

# Santa Fe Independent School District

## District Improvement Plan

### 2020-2021



# Mission Statement

Santa Fe ISD is an academic leader committed to excellence through continuous improvement by instilling high standards, building strong community partnerships, providing innovative opportunities, and empowering students for lifelong success.

## Vision

Santa Fe ISD, in partnership with our community, is an innovative district building a legacy of excellence.

## Core Beliefs

- Build meaningful, trusting relationships
- Inspire learning
- Cultivate a "We" culture
- Create a student-centered environment
- Strive towards excellence through continuous improvement

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In 2019-2020, Santa Fe ISD was a 5-A district serving approximately 4528, decreased from 4,602 students in 2018-2019.

The 4528 students were at the following campuses:

- Roy J. Wollam Elementary (grades PK-5)
- William F. Barnett Elementary (grades PK-5)
- Dan J. Kubacak Elementary (grades PK-5)
- Santa Fe Junior High (grades 6-8)
- Santa Fe High School (grades 9-12)

### Enrollment

The district experienced a 6.34% increase in enrollment between 2010 and 2018 with campus enrollment numbers mirroring this increase. However, since 2018, the district has seen a 6% decrease in enrollment numbers.

SFHS had an average enrollment of 1,338 in 2018-2019 and decreased to 1,328 in 2019-2020.

SFJH had an average enrollment of 1,082 in 2018-2019 and increased to 1,046 in 2019-2020.

Kubacak had an average enrollment of 715 in 2019-2020.

RJW had an average enrollment of 714 in 2019-2020.

Barnett had an average enrollment of 718 in 2019-2020.

Elementary Campuses had an average enrollment of 2184 in 2018-2019 and decreased to 2147 in 2019-2020.

In 2019-2020, we had the following number of students in each grade level:

EE - 61

PK - 109

K - 317

1st - 310

2nd - 349

3rd - 312

4th - 341

5th - 348

6th - 346

7th - 350

8th - 351

9th - 392

10th - 317

11th - 294

12th - 331

### **Economic Disadvantaged**

The district decreased from 45.33% Economic Disadvantaged in 2018 to 45.19% in 2019 on the snapshot date.

RJW had a 55.88% Economic Disadvantaged enrollment in 2019.

Kubacak had a 55.94% Economic Disadvantaged enrollment in 2019.

Barnett had a 47.91% Economic Disadvantaged enrollment in 2019.

SFJH had a 40.92% Economic Disadvantaged 2019 Fall enrollment as compared to a 43.80% enrollment in the Fall of 2018.

SFHS had a 35.39% Economic Disadvantaged 2019 Fall enrollment as compared to a 32.28% enrollment in the Fall of 2018.

### **Ethnicity**

The district is comprised of approximately 74% White students, 23% Hispanic students, 1.7% 2 or more races, with 1.3% other races. Campus ethnicity mirrors the district.

### **Student Groups**

The district had 213 ESL students in 2019 at snapshot (4.7%). There were 544 students receiving special education at 12.01% and 165 students identified as having dyslexia which is 3.64%. 70.52% of our students participate in the schoolwide Title 1 program. 50.77% of students are identified as "at-risk" and 1.06% are homeless.

RJW had 54 ESL students, 107 Special Education Students, and 273 at-risk students in 2019-2020.

Kubacak had 39 ESL students, 86 Special Education Students, and 319 at-risk students in 2019-2020.

Barnett had 29 ESL students, 99 Special Education Students, and 244 at-risk students in 2019-2020.

Elementary saw a minor decrease in their ESL populations in 2019-2020. The number decreased from 124 to 122. The Special Education population increased by 99, and the at-risk student group decreased by 212.

SFJH saw increases in their ESL population in 2019-2020. The number increased from 43 students the previous year to 54 students. The Special Education population decreased by 22 students, and the at-risk student group increased by 8 students.

SFHS saw increases in their ESL population in 2019-2020. The number increased from 31 students the previous year to 37 students. The Special Education population increased by 16 students, and the at-risk student group decreased by 49 students.

### **Attendance**

The district attendance average in 2018-2019 was 94.6%. In 2019-2020, the district attendance average was 96.27%(\*Covid-19 perfect attendance for the 4th quarter). Chronic absenteeism is highest in Pre-K, 9th, and 12th grade. Chronic absenteeism is defined as students with 15 or more absences.

RJW had an attendance average of 94.6% in 2018-2019 and an average of \*96.3% in 2019-2020.

Kubacak had an attendance average of 95.31% in 2018-2019 and an average of \*96.53% in 2019-2020.

Barnett had had an average of \*96.54% in 2019-2020.

SFJH had an average attendance rate of 94.53% in 2018-2019 and an average of \*96.51% in 2019-2020.

SFHS had an average attendance rate of 94.09% in 2018-2019 and an average of \*95.85% in 2019-2020.

*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 91.5% in 2018-2019 which is an decrease from 2017-2018 at 93.8%.

4 year graduation rates for the various student groups in the graduating class of 2019 are listed below:

All - 89.8

Hispanic - 91.6

White - 89

Economic Disadvantaged - 88.6

Special Education -72.7

The federal graduation target is 90% which we met for our Hispanic population.

The drop out rate decreased in 2018-2019 as compared to 2017-2018 by 0.7%.

### **Indian Success Academy**

Indian Success Academy houses at-risk SFHS students who want to recover credits using an online program. The enrollment at Indian Success Academy increased and served 79 total students in 2019-2020 as compared to 54 students in 2018-2019. 34 students graduated in 2019-2020 as compared to 22 graduates in 2018-2019.

### **College, Career, Military Readiness**

The number of students achieving College and Career Military Readiness credit decreased by 29 points between 2018 graduates and 2019 graduates. More industry certifications were offered to students and more students took college-prep assessments such as ACT, SAT, TSIA, and Advanced Placement.

Class of 2020:

158 seniors earned an Industry Based Certification

*There were a total of 276 Industry Based Certifications (IBCs) earned during the 2019-2020 school year:*

*Clinical Nursing Assistant - 15 were scheduled to take the assessment, but testing centers have been closed due to COVID-19.*

*Floral Design - 59*

*Safeserve - 0*

*Cosmetology - 1*

*OSHA - 216*

40 seniors met criteria on AP tests

18 seniors met criteria on TSI tests

53 seniors met criteria on SAT tests

4 seniors met criteria on ACT tests

30 seniors met criteria for dual credit enrollment

13 seniors earned an Associate's degree

13 seniors graduated with intent to enroll in the military

12 seniors receiving special education services graduate with an endorsement

All 8th grade students took the PSAT in 2019-2020. Out of 315 total testers, 43% met the English Reading Writing benchmark and 28% met the Math benchmark. 6% of students scored in the

top 10% of all testers, 16% in the top 25%, and 22% in the top 50%.

The number of AP students decreased by 2 students resulting in 248 students testing in 2020. However, the number of AP tests taken increased by 3 resulting in 474 tests. The number of students scoring a 3 or higher on the AP exams increased from 20.2% in 2019 to 31.46% in 2020.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The district leadership team has identified the need to increase attendance in all grade levels.

**Problem Statement 2:** The district leadership team has identified the need to increase the graduation rate for all student groups.

