submit professional development requests when planning the budget and align all requests with campus goals.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers and staff will be trained in a progressive manner in order to see student achievement increase. **Staff Responsible for Monitoring:** Department Chairs, HS Admin			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a zero-based budget by having teachers, sponsors, and department chairs prioritize needs based on data as well as campus goals.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Course goals will be funded properly in order to increase student achievement. **Staff Responsible for Monitoring:** Principal & Bookkeeper			
Strategy 3 Details	Formative Reviews		
Strategy 3: Align CTE budget with community and workforce priorities.	**Formative**		
Staff Responsible for Monitoring: Exec. Dir. of CTE	**Nov**	**Feb**	**May**
Funding Sources: - CTE-Local, - Perkins-CTE			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue			

Goal 2: SFHS provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

Performance Objective 1: Policies & Procedures will be created to improve communication and attendance for teachers, counselors, and administration.

    Evaluation Data Sources: Surveys; parent communication logs

Strategy 1 Details			Formative Reviews		
Strategy 1: Teachers will make 5 positive contact weekly through email, remind 101, or phone calls			**Formative**		
Strategy's Expected Result/Impact: Create a positive partnership with parents **Staff Responsible for Monitoring:** HS Admin			**Nov**	**Feb**	**May**
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Admin will make 5 positive calls to parents and students to build partnerships with parents.			**Formative**		
Strategy's Expected Result/Impact: Create a positive partnership with parents. **Staff Responsible for Monitoring:** HS Admin			**Nov**	**Feb**	**May**
Strategy 3 Details			**Formative Reviews**		
Strategy 3: The HS will continue the contract with Remind 101 to better communicate with all stakeholders. This will allow teachers, parents, and students to receive and send text messages.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parents will have better communication and in a more timely fashion. **Staff Responsible for Monitoring:** HS admin					
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 1: Raise the student expectation on STAAR to MEETS instead of approaches grade level, by verbally explaining to students constantly that we only see MEETS as a passing standard for most students.

    Evaluation Data Sources: STAAR Meets scores will increase

Strategy 1 Details		Formative Reviews		
Strategy 1: Have teachers create progress charts that only have MEETS level scoring.		**Formative**		
Strategy's Expected Result/Impact: Students will see their progress towards the Meets category and know what it will take to obtain it.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin; Instructional Coaches; Department chairs				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 2: Ensure feedback is given to teachers directly and frequently to improve practices and support teachers.

Evaluation Data Sources: SFTAS & HS walk-through charts

Strategy 1 Details	Formative Reviews		
Strategy 1: Admin will walk through each classroom of their appraisal list every day and track success.	**Formative**		
Strategy's Expected Result/Impact: Teachers will know that an administrator will be close at hand for support and to give feedback. Teachers will know that feedback given is consistent with what is seen on a normal basis.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Principal and Associate will additionally walk through all EOC classrooms and TINA teachers.	**Formative**		
Strategy's Expected Result/Impact: Improved feedback to teachers & ensure consistent support for struggling teachers.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each HS Admin will create 5 positive notes for teachers each week.	**Formative**		
Strategy's Expected Result/Impact: Teacher will continue to increase the frequency of positive praise in a classroom	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Admin will review written T-TESS walkthroughs with each other in order to be consistent with ratings and review specific feedback given to teachers for support/improvement.	**Formative**		
Strategy's Expected Result/Impact: Teachers will perform better in the classroom and students will increase achievement.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin Team			

Strategy 5 Details	Formative Reviews		
Strategy 5: HS Administration will create a communication system with the instructional coach to ensure they are both giving effective feedback for improvement.	**Formative**		
Strategy's Expected Result/Impact: Teachers will improve on their SFTAS scores and standardized data tests will show increased student achievement.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin & Instructional Coach Coordinator			

0% No Progress   100% Accomplished   Continue/Modify   X Discontinue

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 3: Continue to refine data processes to ensure that data is focused on improving classroom practice.

