

**Santa Fe Independent School District**  
**Santa Fe Junior High**  
**2018-2019 Campus Improvement Plan**



## **Mission Statement**

SFJH will exhibit P.R.I.D.E. and create L.E.A.D.E.R.S. through accountability, team work, and high expectations.

## **Vision**

*Create a campus culture where meaningful relationships foster P.R.I.D.E in school and community, and equip students to reach their full potential academically, socially, and emotionally.*

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A CNA was held on July 23, 2018 to review both qualitative and quantitative data.

Santa Fe ISD currently supports more than 4,797 students. The district has seen a 6.34% increase in enrollment over the past 8 years with campus enrollment numbers mirroring this increase.

SFJH had an average enrollment of 1,066 in 2017-2018 which is up as compared to 2016-2017 at 1,036.

The percentage of At-Risk and Economic Disadvantaged students has increased due to Hurricane Harvey at all campuses. The Economic Disadvantaged percentage went from 37.14% at snapshot to 44.3% by the end of the year.

The district is comprised of approximately 76% White students, 21% Hispanic students, 1.5% 2 or more races, and 1.5% other races. Campus ethnicity mirrors the district.

The district attendance average in 2017-2018 was 94.09%. This percentage is down from the previous year due to several factors, one being Hurricane Harvey. Campus attendance percentages mirror the decrease seen at the district level.

SFJH had an average attendance rate of 94.7% in 2017-2018.

As compared to the previous year, overall disciplinary incidents decreased at SFJH. Disciplinary incidents resulting in removals from the classroom decreased as well.

Economic Disadvantaged: 396 students (350 in 2016-2017)

At-Risk: 721 students (497 in 2016-2017)

ESL: 33 students (30 in 2016-2017)

Special Education: 119 students (122 in 2016-2017)

## Student Achievement

### Student Achievement Summary

Santa Fe Junior High received an overall score of 69 in the 2018 accountability system.

SFJH received a 73 for domain 1, a 66 for domain 2 part A, a 56 for domain 2 part B, and a 61 for domain 3.

6<sup>th</sup> Grade Reading decreased 4 points at the Approaches Grade Level standard as compared to 2016-2017 data. 58% of students met the Approaches Grade Level standard. The Meets Grade Level standard result decreased by one point and the Masters Grade Level standard result remained the same at 14%. Decreases were seen in the Special Education, LEP, and Economic Disadvantaged student groups. 6<sup>th</sup> Grade Reading results are below the state average.

6<sup>th</sup> Grade Math increased by 3 points at the Approaches Grade Level standard resulting in 70% achieving the Approaches Grade Level standard compared to 2016-2017 data. The Meets Grade Level standard result increased by 2 points and the Masters Grade Level standard result increased by 1 point. An increase was seen in the LEP student group and a decrease was seen in the Special Education student group. 6<sup>th</sup> Grade Math results are below the state average.

7<sup>th</sup> Grade Reading increased 2 points at the Approaches Grade Level standard, 4 points at the Meets Grade Level standard, and 6 points at the Masters Grade Level standard as compared to the previous year. 70% of students met the Approaches Grade Level standard. Increases were seen in the Economic Disadvantaged, LEP, and Special Education student groups. 7<sup>th</sup> Grade Reading results are below the state average.

7<sup>th</sup> Grade Math remained the same at 68% of students at the Approaches Grade Level standard compared to 2016-2017. The percentage of students achieving Meets Grade Level decreased by 5 points and the percentage of students achieving Masters Grade Level increased by 2 points. An increase was seen in the Special Education student group while a decrease was seen in the LEP student group. 7<sup>th</sup> Grade Math results are below the state average.

7<sup>th</sup> Grade Writing remained the same at 60% of students at the Approaches Grade Level standard when compared to previous year data. The percentage of students achieving the Meets Grade Level standard increased by 5 points and the percentage of students achieving the Masters Grade Level standard increased by 2 points. Increases were seen in the LEP and Special Education student groups while a decrease was seen in the Economic Disadvantaged student group. 7<sup>th</sup> Grade Writing results are below the state average.