# Student Achievement

## Student Achievement Summary

A comprehensive needs assessment was conducted on July 21, 2020. It was facilitated virtually at the district level by the Director of Federal and State Programs. Each campus had a team comprised of teachers, instructional coaches, administrators, and parents. The district team was comprised of coordinators and directors. Several different pieces of data were analyzed, including, survey data, graduation data, Interim, Middle of the Year test data, etc.

### Elementary Reading, Writing, and Math:

Interim (November)

- 3<sup>rd</sup> through 5<sup>th</sup> grade scored higher on the Fall interim in 2019 than on the Fall interim in 2018:
  - Overall 3rd- Grade Math was 13 points higher on the Fall interim assessment this year as compared to last year.
  - Overall 4th Grade Math was 12 points higher on the Fall interim assessment this year as compared to last year.
  - Overall 5th Grade Math was 5 points higher on the Fall interim assessment this year as compared to last year.
  - Overall 3rd Grade Reading was 18 points higher on the Fall interim assessment this year as compared to last year.
  - Overall 4th Grade Reading was 2 points higher on the Fall interim assessment this year as compared to last year.
  - Overall 5th Grade Reading was 9 points higher on the Fall interim assessment this year as compared to last year.

MOY (Middle of the Year Benchmark - released STAAR test) (March 2020)

- 5<sup>th</sup> grade overall scored higher on the 2020 MOY than on the 2019 MOY:
  - 5th Grade Math was 3 points higher
  - 5th Grade Reading was 4 points higher
  - 5th grade Math and Reading met overall growth targets at MOY testing time!
  - BAS (Benchmark Assessment System) - Measures individual reading levels
    - Growth seen for Barnett and RJW in Kindergarten between the BOY and the MOY. Kubacak Kindergarten is an area of concern.
    - Huge growth seen for Barnett, Kubacak, and RJW in 1<sup>st</sup> grade between the BOY and the MOY.
    - Growth seen for Kubacak and RJW in 2<sup>nd</sup> grade between the BOY and the MOY. Barnett 2<sup>nd</sup> grade is an area of concern.
    - 4<sup>th</sup> grade Writing is a concern and priority.
    - Students groups to continue to focus on: Special Education, ESL, Economic Disadvantaged

### Secondary Reading, Writing, Science, Social Studies, and Math:

MOY (Middle of the year benchmark – released STAAR) - March 2020

6<sup>th</sup> Grade – 8<sup>th</sup> Grade

- 6th Grade Math was 8 points higher on the MOY assessment this year as compared to last year.
- 6<sup>th</sup> grade Math showed very little growth at the time of MOY. This is an area of concern and well under the target.
- 7th Grade Math was 18 points higher on the MOY assessment this year as compared to last year. 7th grade math MOY scores were higher on all performance levels than they were on last year's STAAR!
- 7<sup>th</sup> grade Math growth score was 62 which is what it was at STAAR time the previous year. This is under the target score.
- 7<sup>th</sup> grade Writing is a concern and priority.

- 8th Grade Math was 14 points higher this year on the MOY assessment as compared to the previous year.
- 8<sup>th</sup> grade Math growth score was 62 which is what it was at STAAR time the previous year. This is under the target score.
- 6th Grade Reading was 2 points higher on the MOY assessment this year as compared to last year.
- 6<sup>th</sup> grade Reading showed very little growth at the time of MOY. This is an area of concern and well under the target.
- 8th Grade Reading was 6 points higher on the MOY assessment this year as compared to last year.
- 8<sup>th</sup> grade Reading growth score is 2 points higher than it was at STAAR the previous year. This is still under the target.
- 8<sup>th</sup> grade Algebra showed very little growth at the time of MOY. This is an area of concern.

## High School

- High School Algebra scored higher on the MOY assessment than they did on the actual EOC assessment the previous year. The Algebra MOY this year was 14 points higher than the MOY the previous year.
- High School Algebra and English 2 showed very little growth at the time of MOY. This is an area of concern.
- High School ELA 1 scored higher on the MOY assessment than they did on the actual EOC assessment the previous year. The ELA 1 MOY this year was 27 points higher than the MOY the previous year.
- The ELA 2 MOY this year was 29 points higher than the MOY the previous year.
- High School Biology had 83% of students passing the MOY in March which is the same percentage of students that passed the Biology EOC the previous year in May.
- At MOY, 89% of students were at AGL, 64% were at Meets, and 27% were at Masters in US History.
- Students groups to continue to focus on: Special Education, ESL, Economic Disadvantaged

## Student Groups

### Special Education

- 544 students district wide (up from 492 the previous year)
- Special Education continues to be an area of academic focus

### ESL

- 213 total students in 19-20 (up from 199 the previous year)
- ESL made improvements this school year in Math but continues to be an area of focus in Reading

### Dyslexia

- 165 students
- Students are being dismissed for direct services by the end of 5<sup>th</sup> grade

### SOAR

- 24 total tuition, daycare students
- 25 special education students

### Current breakdown of GT students:

- **Elementary – 47**

- **Junior High – 59**
- **High School – 87**
- **89% of high school GT students were in either Pre-AP or AP courses for the 2019-2020 school year.**
- **95% of junior school students were in Pre-AP courses for the 2019-2020 school year.**

#### **CCMR - 2020 grads**

- 158 seniors earned an industry based certification.
- 53 seniors met criteria on the SAT exam
- CHS – 18 seniors enrolled, 13 earned Associate’s degree
- 231 students enrolled in Dual Credit courses
- 13 seniors graduating with intent to enlist in the military
- 248 students recently took an AP exam totaling 474 exams
- 40 seniors met the CCMR criteria on the AP exam
- 490 students were enrolled in an AP course
- Still waiting on SAT and ACT results

#### **Graduation Rate and Drop Out rate (data lags 1 year)**

- **4 year graduation rate went down from the previous year for 2019 graduates – from 93.8 in 2018 to 91.5 in 2019**
  - **Individual student groups are all below the 90% target with the exception of Hispanics – Special Education student graduation rates are very low**
  - **5 year graduation rate increased from 93.3 to 95.5 in 2019**
  - **Drop out rate decreased from 1.8% to 1.1% in 2019**

#### **Indian Success Academy**

- **Total enrollment - 79**
- **34 graduates**

# District Culture and Climate

## District 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**

### School Culture

Santa Fe ISD strives to create a culture of learning throughout the district.

Professional Learning:

Campuses are in various stages of the development of Professional Learning Communities. The campuses and district leadership collaboratively work toward the development of highly effective professional learning communities.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- All campuses have participated in professional growth opportunities through Learning Forward.
- All campuses utilize time built into the day 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 (after-school and before-school tutorials, advisory, etc.).

### 2019-2020 Professional Learning

- Focus on Strengthening of Literacy in ALL ELA Classrooms
  - Elementary Campuses- Mini Lesson Refinement in Calkins
  - 6-8- Embedded Professional Learning in Calkins
  - 9-12- Region 4 Monthly Professional Learning in Literacy Workshop Model
- Based on Math Audit, Professional Learning in:
  - Grades K-12 Focus on Math Discourse Strategies with support from Region 4
  - 2020-2021 Evaluating Math Discourse in K-12 and Developing Small Group Instructional Practices
- 2019-2020 Introduction of the Senior Mentor Principal Program
  - Creation of research-based Principal Mentorship Model and Handbook
- 2020-2021 Senior Mentor Principal Program Strengthened to Support ALL systems for learning
  - One-on-One Principal Mentorship

- Principal group facilitation of professional learning
- Assistant Principal group facilitation
- Common goals and strategies with the Instructional Coaching Model

#### Instructional Coaching:

Each campus 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 cognitive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

#### **School Climate**

The district has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- A SEL curriculum was adopted and implemented in 2019-2020.
- Positive Behavior Support (Tribal Creed) at each campus: 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.
- PBIS was implemented in 2019-2020.
- The SFISD Police Department is a high functioning, well-trained police force and the officers are visible on the campuses on a daily basis with clear emergency plans.
- The SFISD Chief of Police provides training for all district employees in safety procedures.
- Threat assessment teams were created at each campus to 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.
- Wellness counselors were added to each campus in 2018-2019.
- Advisory groups at each campus provide feedback to campus administrators and to the superintendent.
- 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.