    Evaluation Data Sources: STAAR EOC scores/AP Scores/CCMR Data

Strategy 1 Details		Formative Reviews		
Strategy 1: Track data by student expectations and incorporate a learning design specific to having teachers assess needs and change practices. House the changes in a central location for evaluation of the process.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Classroom instructional changes and curricular modifications can be directly linked to the data collected from SBAs, UBAs, and other assessments. **Staff Responsible for Monitoring:** HS Admin Team				

Strategy 2 Details		Formative Reviews		
Strategy 2: Use the growth system data in Algebra I and Eng II to advance students individually.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: HS Admin Team **Staff Responsible for Monitoring:** Teachers will know exactly where their students fall and be able to adjust learning for increased success.				

Strategy 3 Details		Formative Reviews		
Strategy 3: All EOC & AP classes will have students track their own data and show master learning objectives/standards.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will know exactly what objectives and standards they need to learn. **Staff Responsible for Monitoring:** HS Admin Team; Instructional Coaches; Department Chairs				

Strategy 4 Details		Formative Reviews		
Strategy 4: CTE teachers track their students IBC plan and ensure it is entered into Xello.		**Formative**		
		Nov	**Feb**	**May**
Staff Responsible for Monitoring: Exec. Dir. of CTE				

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

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 4:** Create a communication system between teachers and administration for office referrals.

    Evaluation Data Sources: Data Tracking system

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a teacher voted team to review and collect discipline data. This team will then work to communicate and advocate for better practices in classroom management and school management.	**Formative**		
Strategy's Expected Result/Impact: Team will allow for teacher voice and effective change **Staff Responsible for Monitoring:** HS Admin Team; Foundations team	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Share Discipline and management data with teachers on a regular basis and complete a survey 3 or more times in the year to track progress.	**Formative**		
Strategy's Expected Result/Impact: Teachers will better know our discipline systems and feel more support. **Staff Responsible for Monitoring:** HS Admin Team; Foundations Team	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a campus and a classroom management plan to ensure staff and students follow clear, established expectations.	**Formative**		
Strategy's Expected Result/Impact: Fewer discipline incidents **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	May

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

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 5: Students will receive a well-rounded education by including strong programs in CTE, AP, Dual Credit, College Prep, and CHS opportunities.

    Evaluation Data Sources: PEIMS Data; CCMR Data

Strategy 1 Details	Formative Reviews		

Strategy 1: Counselors will meet one on one with students to decide on scheduling for the next year. Counselors will present AP, Dual Credit, CTE, and CHS options to all students to support their decision making process.
    Strategy's Expected Result/Impact: Increase participation
    Staff Responsible for Monitoring: HS Admin
	Formative		

	Nov	Feb	May

Strategy 2 Details	Formative Reviews		

Strategy 2: SFHS will have many outreaches for these programs including Social Media Posts and Parent Nights to help gain interest in them and answer questions for parents and students.
    Strategy's Expected Result/Impact: Increased participation
    Staff Responsible for Monitoring: HS Admin; CTE Director
	Formative		

	Nov	Feb	May

Strategy 3 Details	Formative Reviews		

Strategy 3: SFHS will host a Career Fair during the day with representatives from each pathway present. Students will be able to see how their HS classes, college classes, and work experience fit together.
    Strategy's Expected Result/Impact: Increase participation and increase graduation rate.
    Staff Responsible for Monitoring: HS Admin & CTE Director
	Formative		

	Nov	Feb	May

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

Goal 3: SFHS ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 6: Xello's college and career readiness lessons will be integrated campus-wide.

Goal 4: SFHS impacts student achievement positively through high standards of professional learning.

Performance Objective 1: Create a professional learning system to improve practice through a collaborative culture of continuous improvement resulting in increased student achievement.