8<sup>th</sup> Grade Reading increased by one point resulting in 82% of students achieving the Approaches Grade Level standard. Students increased by 2 points at the Meets Grade Level standard and 3 points at the Masters Grade Level standard. An increase was seen in the Special Education student group while decreases were seen in the LEP and Economic Disadvantaged student groups. 8<sup>th</sup> Grade Reading results are below the state average.

8<sup>th</sup> Grade Math remained consistent with 79% of students at the Approaches Grade Level standard. The Meets Grade Level results increased 10 points and the Masters Grade Level results increased 2 points. Increases were seen in the LEP and Special Education student groups and a decrease was seen in the Economic Disadvantaged student group. 8<sup>th</sup> Grade Math results are below the state average.

8<sup>th</sup> Grade Science increased 11 points at the Approaches Grade level standard, 6 points at the Meets Grade level standard, and 9 points at the Masters Grade Level standard. 77% of students met the Approaches Grade Level standard. Increases were seen in the Economic Disadvantaged and Special Education student groups. A decrease was seen in the LEP student group. 8<sup>th</sup> Grade Science results are above the state average by 3 points.

8<sup>th</sup> Grade Social Studies increased 11 points at the Approaches Grade level standard, 8 points at the Meets Grade level standard, and remained the same with 12% at the Masters Grade Level standard. 68% of students met the Approaches Grade Level standard. Increases were seen in the Economic Disadvantaged student group. 8<sup>th</sup> Grade Social Studies results are above the state average by 4 points.

On the Algebra EOC, at the Junior High level, the Approaches Grade Level percentage decreased by 3 points but 97% of students passed this EOC exam. The Meets Grade Level percentage decreased by 19 points and the Masters Grade Level percentage decreased by 10 points.

### **Student Achievement Strengths**

6<sup>th</sup> Grade Math increased by 3 points at the Approaches Grade Level standard resulting in 70% achieving the Approaches Grade Level standard compared to 2016-2017 data. The Meets Grade Level standard result increased by 2 points and the Masters Grade Level standard result increased by 1 point.

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On the Algebra EOC, at the Junior High level, the Approaches Grade Level percentage decreased by 3 points but 97% of students passed this EOC exam.



## School Culture and Climate

### School Culture and Climate Summary

Santa Fe Junior High currently serves approximately 1,066 students in grades 6 through 8.

Santa Fe Junior High received 4-5 stars on their parent engagement survey. Questions asked were about respect, communication, expectations, and relationships.

The campus uses Professional Learning Communities to review data, set goals, and identify areas for professional learning to improve student performance.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Teachers participate in professional growth opportunities through Learning Forward.
- Team time is utilized to address both staff and student needs and for professional growth and peer collaboration.
- Campuses provide academic intervention in a variety of ways to ensure student success.
- Santa Fe Junior High offers several programs geared towards both building student character as well improving our campus culture.

### School Climate

In support of Board Goal 5, Creating a Safe Environment of Respectful, Responsible, and Motivated Individuals, the campus has implemented the following:

- Positive Behavior Support: The consistent focus on positive behaviors lends consistency across campuses for student behavior. Administrators and counselors provide ongoing training for teachers and students in order to reinforce positive character traits.
- The SFISD Police Department is a high functioning, well-trained police force and the officers are visible on the campuses on a daily basis.
- The SFISD Chief of Police provides training for all district employees on safety 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.

### School Culture and Climate Strengths

Identified strengths of the school culture and climate are:

- The continued growth of professional learning communities.
- High-quality, campus-embedded professional learning.
- Timely student intervention.
- Providing safe schools through the leadership of the SFISD Police Department and their training of employees.
- The proactive approach of counselors and administrators in addressing identified student needs.
- Tribal Creed on each campus provides consistency in the expectations for student behavior.
- The district has developed a detailed Crisis Management Plan and both training and safety audits have been provided.
- Safety/security drills are held at all campuses.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

(Data below is based on the 2016-2017 TAPR report)