#### **Survey Results**

##### **Elementary Areas of Strength**

Overall, the elementary survey data is very positive. The highest rated areas include:

- Children feel like they belong
- Parents feel comfortable talking about their child's behavior
- The buildings are clean and maintained
- Parents feel like attendance is important
- Parents feel their children are valued by their teachers
- Parents feel teachers are available

## Elementary Areas for Improvement

Areas for concern:

- My child's school principal and admin staff make themselves available to me when I am unable to solve a problem with a teacher
- My child's school counseling staff is friendly and show willingness to help solve problems
- My child's school counseling staff make themselves available to me when I need assistance

## Secondary Strengths

- It is important to my student's education that they attend school everyday
- Good attendance is important to my child's success

## Secondary Areas for Improvement

- My child's school principal and admin staff make themselves available to me when I am unable to solve a problem with a teacher
- My child's school counseling staff is friendly and show willingness to help solve problems
- My child's school counseling staff make themselves available to me when I need assistance
- The school understands my child's social and emotional needs
- School rules are applied equally to all students

## PBIS, School Culture, Social Emotional Learning

- Initially in 2019-2020 school year, ALL SFISD campuses have a PBIS team comprised of administrative support, grade level support, and special programs support.
- District Sub-Committee for Long Range Planning developed after Initial FALL District LRP Committee and have hosted 4 meetings to develop a 3-year District Plan
  - 2020-2021 - All campuses will have campus goals to support programmatic development
  - All PBIS campus teams are established and will implement structures, procedures, and strategies to enhance student achievement (emotionally and academically)
  - **Social Emotional Learning**
    - 2019-2020- Launched the Social-Emotional Curriculum 7 Mindsets
      - Teacher resources were provided to deepen their learning and connect Social Emotional Learning to classroom culture
      - Monthly themes and lessons were planned and taught on each campus with campus counselor support to ALL students PK-12

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- Data will be collected on the impact of SEL and campus climate and culture
- Community and Parent Outreach will be incorporated to create an inclusive culture and community within the city of Santa Fe ISD and the SFISD district.
- **School Culture Data**
  - School Culture is a key lever in the Effective School Framework and incorporated in campus plans
  - School Culture Data Trends
- Overall Data Trends from School Culture Data
  - Elementary campuses all maintained positive climate results throughout the virtual learning environment (Parents, Students, and Employees)
  - Both secondary campuses increased in positive parent contact

## Discipline

- **Referrals \*19-20 referrals stopped in early March so numbers should be substantially lower**
  - **RJW:** 21 office referrals (37 in 18-19)
  - **Barnett:** 80 office referrals (113 in 18-19)
  - **Kubacak:** 47 office referrals
  - **JH:** 428 referrals (601 in 18-19)
  - **HS:** 463 referrals (438 in 18-19)
- **2019-2020 DAEP Assignments: 80 total (1 at Barnett, 28 at JH, 51 at HS)**
- **2019-2020 CAP Assignments: 4 total (all at HS)**
- **2019-2020 JJAEP: 2 total (one at JH and one at HS)**
- **ISS (In School Suspension): (17 RJW, 47 Kubacak, 75 Barnett, 385 JH, 346 HS)**
- **OSS (Out of School Suspension) (4 RJW, 0 Kubacak, 6 Barnett, 90 JH, 132 HS)**

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

(Data below is based on the 2017-2018 TAPR Report)

Total Staff: 609

### Professional Staff

- Teachers: 269
- Professional Support: 77
- Campus Administration (School Leadership): 16
- Central Administration: 7

Educational Aides: 57

Auxiliary Staff: 182

Total Minority Staff: 86

### Teachers by Ethnicity and Sex

- African American: 1
- Hispanic: 20
- White: 247
- Asian: 1
- Males: 48
- Females: 220

### Teachers by Highest Degree Held

- Bachelors: 218
- Masters: 49
- Doctorate: 1

### Years of Experience

- Beginning Teachers: 14
- 1-5 Years Experience: 80
- 6-10 Years Experience: 65
- 11-20 Years Experience: 82
- Over 20 Years Experience: 26

Number of Students per Teacher: 17

Average Years Experience of Teachers: 9.9 yrs.

Average Years Experience of Teachers with District: 6.7 yrs.

Average Years Experience of Principals: 5.8 yrs.

Average Years Experience of Principals with District: 4.3 yrs.

Average Years Experience of Assistant Principals: 6 yrs.

Average Years Experience of Assistant Principals with District: 4.3 yrs.

### **Turnover**

Turnover rate for teachers: 15%

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

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 part-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.

Santa Fe ISD hosts a job fair at the Cowan administration building each 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 for most classes. RLA curriculum and instruction documents are created from best practices provided by researchers at Ohio State University and Teacher's College at Columbia University. Pre-AP and AP classes work in conjunction with TEKS Resource Management System and College Board. 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, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides 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: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital 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. IC maps are being developed to help measure the impact of the work.

During the 2020-2021 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Balanced 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.

Math, Science, and History will continue to focus upon creating literate learners within their content. Texas Essential Skills and Knowledge (TEKS) 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.

The Instructional Coaching Model continues for the 2020-20221 school year, and teachers 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 were formed within the District to strengthen and reinforce our learning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work in order to develop common practices and procedures to support adult and student learning.

The Effective Schools Framework, based on the work of Paul Bambrick Santoyo, was introduced at the end of the 18-19 school year. This framework was revisited during the needs assessment and is the basis for all of our goals and strategies in the 2020-2021 school year.

# 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 2019-2020 by including campus activities to meet parent needs. 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
- Tribe University
- District and campus survey data utilized to continually improve
- Coffee talks by the counselors and instructional coaches available to parents
- Increased written communication to parents
- Parent/Teacher Organizations (PTO)
- Booster clubs
- SFISD Education Foundation
- Parent Advisory groups
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, Math and Reading Nights, College Night
- 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
- Promote community involvement by collaborating with parents and supporting Homecoming activities
- Actively support students with special needs by promoting Special Olympics through volunteer opportunities and fund raising

# District Context and Organization

## District Context and Organization Summary

Santa Fe ISD consists of five campuses.