 Evaluation Data Sources: STAAR, Benchmark testing results, Survey Results, Walk-Through data, Coaching data, Observational data

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.	**Formative**		
Strategy's Expected Result/Impact: increased student achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: campus administrators			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 2 Details	Formative Reviews		
Strategy 2: Administrators review and choose an IC Map to assess the impact of adult learning within professional learning communities. All PLC teams understand the purpose and the use of an IC Map to assess the impact of adult learning within PLCs.	**Formative**		
Strategy's Expected Result/Impact: increased student achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: campus administrators			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 3 Details	Formative Reviews

Strategy 3: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 4 Details	Formative Reviews

Strategy 4: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 5 Details	Formative Reviews

Strategy 5: Teachers have clear professional learning goals to improve their practice.	Formative		
Strategy's Expected Result/Impact: increased student achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Local			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Leaders understand their role and expectations as team leaders. They also know how to utilize the leadership tool kit in order to guide teams through the cycle of continuous improvement.	**Formative**		
Strategy's Expected Result/Impact: increased student achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: campus administrators			
TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- **ESF Levers:**			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
Funding Sources: - Title II			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: CTE teachers will attend professional conference and participate in job shadowing in a related industry to increase real world activities in the CTE classroom and labs.	**Formative**		
Strategy's Expected Result/Impact: Increased certifications that are directly related to each Program of Study.	**Nov**	**Feb**	**May**
Funding Sources: - CTE-Local			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: All teachers and paraprofessionals will understand and implement differentiation strategies to meet the needs of all learners.	**Formative**		
Strategy's Expected Result/Impact: Increase student engagement and achievement	**Nov**	**Feb**	**May**
Funding Sources: - Title II			

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 1: Create and improve learning systems focused on LEP/EB, SPED, and Eco Dis in literacy.

    High Priority

    Evaluation Data Sources: Copies on Learning Designs; Teacher Lesson Plans; assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve education for our SPED population by creating healthy clusters and giving the Instructional Support teacher and Gen Ed teacher planning time during the day.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student success in assessments **Staff Responsible for Monitoring:** Instructional Coaches; HS Admin Team;			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide "push-in" support for LEP and EB students to increase TELPAS and STAAR scores	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase TELPAS and STAAR Scores **Staff Responsible for Monitoring:** Instructional Coaches; HS Admin Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers and instructional Paras with professional learning activities aimed at ensuring the educational success of students receiving special services, ESL, and At-Risk students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students in the named categories will improve in tested areas. **Staff Responsible for Monitoring:** HS Admin; Instructional Coaches			

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure the Sheltered Instruction training is given to teachers through embedded PLC's. The teachers and paras performing the "push-in" support will collaborate during planning time to promote sheltered instructional strategies that will directly impact students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase TELPAS and STAAR Scores **Staff Responsible for Monitoring:** LEP team and HS Admin			

Strategy 5 Details	Formative Reviews		
Strategy 5: Create a monitoring system for student who are Economically Disadvantaged. Ensure they are regularly assessed for fundamental needs and for learning needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increase attendance for Low SES and improved STAAR scores **Staff Responsible for Monitoring:** Student support para; HS Admin; HS Counselors; HS Wellness Counselors			

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to teach strategies that help reach our Eco Dis population through PLC's and professional development days.	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR Scores **Staff Responsible for Monitoring:** HS Admin & Instructional Coaches	**Nov**	**Feb**	**May**

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 2: Ensure that CTE students meet both EOC targets for growth and all sub-populations in CTE courses meet CCMR targets. (Increases of 5% on Algebra EOC & 10% in English I & II EOC by all tested CTE students & special education CTE students. 100% of all Seniors enrolled in CTE courses will receive a CCMR point.