Total Staff: 86

#### **Professional Staff: 76**

- Teachers: 65
- Professional Support: 6
- Campus Administration: 4

Educational Aides: 9

Total Minority Staff: 7

#### **Teachers by Ethnicity and Sex:**

- African American: 1
- Hispanic: 3
- White: 60
- Asian: 0
- Males: 16
- Females: 49

#### **Teachers by Highest Degree Held:**

- Bachelors: 50
- Masters: 14
- Doctorate: 1

#### **Teachers by Years of Experience:**

- Beginning Teachers: 7
- 1-5 Years Experience: 16

- 6-10 Years Experience: 14
- 11-20 Years Experience: 20
- Over 20 Years Experience: 8

Number of Students per Teacher: 15

Average Years Experience of Teachers: 9

### **Staff Quality, Recruitment, and Retention Strengths**

The Junior High 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 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.

Santa Fe ISD hosted a successful job fair at the Cowan administration building during the 2017-2018 school year.

SFISD is 100% highly qualified per Every Student Student Succeeds Act (ESSA) guidelines.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

SFISD curriculum and instruction documents are created from clustered TEKS strands within the TEKS Resource Management System. 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: Instructional Focus Document (IFD)-provides overall focus upon learning occurring within instructional units; Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Professional Learning Communities (PLCs) are organized on each campus. The purpose of these learning communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System), Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

### **Curriculum, Instruction, and Assessment Strengths**

During the 2017-2018 school year, the District utilized the expertise of our Educational Support Center Region 4 to examine the District's systems of literacy. Through this journey, Santa Fe ISD reexamined our literacy programs and began to build improved systems of support for learning in the 2018-2019 academic school year.

Teams of educators were part of the District process in researching best practices and selecting appropriate resources to implement during this school year. Evidence will be found throughout the district classrooms in alignment with the District vision of supporting literacy in all subjects. In English Language Arts classrooms, students will learn within the framework of Balanced Literacy to help them grow as a reader, writer, speaker, and listener. The workshop model will allow for students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners.

Math, science, and history will focus upon creating literate learners within their content. Texas Essential Skills and Knowledge (TEKS) Resource subject experts will come to the 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.

The Instructional Coaching Model will be implemented this school year, and teachers will have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

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

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

SFISD supports family engagement through counselors and campus family engagement committees to promote activities that encourage lifelong learning and student success. The district increased parental involvement in 2017-2018 by including campus activities to meet the needs of parents. Activities included:

- Transition parent tours and additional scheduling counseling
- Increased formats of communication between parents and teachers
- District Parent Involvement Committee
- Campus Parent Involvement Committees
- District and campus parental involvement survey utilized in the continuous improvement process
- Parent/Community Compact reviewed each year and aligned to the CIP.
- Santa Fe Junior High work alongside a number of community groups which volunteer to do a number of projects to encourage growth of staff and student morale.
- Santa Fe ISD worked with community members, parents, and school personnel to complete the Campus Needs Assessment.

According to the district surveys, parents generally feel as if they are treated with respect and are welcomed into the buildings. All campuses report that parents feel that SFISD is preparing their child for a successful future and that their children enjoy going to school. A significant number of parents from all campuses report they feel they are partners with the school in supporting their child's education.

### **Parent and Community Engagement Strengths**

Identified strengths of family and community involvement in Santa Fe ISD are as follows:

- Community support for the schools
- Parent/Teacher Organizations (PTOs)
- Booster Clubs
- SFISD Education Foundation
- Parent Advisory Groups
- Family & Community trainings (ELL, Math/Reading Night, HB 5, Instructional Support [Special Education], College nights)
- On-line student registration
- Parents to College Night
- Parent Access through Skyward
- Parent conferences and open house activities to encourage collaboration between the school and family

- Campus surveys to identify areas of need
- Maintain an open and collaborative relationship with community members by working closely with the Education Foundation
- Promote campus activities, share student accomplishments, and provide district news by publishing a newsletter for the community
- Host special events during athletic games to encourage community support
- Actively support students with special needs

## **School Context and Organization**

### **School Context and Organization Summary**

Santa Fe ISD consists of a single feeder pattern.