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

## Administrative/Counseling Campus Organization

### Roy J. Wollam

- Principal, Michelle Pourchot
- Assistant Principal, Shannon Davidson
- Counselor, Lindsey Garcia

### Dan J. Kubacak

- Principal, Harold Payne
- Assistant Principal, Jamie Nichols
- Counselor, Teresa Fatheree

### William F. Barnett

- Principal, Destini Martin
- Assistant Principal, Casey Adoor
- Counselor, Laura Timmons

### Santa Fe Junior High

- Principal, Florence Adkins
- Assistant Principal, Gina Seyl
- Assistant Principal, Elizabeth Davis
- Assistant Principal, Kristen Lawrence
- Counselor, Katie Casey
- Counselor, Monica McCollum

### Santa Fe High School

- Principal, Rachel Harris
- Assistant Principal Karlee Custer
- Assistant Principal Dr. Cristianne Richardson
- Associate Principal Jordan Goldman
- Assistant Principal Peter Kinser

- Counselor, Chanel Foster
- Counselor, Rhonda Price
- Counselor, Tami Wilson
- Counselor, Elizabeth Yorlano

### **District 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, agriculture, and athletics
- 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 CTE programs of study
- Increased offerings in AP courses at the high school
- Collegiate High School Cohort
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR/Pre-K program is an innovative and effective way of meeting the educational needs of the districts PPCD students along with those of the children of district employees
- 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
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- All campuses provide Professional Learning Community (PLC) meeting, learning, and planning time for teachers. SFHS provides Late Start Wednesdays throughout the school year in order to build this time into the teachers' workday. SFJH has PLC time built into the school day. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Teaming

# 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.
  - In 2019-2020, The District refreshed student computers for kindergarten and first grade. These computers will give the younger students the ability to use devices like a tablet or a full laptop.
  - In 2016-2017, the District implemented a 1-1 ratio of devices to High School students in core curriculum classes. Devices were distributed to the JH and elementary levels. As time passes, these devices need to be refreshed. Technology is evolving rapidly, which means students' devices need to be replaced and upgraded on a continual cycle. The District uses campus pilot programs to evaluate new devices and software as it becomes available to purchase. As programs are developed and refined, successful technology experiences are shared with other campuses.
  - Staff computer refresh is being addressed with several options to standardize devices. The district offers a lease-purchase program that offers support and training to be used in the classroom as well as personal use. The devices offered in the lease program also interface with the district's touch screens.
- Cybersecurity is a top priority for Santa Fe ISD. We have implemented a plan to include a person that is in charge of reporting and identifying any security data breaches. This person is our District Technology Compliance member and gets daily reports to address these issues. If an issue arises she will notify the proper authorities and staff that is directly affected according to the guidelines address from TEA and SB802.
- 2019-20 The Technology staff is moving into a training position to work with staff and students to teach how to fully use the technology in the classroom. The department has secured a classroom at Kubacak and hired a former teacher to help meet these needs throughout the District. We have also created a "how-to" section on the web page and has invested in additional training from Canvas, Microsoft and Lightspeed along with other vendors to help meet these needs.
- The district continues to take advantage of cloud infrastructure. With Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with Internet access. With the move to Microsoft's, Intunes Cloud solution will now allow our student to log into the computers as themselves without the log delay of building profiles.
- 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.

## Technology Strengths

The addition of Lightspeed will now allow the district to address the internet filtering concerns. This system will archive all internet history and allow the District to address policy issues and help with building good Digital citizens. The teacher classroom management will final give teachers the control they need to control the student computers. From locking the computer screens to opening up or closing websites depending on classroom instruction needs. With this control, they will also have the ability to go back and see the archive of their student browsing history to verify that students are staying on task. Finally having the ability to meet the request of parents to have access to their child's search history is another tool to help parents feel connected. This is planned to be pushed out for the 2019-20 and will be a great tool for everyone in the District. The Lightspeed filter is a Cloud-based solution and filters any SFISD devices in or out of the Districts network. This opens up options for

moving to a true 1:1 program that could allow students to take home devices in the future.

- 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 the 2019-20 school year from 700Mbps to 1 GB to provide enough bandwidth to support over 6,000 computers that will give the end-user 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 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.
- 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 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.
- 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 and provides the teacher to move about the room and interact with the student.
- Interactive whiteboards and touch monitors provide the 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.
- The Technology staff is being retooled to provide classroom technology support and training on available technology devices and applications. Teachers will become more fluent and comfortable using the applications selected to meet instructional needs.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** Athletics utilizes funds in a fiscally responsible manner to optimize student educational and athletic experiences.

<p><b>Strategy 1:</b> The Athletic Department will train coaches to be responsible for their athletic budget, and will responsibly spend their operating budget without exceeding their limit.</p> <p><b>Strategy's Expected Result/Impact:</b> Athletic Department funds will be utilized in a responsible manner to increase the overall educational and athletic experience.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
	 15%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

**Performance Objective 2:** Curriculum and Instruction utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> C&amp;I will correctly utilize the budget guidelines and all expenditures will be in support of district and campus goals which are based on the district and campus needs assessment.</p> <p><b>Funding Sources:</b> - IMA, - Title III, - Title 4, - Title I, - ESL-Local, - Curr&amp;Inst, - CTE-Local, - Local, - Perkins-CTE, - Title II, - SCE</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Special Services will maximize Medicaid reimbursement by monitoring and implementing mandatory timelines for billing by Licensed Specialist in School Psychology, Personal Care Providers, Related Services, and Speech Pathologists.</p> <p><b>Strategy's Expected Result/Impact:</b> Minimize reduction of revenue related to the impact of reduced billing during COVID19.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator and Director of Special Services and Administrative Assistant.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** Finance utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> In order to utilize funds in a fiscally responsible manner to optimize student educational experiences, the Business Services department will review monthly budget to expenditure reports. Report accurate financial information to stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare budget amendments for all expenditures not originally approved in the general fund budget. Plan budget meetings with all budget managers. Update additional needs lists. Phase in program budgeting</p> <p><b>Staff Responsible for Monitoring:</b> Director of Finance, Directors, Budget Managers, Accountant</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Strategy 2:</b> To utilize funds in a fiscally responsible manner by reducing printing costs by shifting printing costs to electronic format. Monitor and review copy counts and copy progress each month and adjust accordingly. The reduction in print costs will allow more funds to be available to apply to other educational needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Less spent on copiers and papers reallocate funds to student services/remote learning</p> <p><b>Staff Responsible for Monitoring:</b> All district personnel, accountant, and Director of Finance</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Strategy 3:</b> To utilize funds in a fiscally responsible manner to optimize student educational experience, the Risk Management Coordinator will continue to manage the worker's comp accident review committee to help return employees back to their job duties as quickly as possible, and adjust safety protocols to avoid repeat injuries which will minimize costs to the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Return employees back to their job duties supporting student learning as quickly as possible. Reduce WC expense and return allocation to direct educational services</p> <p><b>Staff Responsible for Monitoring:</b> All administration, all staff, Risk Management Coordinator, Director of Finance, and all Directors.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Strategy 4:</b> To utilize funds in a fiscally responsible manner to optimize student educational experience, the Business Services department will stay current on all grant codes, reimbursements, training to maximize revenue for staffing and student services</p> <p><b>Strategy's Expected Result/Impact:</b> Stay in compliance with grant regulations. Have audit information readily available which will reduce data collection time and save money. Increase revenue with additional grants.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Finance, Accountant, Grant Coordinator</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
				

<p><b>Strategy 5:</b> To optimize funding for student educational experiences the Business Services department will review recordkeeping processes, increase monthly review of the general ledger, and increase Ad Hoc reporting and research. Review record keeping processes include implementing recommendations made from the tax office audit by transitioning refund and overage payments to the District accounts payable process, and bank reconciliation to the district accountant.</p> <p><b>Strategy's Expected Result/Impact:</b> Smooth transition from end of year to audit</p> <p><b>Staff Responsible for Monitoring:</b> Director of Finance, Accountant, Tax Assessor, bookkeepers, payroll , accounts payable and purchasing specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b> 	<b>Apr</b> 	<b>July</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

**Performance Objective 4:** Human Resources and Public Relations utilize funds in a fiscally responsible manner to optimize student educational experiences.