Evaluation Data Sources: CCMR Data Tracker, SBAs, UBAs, Interim, MOY, & STAAR EOC Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: SFHS Administrators and Counselors, will meet regularly to review the CCMR Tracker and determine which students still need a point. Plans will be created for these students to receive a CCMR point.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of all seniors will receive a CCMR point prior to graduation. Prior to their senior year, more than 50% of all juniors will have earned a CCMR point. **Staff Responsible for Monitoring:** SFHS Administrators, SFHS Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: CTE teachers will participate and apply professional learning in the areas of special education strategies, TEKS alignment with core content areas, instructional best practices training, and writing in all content areas. Furthermore, CTE teachers will collaborate with English and Algebra teachers to learn where their TEKS overlap. This will allow them to incorporate Reading, Writing, and Algebra within their course where appropriate. Finally, CTE teachers will spend time encouraging students who are in tested courses to do their best and reminding them of the importance of the assessments for their graduation and future success.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: With appropriate application of these professional learning experiences, CTE students and special education students enrolled in CTE courses should see increases of 5% in Algebra 1 EOC scores, 10% in English I & II EOC scores. **Staff Responsible for Monitoring:** SFHS Admin Team, SFHS Counselors			

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 3: SFHS will have a 10% increase in students earning a 3 or higher Students taking AP Exams.

    Evaluation Data Sources: UBAs, AP Exams

Strategy 1 Details		Formative Reviews		
Strategy 1: AP teachers will incorporate essays/writing in all Pre-AP and AP contents multiple times per week as well as improve their practice in active monitoring of student progress.		**Formative**		
Strategy's Expected Result/Impact: Students will do much better on the writing portions of the AP exams, thus increasing their scores to a level 3 or higher. **Staff Responsible for Monitoring:** SFHS Administrators		**Nov**	**Feb**	**May**

Strategy 2 Details		Formative Reviews		
Strategy 2: All AP Teachers will complete a clear Year at a Glance & Weeks at a Glance for their courses with appropriate levels of rigor. These WAGs will guide them to ensuring they cover all content at the appropriate rigor level to prepare students for the AP Exams.		**Formative**		
Strategy's Expected Result/Impact: AP curriculum, scope, and sequence will be well aligned to the rigor of the AP exams, thus increasing their scores to a level 3 or higher. **Staff Responsible for Monitoring:** SFHS Admin Team		**Nov**	**Feb**	**May**

Strategy 3 Details		Formative Reviews		
Strategy 3: All AP Teachers will ensure that students are exposed to AP College Board Classroom on a weekly basis.		**Formative**		
Strategy's Expected Result/Impact: Increase participation and success on the AP test **Staff Responsible for Monitoring:** HS Admin		**Nov**	**Feb**	**May**

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 4: SFHS will increase ELA EOC scores by 15 percentage points in Approaches Grade Level, 15 percentage points in Meets Grade Level, and 10 percentage points in Masters Grade Level by the end of the 2023 school year.

   High Priority

   Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will learn and use Reading/Writing workshop model daily in all ELA lessons to ensure students are reading at there level and receiving small group instruction.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase. **Staff Responsible for Monitoring:** HS Admin, Instructional Coaches; ELA Department chairs.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase. **Staff Responsible for Monitoring:** HS Admin, Instructional Coaches; ELA Department chairs.			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students who were not successful on English I or II in 2022, will be placed in an EOC remedial class. The class will ensure they are given close instruction in areas specific to their needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Retest scores will increase **Staff Responsible for Monitoring:** HS Admin; C & I			

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 5: SFHS will increase Math EOC scores by 15 percentage points in AGL, 15 percentage points in MGL, and 10 percentage points in Masters Grade Level by the end of the 2023 school year.

    High Priority

    Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate standard curriculum for each class. (Carnegie math and College Board)	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Math Department Chairs			

Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas.	**Formative**		
Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Math Department Chairs			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students who are not successful on the Algebra I test in 2022 will be placed in Algebraic Reasoning for support.	**Formative**		
Strategy's Expected Result/Impact: Algebra Re-test scores will increase	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin; C & I			

Strategy 4 Details	Formative Reviews		
Strategy 4: All students will receive small group instruction through Mathia and have an opportunity to work on their specific skill deficits.	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR Scores	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Coaches & HS Admin			

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 6: SFHS will increase Science EOC scores by 10 percentage points in Approaches Grade Level , 10 percentage points in Meets Grade Level, and 5 percentage points in Masters Grade Level by the end of the 2023 school year.

    Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will ensure power standards are taught well by aligning curriculum based planning documents in PLC's.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Science Department Chairs			

Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas.	**Formative**		
Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Science Department Chairs			

Strategy 3 Details	Formative Reviews		
Strategy 3: EOC Teachers will ensure the use of Discovery Learning in all Biology classes	**Formative**		
Strategy's Expected Result/Impact: STAAR Scores will increase	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin & C & I			

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

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 7: SFHS will increase Social Studies EOC scores by 5 percentage points in Approaches Grade Level , 5 percentage points in Meets Grade Level, and 5 percentage points in Masters Grade Level by the end of the 2023 school year.

    Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will ensure power standards are taught well by aligning curriculum based planning documents in PLC's.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; History Department Chairs			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas.	**Formative**		
Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin, Instructional Coaches; History Department Chairs			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: SFHS provides strategies for literacy development for all students.

Performance Objective 8: At-Risk Students will be monitored through PLC's in order to increase success.

    Evaluation Data Sources: SBAs; PLC charts

Strategy 1 Details	Formative Reviews		

Strategy 1: All PLCs will create data walls with their at-risk students. Teachers will analyze where students are, what they need to improve, and how will they help them get there. These plans will be monitored every SBA.
    Strategy's Expected Result/Impact: Increase STAAR Scores in all subjects
    Staff Responsible for Monitoring: HS Admin & Instructional Coaches
	Formative		

	Nov	**Feb**	**May**

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

Goal 6: SFISD develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 1: Participate, collect, and communicate surveys with staff and include them in the process of change and improvement.

Strategy 1 Details		Formative Reviews		
Strategy 1: Survey Data will be returned to teachers within 2 weeks of the survey given on campus. Teachers will have time to review the data and then discussion groups will form to address issues.		**Formative**		
		Nov	**Feb**	**May**
_0%_ No Progress _100%_ Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: SFISD develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 2: Adopt a campus plan with clear expectations for students both in and out of the classroom. Create classroom management plans with clear expectations. Regularly show discipline reports to staff, explain the laws regarding the Student Code of Conduct, and include staff in the decision making process. Begin the process of developing a campus Foundations team.

Strategy 1 Details	Formative Reviews		

Strategy 1: During monthly faculty meetings, admin will review current discipline data, how to best handle certain issues, and ways to prevent discipline.
    Strategy's Expected Result/Impact: Teacher classroom management will improve and common discipline referrals will be reduced.
    Staff Responsible for Monitoring: HS Admin; PBIS Teachers
	Formative		

	Nov	Feb	May

Strategy 2 Details	Formative Reviews		

Strategy 2: During monthly faculty meetings, admin will share Student Code of Conduct problems and concerns that can be misunderstood.
    Strategy's Expected Result/Impact: Teacher surveys will improve in the areas of discipline consistency.
    Staff Responsible for Monitoring: HS Admin; PBIS Teachers
	Formative		

	Nov	Feb	May

Strategy 3 Details	Formative Reviews		

Strategy 3: Surveys will be conducted for questions and concerns. This will be shared with staff and the PBIS team will work to create protocols for improvement.
    Strategy's Expected Result/Impact: Teacher surveys will improve in the areas of discipline consistency.
    Staff Responsible for Monitoring: HS Admin; PBIS Teachers
	Formative		

	Nov	Feb	May

Strategy 4 Details	Formative Reviews		

Strategy 4: The HS PBIS team will collect data and help analyze areas of concern.
    Strategy's Expected Result/Impact: Teacher surveys will improve in the areas of discipline consistency.
    Staff Responsible for Monitoring: HS Admin; PBIS Teachers
	Formative		

	Nov	Feb	May

Strategy 5 Details	Formative Reviews		

Strategy 5: The HS SEL Team will create a specific plan to support teachers and students.
    Strategy's Expected Result/Impact: Teachers/students will understand the purpose of SEL and the support systems
    Staff Responsible for Monitoring: HS Admin; Lead Counselor; HS SEL Team
	Formative		

	Nov	Feb	May

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

Goal 6: SFISD develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 3: Incorporate a survey specifically per teacher over learning styles, rigor, engagement, and perception of high expectations.