- All campuses are in close proximity to one another.
- The administration building is central to all campus locations.

### **Administrative/Counseling Campus Organization**

#### **Santa Fe Junior High**

- Principal, Ryan Kopp
- Assistant Principal, Gina Seyl
- Assistant Principal, Elizabeth Davis
- Assistant Principal, Melissa Ward
- Counselor, Katie Casey
- Counselor, Monica McCollum

### **School Context and Organization Strengths**

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 and athletics
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- Student and teacher teaming
- Instructional coaching

# Technology

## Technology Summary

- District technology has approached the final phase of a refresh in student computers. Additional student laptops were refreshed and added over the 2017-2018 school year. There are now over 5,700 student laptops in the district, including core classrooms, that are used in 21st century instruction and preparing students for post-secondary success.
- The refresh of all older staff laptop computers has been completed but will be a continuing task. The Texas Department of Criminal Justice program has been a key component in computer upgrades across the district, allowing for more funding to be applied toward classroom instruction.
- The district continues to take advantage of cloud infrastructure. With Microsoft Office 365 and cloud storage, students and staff have access to files and applications from any location with internet access.
- 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.

## Technology Strengths

- Connectivity between campuses consists of dual, 10GB fiber connections which provides fast transfer of data between locations.
- Internet bandwidth has been increased to 700MB to provide enough bandwidth to support over 5,000 computers and high speed access to web content.
- Our Technology Staff is built of skilled technicians that support the district needs and maintain the technology equipment.
- The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests.
- District 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.
- There are student laptop carts in every core classroom, ranging between 40 to 50 carts per campus and over 6,000 student laptops in total. This provides students with the tools necessary to succeed with 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.
- Wireless video streaming adapters have proven to be an effective solution to streaming instructional content. The cost of adding the wireless adapters are less than 1/3 the cost of conventional wall plates.
- Interactive whiteboards and Hitachi Starboards provide interactive ability for teachers to engage students in instruction through the use of technology.
- Microsoft Office 365 provides flexibility to staff and students' file access and storage needs. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction.
- An Instructional Technology Coach is available to provide classroom instructional support using available technology devices and applications. Teachers will become more fluent and comfortable using the applications selected to meet instructional needs.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

- 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
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

## Goal 1: A fiscally responsible District

**Performance Objective 1:** Santa Fe Junior High will maintain a fiscally responsible campus.

**Evaluation Data Source(s) 1:** End of the year budget report.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SFJH will utilize a zero-based budgeting system in which the leadership team reviews the comprehensive needs of the campus and major campus goals to determine the priority needs.	Principal	Budget planning documents.				
	Funding Sources: Local - 0.00					
2) Ensure all campus expenditures support campus and district goals throughout the year.	Principal	Alignment of CNA, DIP, and CIP. Purchases will be approved only if they meet aligned goals.				







**Goal 2: Santa Fe Junior High is dedicated to supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community**

**Performance Objective 1:** Santa Fe Junior High will increase communication between the school, parents, and the community.

**Evaluation Data Source(s) 1:** Survey data, parent communication documentation, Remind 101 SFJH parent group members

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will ensure that we advertise Remind 101 and utilize it more frequently. We will make the parent survey more readily available. We will make sure that when we do callouts, we reference materials on the SFJH Website so that parents begin to see it as an helpful resource.	Principal	Website hits should increase, number of parent complaints about lack of communication should decrease, parent survey responses should reflect that the goal is being met				
2) The Parent Involvement Committee will determine areas in which parents and community members need more assistance or information to better assist their students in their success. The committee will work with the instructional coaches to send out information about what is being covered in classes at each grade level and how parents can best help their students.	Parent Involvement Committee Chair, Instructional Coaches	Parents will have access to information and resources needed to better advocate for their students' success.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2:** Santa Fe Junior High is dedicated to supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community

**Performance Objective 2:** Santa Fe Junior High will increase student, parent, and community involvement in school activities, and participation in surveys.