**Evaluation Data Sources:** None

**Summative Evaluation:** No progress made toward meeting Objective

<p><b>Strategy 1:</b> Develop and implement employee salaries that are comparative and aligned with market research.  <b>Strategy's Expected Result/Impact:</b> Salary schedules, compensation plans, TASB salary audit  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Human Resources, Director of HR, District Directors, Campus Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Establish effective and efficient systems and online procedures in the department.  <b>Strategy's Expected Result/Impact:</b> HR Administrative Regulations, Compilation and systems, desktop manual for HR specific jobs, cross-training of HR/PR office staff, Docu-Sign, HR staff email for hiring forms, Hiring Forms in public folder specific to job families, audit employee files for accountability, create an OnBoarding Orientation manual, Manage auxiliary files in HR Department  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Human Resources, Director of HR, HR Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> 1.) Utilize a new digital platform, Venngage, for newsletter communications.  <b>Strategy's Expected Result/Impact:</b> District flyers promoting events, proclamations, etc., Indian Spirit Employee Newsletter, Smoke Signals Community Newsletter, Promote SFTXEF events, sponsorship recognition, promote the SFTXEF  <b>Staff Responsible for Monitoring:</b> Director of PR, Executive Director of SFTXEF</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> The Public Relations Department will create opportunities for the public to learn more about the district.  <b>Strategy's Expected Result/Impact:</b> Create videos that promote campus and District activities and departments including utilizing Facebook Live, Advertise Print Shop services to staff and community through updating the Print Shop website, updating fee schedules and encouraging the Print Shop Specialist to visit campuses and community businesses on a rotating monthly basis to share what the Print Shop has to offer. Promote Superintendent Student/Employee/Parent Advisory Groups. Promote advertising in the District through website, Junior High and High School fence signage/game day advertising at Joe Raitano Stadium.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR, Communication Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 5:** Maintenance and Operations utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> To utilize funds in a fiscally responsible manner to optimize student educational experiences by create and execute a warehouse inventory program that accurately tracks receivables and outgoing supplies to all campuses which will control expenditures on duplicated products and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Usable product; less money in inventory due to accurate records.</p> <p><b>Staff Responsible for Monitoring:</b> Exec., Director of Maintenance, Facility Manager, Administrative Assistant</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To utilize funds in a fiscally responsible manner to optimize student educational experience by identifying end of life cycle for facilities, structures, furniture, and equipment to minimize down time and fail rates which impacts students and staff learning environment. this process includes updating capital improvement and replacement plans for the next 5 to 10 years.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain projects within budget, planning between general fund expenditures and capital expenditures which will maximize funding for the educational purposes.</p> <p><b>Staff Responsible for Monitoring:</b> Exec., Director of Maintenance, Facility Manager, Maintenance staff, custodial, campus personnel.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 6:** Nutrition Services utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> To utilizes Nutrition Services funds in a fiscally responsible manner to optimize student educational experience by replacing the 20 year old High School serving line which now provides more healthy options for students and staff meals. The serving line allows the HS to transition to the the TDA program.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of project transition to TDA program. Training of staff and students on meal portion and servings will continue all year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services, HS Cafeteria manager, and HS Nutrition services staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 7:** The police department utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> The police department utilizes LEOSE funds received from the Texas Comptroller's Office, to offset law enforcement specific professional development training. District budgeted training funds, do not sufficiently cover legislatively mandated but unfunded training classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Police Department personnel will be in training compliance with state requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Braun</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Police department will rely on funds generated through high school student parking permit sales to supplement operating budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Police department will have necessary funding to accomplish its mission</p> <p><b>Staff Responsible for Monitoring:</b> Chief Braun</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 8:** The technology department utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> To utilize funds in a fiscally responsible manner to optimize student educational experiences by maximizing general funds budget by using eRate, and grants to supply technology instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain projects within budget.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To utilize funds in a fiscally responsible manner to optimize student educational experiences by implementing a print and copy count program to reduce printing which includes monitoring district copy counts.</p> <p><b>Strategy's Expected Result/Impact:</b> Less expenditures in copying/printing</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 9:** The transportation department utilizes funds in a fiscally responsible manner to optimize student educational experiences.

<p><b>Strategy 1:</b> To utilizes funds in a fiscally responsible manner to optimize student educational experiences by analyzing purchases that maximize student and staff safety. In 2019 TCEQ awarded SFISD a grant to purchase 19 buses. The grant allows us to replace older buses which are becoming costly to maintain with newer standardized buses streamlining repairs. The newer buses also come equipped with seat belts and other safety features to protect students during transport.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer buses, reduced maintenance costs, replacement of capital projects on a rotation bases</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To utilizes funds in a fiscally responsible manner to optimize student educational experiences by monitoring the transportation budget monthly, and reduce substitute costs for the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> monitor expenditures monthly</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To utilize funds in a fiscally responsible manner to optimize student educational experiences by utilizing Armor software to diagnose REI interior bus camera problems. Positive student management uses the REI interior camera system as a tool for student safety. Armor is able to diagnose camera issues quickly.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student management, facilitate training with bus drivers and monitors, increase safe and security of the students</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> To utilizes funds in a fiscally responsible manner to optimize student educational experiences by focusing on safety and accident free travels which will support student and staff safety and minimizing driving accidents which are very costly .</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff safety number 1 priority. Reduce/eliminate accidents. Reduce the cost of auto insurance, and lose of capital assets</p> <p><b>Staff Responsible for Monitoring:</b> Director, Assistant Director, Drivers, Routing Coordinator, Monitors, and Dispatchers.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b> 	<b>Apr</b> 	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 1:** The Athletic Department will utilize school funds to purchase items that directly influence and enhance the student athlete's educational and athletic experience.

<p><b>Strategy 1:</b> The Athletic Department will review purchases and make sure the coaches are making reasonable purchases that will enhance the student athlete's athletic and educational learning experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Athletic coaches will purchase equipment and goods that will influence the student athlete athletic experience.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> The Athletic staff will receive continual training on purchasing procedures throughout the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All head coaches will use training procedures learned when purchasing equipment for the school year.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 2:** Curriculum and Instruction raises awareness of how funds are maximized to enhance student learning.