Strategy 1 Details			Formative Reviews		
Strategy 1: Instructional Coaches and Leadership team will develop a survey that teachers can give their students.			**Formative**		
Strategy's Expected Result/Impact: Teachers will understand student learning better and be able to set high expectations. **Staff Responsible for Monitoring:** Instructional Coaches; Department Chair; Principal			**Nov**	**Feb**	**May**
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Feedback from surveys will be reviewed and discussed with Instructional Coaches and department chairs. (not Admin)			**Formative**		
Strategy's Expected Result/Impact: Teachers will understand student learning better and be able to set high expectations. **Staff Responsible for Monitoring:** Instructional Coaches; Department Chair; Principal			**Nov**	**Feb**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 6: SFISD develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 4: Continue to develop and maintain traditions that students can connect to and have pride in their school.

    Evaluation Data Sources: Student participation; student surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Club sponsors will encourage students to create and plan traditions and social gatherings to keep students involved.	**Formative**		
Strategy's Expected Result/Impact: Student participation	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: HS Admin Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: The HS Arrowhead Newsletter will be sent out every Friday with pictures of the events of the previous week, upcoming events, and current information for parents. This newsletter will cut down on the amount of emails for parents. The Arrowhead can be translated into any language.	**Formative**		
	Nov	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Career and Technology student organizations will be added to provide new opportunities for engagement.	**Formative**		
Strategy's Expected Result/Impact: Increased opportunities for students	**Nov**	**Feb**	**May**

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

Goal 6: SFISD develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 5: Improve Culture and Climate by involving staff and students in decision-making

    High Priority

    Evaluation Data Sources: Survey Data; Staff Retention data

Strategy 1 Details	Formative Reviews		

Strategy 1: Students will be included in activities that will build a positive culture and an advisory committee will be formed from a cross section of students.
     Strategy's Expected Result/Impact: Increase attendance & graduation; increase on positive comments on surveys
     Staff Responsible for Monitoring: HS admin
	Formative		

	Nov	**Feb**	**May**
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Teacher leadership teams and decision making groups will be re-structure to include more staff in the decision-making process. The additional staff will also be nominated by staff members.
     Strategy's Expected Result/Impact: Increase morale on surveys; teacher retention
     Staff Responsible for Monitoring: HS Admin
	Formative		

	Nov	**Feb**	**May**
Strategy 3 Details	**Formative Reviews**		

Strategy 3: Students will receive SEL instruction from Character Strong to become more well-rounded.
     Strategy's Expected Result/Impact: Student discipline will decrease and morale will increase through surveys.
     Staff Responsible for Monitoring: HS Counselors
	Formative		

	Nov	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 7: SFHS provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 1: Continue to provide equitable access to technology and technology applications to all students.

Strategy 1 Details	Formative Reviews		

Strategy 1: All students will have access to a district issued laptop, our Learning Management System (LMS), and TEKS aligned learning applications.
    Strategy's Expected Result/Impact: Increase student engagement and accessibility to classroom coursework and resources.
    Staff Responsible for Monitoring: HS Admin
	Formative		

	Nov	**Feb**	**May**

Strategy 2 Details	Formative Reviews		

Strategy 2: Continue to work with Instructional Coaches and classroom teachers to integrate instructional technology in the classroom with an emphasis on moving up Bloom's level as it applies to technology (example of resources used: SAMR or PAGER model).
    Strategy's Expected Result/Impact: Increased student engagement and rigor.
    Staff Responsible for Monitoring: HS Admin, Instructional Coordinators and Coaches, and Technology Department
	Formative		

	Nov	**Feb**	**May**

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