**Evaluation Data Source(s) 2:** End of the year parent survey, volunteer sign-in sheets, event sign-in sheets

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure that all parents are able to access parent surveys twice per year and ensure that surveys are written in a way to result in useful data.	Administrators, Parent Involvement Committee	Parent Survey responses and results				
2) Increase the number of parent nights and parent/student activities on campus to encourage greater participation.	Administrators, Parent Involvement Committee, Student Activities Committee	Parent sign in sheets from Parent nights, STEM/STREAM night, Holocaust Museum, NHD Gallery, Student Led Conferences, Grade 5 Transition Meetings as well as parent surveys. Parent and Family Engagement Committee will review and revise the PFE policy and campus compacts annually.				
						

### Goal 3: Providing instructional leadership and quality professional development for all staff.

**Performance Objective 1:** Santa Fe Junior High ELA Teachers will fully implement the Readers/Writers Workshop with the goal of improving student literacy across all content areas.

**Evaluation Data Source(s) 1:** SBA and interim assessment data, STAAR data, number of pages read, pages written in writers journals, lexile scores, classroom observation, and library circulation.

#### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train all ELA teachers on the workshop model through Region 4 consultants and SFISD Curriculum Coordinator.	Administrators, Department Chairs, Curriculum Coordinator, Director of Learning, Instructional Coaches.	Student work showing strategies being utilized, assessments showing strategies being utilized, walkthrough data, and increase in STAAR Reading scores.				
2) Incorporate Learning Walks each nine weeks by team and department.	All administrators and instructional coaches, team leads, and department heads.	Teachers will utilize the Learning Walk Reflection form to improve their personal practice and increase the effectiveness of initial instruction.				
3) Instructional Coaches will be utilized to model the workshop model, provide necessary feedback on implementation, and ensure the model is being followed correctly.	Principals and Instructional Coaches	Instructional Coaches meeting notes, student work showing strategies being utilized, assessments showing strategies being utilized, walkthrough data, and increase in STAAR Reading scores.				
4) Principals will conduct ongoing walkthroughs throughout the year with immediate feedback. This will allow us to hold all ELA teachers accountable to teaching the new curriculum.	Principal & ELA Appraiser (Assistant Principal)	Walkthrough data and written feedback will show that the Units of Study and the Workshop Model are being used correctly.				
						

**Goal 3:** Providing instructional leadership and quality professional development for all staff.

**Performance Objective 2:** Santa Fe Junior High will improve our overall effectiveness of PLCs and their ability to move through the Cycle of Continuous Improvement (CoCI).

**Evaluation Data Source(s) 2:** PLC Documents through OneNote, PLC Observations, Department Head Meetings

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor and evaluate the effectiveness of PLCs in moving through the cycle of continuous improvement.	Administrators, Teacher Leaders	Increased frequency of student-centered instructional strategies, departments understanding where they are in the CoCI, Departments improving educator practice, improved student performance and departments increasing their levels by on the PLC IC Map.				
2) Hold Department Head coaching meetings every other week to assist department heads in leading their PLCs.	Administrators, Department Chairs	Department heads will begin to feel more comfortable in both their leadership ability and their understanding of how a PLC should operate.				
						



## Goal 4: Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 1:** Students will increase their Reading STAAR scores to meet the following goals:


Approaches Grade Level: 80

Meets Grade Level: 50

Masters Grade Level: 30

### Evaluation Data Source(s) 1: STAAR Scores

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize student goal setting to ensure that they are making adequate progress throughout the school year.	Administrators, Teacher Leaders, Teachers	- Student goal setting forms will show documentation of student growth or the need to reevaluate instruction. - Teachers will begin to focus on growing advanced level learners and not only on getting students to pass the exam.				
2) Vertical teams will define literacy in all core content areas. This will allow teachers to set instructional goals that correspond with the desired achievement level.	All administrators, curriculum specialists, instructional coaches, and department heads.	- Teachers will understand how literacy effects a students overall academic performance. - Teachers will have a clear picture of student expectations as they complete their grade level and 8th grade.				
3) Please See Board Goal #3; Performance Objective #1.						
4) Please See Board Goal #3; Performance Objective #2.						
5) Administrators & Instructional Coaches will meet with departments and coach them through data analysis. Teachers will learn to look at every individual student's mastery of the TEKS.	Administrators, Department Heads and Instructional Coaches	Teachers will recognize each student's current performance level and understand what needs to be done to move those students forward.				
6) Administrators and Instructional Coaches will meet weekly to discuss the state of instruction on the campus. Plans will be formed to continually improve instruction from these meetings. Coaches will present important components that should be looked for in each subject area for the week.	Administrators & Instructional Coaches	- All administrators and coaches will have a common understanding of instructional goals on campus. - All administrators will utilize the information from the meetings to inform walkthroughs and feedback to teachers. - All teachers will be held accountable for teaching at the rigor that is necessary.				
						

**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 2:** Students will increase their Math STAAR scores to meet the following goals:

Approaches Grade Level: 81







Meets Grade Level: 45

Masters Grade Level: 22

**Evaluation Data Source(s) 2:** STAAR Scores

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 3, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Teachers will participate in a backwards design process in order to ensure curriculum alignment and appropriate rigor.	Principal and Assistant Principals	Teachers will understand exactly what should be taught at each level as well as how to address individual learning needs of each student.				
3) Teachers will utilize the TEKS Resource System in all planning meetings to ensure that they are teaching the content to the appropriate depth for their grade level. This strategy will pair directly with the backwards design strategy.	Administrators/Department Heads	All teachers will have a thorough understanding of their grade level content and the curriculum will be taught at the appropriate level of rigor.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 3:** Students will increase their Social Studies STAAR scores to meet the following goals:

- Approaches Grade Level: 81
- Meets Grade Level: 54
- Masters Grade Level: 35

**Evaluation Data Source(s) 3:** STAAR Scores

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 4, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Please see strategy #2 and #3 in Goal 4, Performance Objective 2. These strategies will apply to all core content areas except ELA.						
						

**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 4:** Students will increase their Science STAAR scores to meet the following goals:


Approaches Grade Level: 81

Meets Grade Level: 54

Masters Grade Level: 35

**Evaluation Data Source(s) 4:** STAAR Scores

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 4, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Please see strategy #2 and #3 in Goal 4, Performance Objective 2. These strategies will apply to all core content areas except ELA.						
						

**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 5:** Students will increase their Writing STAAR scores to meet the following goals:

- Approaches Grade Level: 81
- Meets Grade Level: 54
- Masters Grade Level: 35

**Evaluation Data Source(s) 5:** STAAR Scores

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 4, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Please see strategy #2 and #3 in Goal 4, Performance Objective 2. These strategies will apply to all core content areas except ELA.						


**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 6:** Students will increase their Writing STAAR scores to meet the following goals:

- Approaches Grade Level: 69
- Meets Grade Level: 41
- Masters Grade Level: 12

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 4, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Please see strategy #2 and #3 in Goal 4, Performance Objective 2. These strategies will apply to all core content areas except ELA.						
						

**Goal 4:** Aligned to support students through rigorous curriculum, instruction, and leadership

**Performance Objective 7:** We will increase the number of indicators met in Domain 3 to 21 indicators. The indicators that we will meet are the following:

Academic Achievement: Reading (All, Hispanic, Special Education, Economically Disadvantaged, Non-Continuously Enrolled)

Academic Growth: Reading (All, Hispanic, Special Education, Economically Disadvantaged, ESL, Continuously Enrolled) & Math (All, Special Education, ESL, non-continuously enrolled).


STAAR Component: Student Groups (All, Special Education, Economically Disadvantaged, Continuously Enrolled, and Non-Continuously Enrolled).

LEP: 1 of 1 met.

**Evaluation Data Source(s) 7:** STAAR Scores. We will also check these student groups growth and performance each 9 weeks by subject area.