<b>Strategy 1:</b> C&I will involve stakeholders at both the district as well as the campus level to determine the best use of funds in support of identified needs.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 2:</b> C&I will involve stakeholders at both the district as well as the campus level to evaluate the impact of the funds being spent in support of identified needs..	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 3:** Finance raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> To raise awareness of how funds are maximized to enhance student learning by reviewing and auditing accounting/bookkeeper processes monthly for inaccuracies and errors. Elimination of errors will allow funds to be allocated to direct needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review for amount of waste or expenses that could have been prevented.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations, Dir. of Finance, Accountant, bookkeepers, Business Services staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To raise awareness of how funds are maximized to enhance student learning by publishing presentations on website. Create "Did you know" videos explaining some of the important facts or issues of school finance.</p> <p><b>Strategy's Expected Result/Impact:</b> New information published to website regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations, Dir. of Finance, Accountant, Admin Assistant</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To raise awareness of how funds are maximized to enhance student learning by submitting timely and accurate Board reports. Communicate accomplishments weekly and new year department strategies that support District goals by May 15th of each year.</p> <p><b>Strategy's Expected Result/Impact:</b> accurate information to make informed decisions</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations, Director of Finance, Accountant, bookkeepers, business services staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 4:** Human Resources and Public Relations raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> Monitor campus and departments to ensure that staff is allocated and utilized to meet the needs of the students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staffing meetings are held periodically throughout the school year to meet student requests and student needs. Hire long-term substitute on each campus to help meet the need of unfilled positions throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, HR Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Facilitate employee retention by creating lasting relationships through innovative, welcoming and positive new hire onboarding process.</p> <p><b>Strategy's Expected Result/Impact:</b> Onboarding allows the district to convey our organizational values, organizational culture, and provide the tools for the employee to successfully transition into his/her position. * Onboarding continues through communication with the employee and feedback that are all keys to employee longevity and loyalty.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, HR Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Promote SFTXEF "Grants for Great Ideas," "Classroom Wish List," and GivingTree programs to fund innovative ideas and needs for the classroom and district wide programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of these programs measured by increased number of applicants and funding of classroom and district wide programs.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. of PR, Director of PR, Executive Director of SFTXEF</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 5:** Maintenance and Operations raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> To raise awareness of how funds are maximized to enhance student learning, Maintenance and Operations will be overseeing the construction of a new high school addition including art labs, dance studio, and other renovations as the budget allows in a time frame of 11 months while maintaining a positive learning environment in the high school through the completion of the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful completion of the project.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To raise awareness of how funds are maximized to enhance student learning by submitting timely and accurate Board reports. Communicate accomplishments weekly and new year department strategies that support District goals by May 15th of each year.</p> <p><b>Strategy's Expected Result/Impact:</b> Communicate status of projects</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director and Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To raise awareness of how funds are maximized to enhance student learning by updating monthly reports to reflect project status and keep the community informed of upcoming capital needs and the impact on students.</p> <p><b>Strategy's Expected Result/Impact:</b> Website updates, Board workshops</p> <p><b>Staff Responsible for Monitoring:</b> Exec Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 6:** Nutrition Services raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> Nutrition Services will raise awareness of how funds are maximized to enhance student learning by communicating via website, facebook, school messenger activities that impact students and student learning. Meal program changes at the HS and COVID 19 procedures will continue to be communicated to parents/students. Changes at the HS and COVID-19 additional costs are reflected in the monthly Board reports and financial statements.</p> <p><b>Strategy's Expected Result/Impact:</b> Nutrition services will maintain a healthy fund balance to avoid requiring the district general fund to maintain Nutrition Services.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To raise awareness of how funds are maximized to enhance student learning by submitting timely and accurate Board reports. Communicate accomplishments weekly and new year department strategies that support District goals by May 15th of each year.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate information to make informed decisions</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 7:** The police department raises awareness of how funds are maximized to enhance student learning.

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 8:** The technology department raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> Technology Department will continue to listen to campus and district needs, communicate with C &amp; I, and utilize research to make the most educated decisions of meaningful/cost effective technology that will enhance student learning experiences</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce waste in budget, reduce purchasing of equipment that is not widely used throughout the district</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** SFISD raises awareness of how funds are maximized to enhance student learning.

**Performance Objective 9:** The transportation department raises awareness of how funds are maximized to enhance student learning.

<p><b>Strategy 1:</b> To raise awareness of how funds are maximized to enhance student learning by submitting timely and accurate Board reports. Communicate accomplishments weekly and new year department strategies that support District goals by May 15th of each year.</p> <p><b>Strategy's Expected Result/Impact:</b> accurate information to make informed decisions</p> <p><b>Staff Responsible for Monitoring:</b> Director of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 1:** The Athletic Department will establish effective lines of communication with all stakeholders through social media and the district athletic websites.

<p><b>Strategy 1:</b> The Athletic Department will train staff members on the operation and guidelines for updating the website with relevant and current information.</p> <p><b>Strategy's Expected Result/Impact:</b> The Athletic and team websites will be updated regularly by each head coach.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 2:** Curriculum and Instruction provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> Special Services Information will be available on the Santa Fe ISD web page. The information will include the referral process(Child Find), links to Special Education Resources from the Texas Education Agency, as well as links to information related to 504, and Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> The community will be informed of the services provided by Special Services and how to request those services.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator and Director of Special Services and Service Providers from each area.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Gifted &amp; Talented - Information regarding the Gifted &amp; Talented services in the district will be available on the SFISD web page. This information will include, but is not limited to, screening/testing dates, links for parents, the district GT Handbook, and the Texas State Plan for the Education of Gifted/Talented Students.</p> <p><b>Strategy's Expected Result/Impact:</b> The community will be informed of the services provided the district's Gifted/Talented students.</p> <p><b>Staff Responsible for Monitoring:</b> Rigor &amp; Relevance Instructional Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> SEL/PBIS - Information regarding the Positive Behavior Interventions and Supports/Social Emotional Learning services in the district will be provided on the SFISD website, district social media accounts, and marquee signs outside each campus. Information will also be sent out via district email and messenger applications such as Class Dojo. This information will include definitions utilized for the program, campus expectations, positive reinforcements given to students, and celebrations based on meeting campus rules and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> The community will be informed of the techniques utilized in building positive and predictable environments at all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> SEL/PBIS Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> Career and Technical Education (CTE) - The CTE department will collaborate in recreating the CTE website to ensure that it is user friendly, useful to the students/parents/community members, informs about the most recent CTE updates, and provides important information about our students.</p> <p><b>Strategy's Expected Result/Impact:</b> All SFISD stakeholders will become more aware of the CTE Programs of Study, CTSOs available for students, and the importance of the CTE programs.</p> <p><b>Staff Responsible for Monitoring:</b> Ryan Kopp</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 5:</b> CTE (2) - The CTE Advisory Committee will meet twice per year to complete a needs assessment, determine next steps for the CTE department, and guide the DTE department to continuing to improve their programs. This committee will be made up of CTE teachers, administrators, counselors, parents, and business/industry partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, teachers, community members, and educational partners will all have input as to which direction the district moves forward in the area of CTE.</p> <p><b>Staff Responsible for Monitoring:</b> Ryan Kopp, SFHS Admin Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