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Please see the strategies listed in Goal 4, Performance Objective 1. All of these strategies with exception to strategy 4, (Please See Board Goal #3; Performance Objective #1) will apply to all core content areas.						
2) Please see strategy #2 and #3 in Goal 4, Performance Objective 2. These strategies will apply to all core content areas except ELA.						
3) The Student Goal Setting Form will track the data for each of the following individual student groups: Hispanic, Economically Disadvantaged, Special Education, and ESL. Teachers will monitor these student populations closely each quarter to ensure that they are making adequate progress throughout the year.	Principals, department heads	Teachers will be fully aware of their student's data. They will apply the specific intervention strategies for each student population.				
4) Teachers will utilize student centered activities (WICOR/AVID Strategies) in order to ensure their at risk and economically disadvantaged students grasp the concepts being taught.	Principals/Instructional Coaches/AVID Coordinators	Students will be able to participate in hands on activities, discussions about their learning, and activities that allow them to investigate and discover. This will result in economically disadvantaged students grasping concepts and ultimately STAAR scores increasing.				

5) Teachers, co-teachers, and paraprofessionals will ensure that special education students get all of the appropriate accommodations to meet the needs of the students. Co-taught classrooms will utilize best co-teaching practices and demonstrate the use of effective strategies such as team teaching, parallel teaching, stations, and modified stations as well as incorporating research based instructional practices (WICOR/AVID).	Principals, special education staff	Special Education students will get the necessary accommodations to access the curriculum. The students will grasp the concepts being taught. Ultimately, our special education students scores will improve.				
6) Teachers will utilize ELPS strategies to ensure that students who are English Language Learners understand the concepts they are teaching. Teachers will receive training on these strategies. They will also review the suggested ELPS strategies in TEKS resources for each unit being taught.	AP and Counselor over ESL students and LPACs	ESL students will be taught with the strategies that are necessary for them to understand the instruction. ESL students scores will increase on both the TELPAS and the STAAR.				
7) ESL students will be pulled by the Spanish teacher and given direct small group instruction to assist in their language acquisition.	AP and Counselor over ESL students and LPACs	Native Spanish speaking students will improve their ability to communicate English in both verbal and written form.				
						



**Goal 5: Creating a safe environment of respectful, responsible, and motivated individuals**

**Performance Objective 1:** Santa Fe Junior High will improve the student climate on campus.

**Evaluation Data Source(s) 1:** Student survey data, end of the year survey data, and discipline data.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will continue our Lead Now conferences hosting a minimum of two this year. However, we will also implement stage 2 of this program. We will ensure that students who have already been through the initial Lead Now conference are given the opportunity to participate in a number of Lead Now Boosts. These boosts will continue to enforce positive character traits, leadership skills, and integrity in our students.	Administrators, Lead Now Chair/Committee	This strategy will greatly increase the number of students getting leadership training, character growth activities, and activities focused on increasing student climate.				

**Goal 5:** Creating a safe environment of respectful, responsible, and motivated individuals

**Performance Objective 2:** Santa Fe Junior High will decrease discipline referrals by 5% from the previous year by the end of the 2018-2019 school year.

**Evaluation Data Source(s) 2:** Campus discipline data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hold monitor meetings between grade level assistant principals and teacher teams to assist in behavior plan creation and other behavioral intervention strategies.	Principal, Assistant Principals, Team Leads	Student behavior will improve and the frequency of office referrals will decrease.				
2) Provide professional learning opportunities for new teachers and teachers struggling with classroom management to improve their classroom management skills.	Administrators, Instructional Coaches	Teachers will begin to manage their classrooms more effectively, the number of behavioral issues will decrease, and the number of office referrals will decrease.				
3) The newly formed Discipline Committee will investigate PBIS strategies and create an implementation plan. Many of these strategies will begin to be used this year and a complete implementation of the system will begin in the 2019-2020 school year.	Principals & Discipline Committee	Decrease in discipline referrals, increase in student climate survey results.				
4) We will begin both individual and group counseling on a consistent basis. Students who are struggling with anger, social skills, depression, etc. will be given the opportunity for ongoing counseling.	Counselors	Decrease in discipline referrals, increase in student morale, decrease in repeat discipline offenses.				
						

## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Resources		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00