<p><b>Strategy 6:</b> Advanced Academics - The district will utilize both the Message Center in Skyward and the mass call system through School Messenger to communicate important information on a more frequent basis to Pre-AP &amp; AP students/parents. AP teachers will also provide clear communication to parents regarding their course and the AP assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more aware of the AP programs that are offered, understand the rigors of the AP courses, and the components of AP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> SFHS Admin Team, SFHS Counseling Team, Ryan Kopp</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 7:</b> Advanced Academics (2) - An Advanced Academic Committee will be formed. This committee will seek input from all stakeholders to ensure that our current systems for Dual Credit, Collegiate High School, and AP are best preparing our students for success and earning the maximum number of CCMR points.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, students, teachers, community members, and educational partners will all have input as to which direction the district moves forward in the area of advanced academics.</p> <p><b>Staff Responsible for Monitoring:</b> Ryan Kopp, SFHS Admin Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 8:</b> Attendance -Attendance and Truancy Prevention-Monitor attendance daily. Campuses call chronic absentees daily. Attendance Administrator checks in with each campus weekly to address chronic absentees.</p> <p><b>Strategy's Expected Result/Impact:</b> The District ADA will increase to 96% for the 2020-2021 school year. The goal is to keep students on Tier 1. When students are on Tier 2, use of Intervention Plans will decrease absences. The goal for Tier 3 is to help students be successful with interventions to avoid Truancy and increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Administrator;Campus Principals;Campus AP assigned to attendance; Teachers, Counselors and the District Attendance Success Team.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 9:</b> English as a Second Language (ESL) administrators will provide effective modes of communication internally and externally by involving all stakeholders in decision making processes and by explaining the why behind decisions. Decisions will be based on data and research.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs, LPAC Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 10:</b> Parent Family Engagement (PFE) committees will provide effective modes of communication internally and externally by involving all stakeholders in decision making processes and by explaining the why behind decisions. Decisions will be based on data and research. PFE committees will be held at both the district as well as at the campus level. Parents and community members will be part of these committees.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Coordinator Director of Federal and State Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 11:</b> The C&amp;I team will provide effective modes of communication internally and externally by involving all stakeholders in decision making processes and by explaining the why behind decisions. Decisions will be based on data and research. Communication will be distributed using video, newsletters, websites, parent communication, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 3:** Finance provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by providing guidance on details needed to help stakeholders make informed decisions. Create videos to use in public hearings and workshops to offer more flexibility and more decisions during the presentation.</p> <p><b>Strategy's Expected Result/Impact:</b> New and informative information posted to the business services website.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations and Dir. of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 4:** Human Resources and Public Relations provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> Utilize the website app to promote school events and keep parents and the community updated on district wide communications. Expand School Messenger to include all substitutes to ensure communications are shared with all employees. Utilize the SMS Text Feature to keep all stakeholders informed and direct them to future communications on the website, website app, Facebook, Twitter, Instagram and Family Access.</p> <p><b>Strategy's Expected Result/Impact:</b> School Messenger reports, and Facebook, Twitter and Instagram followers measure an increase in stakeholder engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, HR Substitute Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Utilize School Messenger System, Skyward Family Access, text messaging, Safety Matters newsletter, Smoke Signals, district Facebook, Twitter, SFTXEF website and social media accounts, and district website in order to provide increased opportunities for communication to parents and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> School Messenger reports, and Facebook, Twitter and Instagram followers measure an increase in stakeholder engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Provide two way communication, both internally and externally, by providing a "Contact Us" button to allow our stakeholders to ask questions regarding district procedures, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide responses to stakeholders within a 24-48 hour time period with responses posted on the FAQ page of the website or logging contact with individuals and providing a response that are not intended for the FAQ page but require attention.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR, Communication Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 5:** Maintenance and Operations provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by improving communications with campuses, staff, administration, and the school board members about projects. These updates will include schedules, progress reports, completion timeframes, troubleshooting that impacts daily or regular activities. Focus on staff and student environment to minimize disruptions to the education process.</p> <p><b>Strategy's Expected Result/Impact:</b> Status update information to all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Maintenance and Operations provides effective modes of communication to disseminate information and obtain feedback both internally and externally by keeping updated information on our website.</p> <p><b>Strategy's Expected Result/Impact:</b> Status updated information to all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Exec and Asst Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 6:** Nutrition Services provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by communicating to parents and students lunch balance using Primero Software. Expand training on primo software. Create videos to demonstrate how to use the software and leave feedback on menu items.</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage the use of School Cafe to manage lunch payments.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by communicating to parents and students when school meal benefits will end after the first 30 days of school. Continue to remind and encourage parents/students to submit free and reduced applications online or in person.</p> <p><b>Strategy's Expected Result/Impact:</b> New informative information posted to website.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by communicating to parents and students any menu changes or menu promotions being offered. Facebook, webpage, twitter and school messenger will be used to communicate information to stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> New information to be posted online and in cafe.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by communicating nutrition education to all parents and students by offering links and digital content through the Nutrition Services website. Continue building ingredient and recipe database in Primero with the goal of sharing nutrition information on the School Cafe app with all households.</p> <p><b>Strategy's Expected Result/Impact:</b> New informative information posted onto the Nutrition Services website.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 7:** The police department provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<b>Strategy 1:</b> Police Department will regularly update the departments website to assure the dissemination of timely and factual information. <b>Strategy's Expected Result/Impact:</b> Availability of timely and accurate information for district stakeholders <b>Staff Responsible for Monitoring:</b> Jennifer Smith	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 2:</b> Police Department will maintain and monitor Police department Facebook page <b>Strategy's Expected Result/Impact:</b> District stakeholders and the general public will have an additional avenue to contact and share information with the police department staff. <b>Staff Responsible for Monitoring:</b> Jennifer Smith	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 3:</b> "Tribal Tips" Anonymous Tip Program <b>Strategy's Expected Result/Impact:</b> Allows for an anonymous platform for students, staff, and visitors, to anonymously report safety and security concerns to the police department without the fear of retaliation or repercussions. <b>Staff Responsible for Monitoring:</b> Sgt. Espinoza	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 8:** The technology department provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> Run weekly reports of Eduphoria help desk cases and present findings in clear, concise manner for all stakeholders, regardless of familiarity with the Help Desk System.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Quarterly surveys distributed to district and community, specific to operational technology and instructional technology - data from surveys will be used to modify/refine long range plans.  <b>Strategy's Expected Result/Impact:</b> More transparency of Technology Department and clear communication amongst schools, departments, and community.  <b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** SFISD provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

**Performance Objective 9:** The transportation department provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

<p><b>Strategy 1:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by reducing overall suspensions and write-ups by training drivers with more effective behavior management techniques in an effort to be proactive. Also, decreasing the time between write-up and parent contact and application of consequences. Tools used: Data tracking (number of suspensions, write-ups, and camera systems). Arrange guests to address student management, respect, tolerance and bullying as appropriate and available.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased write-ups and suspensions allowing more students to ride the bus and increase attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by communicating with staff and parents any changes that impact daily transportation using Skyward and Transfinder communication tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of communications to stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To provide effective modes of communication to disseminate information and obtain feedback both internally and externally by creating a trackable solution to ensure follow up with feedback from parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> increase communication to parents</p> <p><b>Staff Responsible for Monitoring:</b> Dir and Asst. Dir of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 1:** The Athletic Department will provide and establish high expectations with an emphasis on sportsmanship to all student athletes.

<p><b>Strategy 1:</b> The Athletic Department will utilize character development lessons on a regular basis to enhance and increase good sportsmanship practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Athletes will conduct themselves in a manner that represents good sportsmanship.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
	 15%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 2:** Curriculum and Instruction ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> SEL/PBIS -SFISD will utilize PBIS and SEL to build positive relationships among all stakeholders and teach socially appropriate skills and strategies in a positive and supportive environment in order to educate the whole student so that they will be successful in their life's endeavors. Positive Behavior Supports and Interventions will be utilized on each campus in order to create expectations for students to achieve. These expectations include various character building qualities that will be taught and celebrated by their respective campus in order to reinforce desired behaviors for success. Staff will consistently use the language of those expectations to ensure campus wide clarity for students and positively reinforce these expectations to increase buy in from students. Using the 5 SEL qualities presented by CASEL (Collaborative for Academic Social Emotional Learning) of Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making, SFISD will work to educate students on the importance of and the use of these competencies to enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be collected in the areas of discipline, campus culture, and academic success in order to determine needs for each campus's PBIS/SEL goals and strategies. Teams of teachers and administrators will meet monthly in order to review this data and make necessary revisions/additions to the campus plan and consider needs that may help improve campus culture and whole student success.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS/SEL Coordinator, PBIS/SEL Campus Teams</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Attendance -Attendance &amp; Truancy Prevention: Prepare students for success by increasing motivation and taking responsibility for their own attendance at school daily. Campus Success Coaches and the District Success team will work to provide appropriate interventions for chronic absentees.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be collected on intervention strategies. Students on Tiers 2 and 3 will be monitored for intervention effectiveness. Special Education will convene ARD meetings for students with increased absences.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Administrator; Campus attendance Success Coaches,; AP for Attendance, Counselors, Special Education and the members of the District Success Team.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Discipline - All SFISD campuses will work to encourage best practices within PBIS and SEL. They will also assist campuses in tracking their disciplinary data, finding areas of weakness, and creating plans to improve in these areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Santa Fe ISD will see a 5% decrease in office referrals, suspensions, and alternative placements when each month is compared to the 2019-2020 school year (where applicable due to COVID).</p> <p><b>Staff Responsible for Monitoring:</b> Ward, Yorlano, Kopp</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> Special Services will provide a District Behavior Coach to support general education and special education staff with developing systematic behavior plans for at risk or identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Santa Fe ISD will see a 5% decrease in office referrals, suspensions, and alternative placements when each month is compared to the 2019-2020 school year (where applicable due to COVID).</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator and Director of Special Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 3:** Finance ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> To ensure a positive culture of high expectations for all the Business Services staff, by creating a Business Continuity Plan for the team to be able to be deployed in case of emergencies to maintain normal activities and test.</p> <p><b>Strategy's Expected Result/Impact:</b> All employees to have the equipment and ability to conduct a meeting outside the office.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations and Dir. of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To ensure a positive culture of high expectations for all the Business Services staff, creating, managing and updating all current bids and train bookkeepers and budget mangers in the correct procurement process.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget managers purchases follow the purchasing guidelines and the District will be in compliance with the Texas Education Code when purchasing.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations, Dir. of Finance and purchasing specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 4:** Human Resources and Public Relations ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> Provide SafeSchools training for employees that enhances mandated federal and state requirements.  <b>Strategy's Expected Result/Impact:</b> Maintain all documentation that an employee has complied with this requirement.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Promote Proclamations that highlight programs and departments within the district including Health and Safety Campaigns  <b>Strategy's Expected Result/Impact:</b> Proclamations and Campaigns shared on district website, email district and campus marquees and social media outlets.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> The District in coordination with the PR Department will recognize accomplishments of outstanding teachers and students.  <b>Strategy's Expected Result/Impact:</b> Recognize outstanding students and employees through attendance incentives and attendance award receptions, employee of the month, service awards, newspaper releases, marquees, website, Region IV teacher of the year, district first year teacher of the year, support employee of the year, substitute of the year, website, Facebook, Smoke Signals, District videos and award ceremonies.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 5:** Maintenance and Operations ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> To ensure a positive culture of high expectations for the maintenance staff, urgent work orders are reviewed by the director and immediately dispatched to solve the problem and the resolution is communicated to administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey and input from the administration of each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 6:** Nutrition Services ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> To ensure a positive culture of high expectations for all Nutrition Services staff and students, find or create more opportunities for new managers and assistant managers to improve their team building and interpersonal skills and monitor cafe guests to address respect, tolerance and student bullying as appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Build strong teams and interpersonal skills within the department.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To ensure a positive culture of high expectations for Nutrition Services staff by minimizing worker comp accidents by properly training all cafe staff on safe work practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Participate in the district Workers Comp Committee.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To ensure a positive culture of high expectations for Nutrition Services staff by adjusting meal pattern to fit USDA required meal pattern and create production records. Train staff on recognizing a reimbursable meal. Adjust a la carte items for sale to meet Smart Snack requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased meal participation</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 7:** The police department ensures a positive culture of high expectations for all students, staff, families, and the community.

<b>Strategy 1: D.A.R.E. Program</b> <b>Strategy's Expected Result/Impact:</b> Students will be exposed to information concerning making smart responsible choices, good decision making, anti-bullying strategies, and drug and alcohol abuse prevention. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 8:** The technology department ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> Goal setting within department with continuous improvement/refinement of goals and clear communication of expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparency of the technology department along with clear intent of collaboration among all parts of the district and community</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology and Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** SFISD ensures a positive culture of high expectations for all students, staff, families, and the community.

**Performance Objective 9:** The transportation department ensures a positive culture of high expectations for all students, staff, families, and the community.

<p><b>Strategy 1:</b> To ensure a positive culture of high expectations for all transportation staff by implementing, utilizing and training on Armor software which diagnose REI interior bus camera problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximum use of bus tools such as cameras</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> To ensure a positive culture of high expectations for mechanic staff by targeting time for repairs is the time allotted in the Chilton's Labor Guide. Complete in allotted time or less with written justification for repairs that exceed the allotted time. Increase efficiency of shop by acquiring machinery that will minimize some of the heavy lifting.</p> <p><b>Strategy's Expected Result/Impact:</b> Less time needed for repair tasks.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> To ensure a positive culture of high expectations for all transportation staff by continuing with Safe Schools training. Extend transportation related Safe Schools training to coaches in order to assure consistency of quality in driving standards. Address coaches at the beginning on the school year to bring all up to speed on safety procedures related to trip driving and CDL standards.</p> <p><b>Strategy's Expected Result/Impact:</b> High Safety Records</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> To ensure a positive culture of high expectations for all transportation staff by continuing cross training all staff so reliance on one employee does not hinder any ongoing work if they are unavailable. Continue to develop routing proficiency with dispatchers. Increase parent communication through Zonar app and efficiency through Wayfinder. Utilize Zonar app for student riders, and monitor delivery and pickup times. Monitor and communicate issues with campuses of arrival and departure times.</p> <p><b>Strategy's Expected Result/Impact:</b> On time arrivals and departures.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 1:** The Athletic Department will provide and suggest professional development to enhance the athletic experience for our student athletes.

<p><b>Strategy 1:</b> Coaches will attend and complete additional trainings that relate to improving the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> The athletic and educational environment increase and implement high standards of learning.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
<p><b>Strategy 2:</b> The Athletic Director will hold professional development sessions with all levels of Physical Education to ensure vertical alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> All levels of Physical Education will incorporate fine motor skills that translate to sports.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 2:** Curriculum and Instruction impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> CTE - 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 &amp; II EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> Kopp, SFHS administration, SFISD Special Services Department</p> <p><b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> The Curriculum and Instruction team will create and support professional learning systems to improve practice through collaborative culture of continuous improvement resulting in increased student achievement. Professional learning will be 100% aligned to both district as well as campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> The Special Services department will provide professional learning based on both teacher and student needs identified through current data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student progress on daily assignments and on the progress measure of STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator and Director of Special Services.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> Gifted and Talented - 100% of core teachers at the elementary and secondary level will complete their 30 hours of GT professional development (by January 1, 2021) and maintain their yearly 6-hour update.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have knowledge of strategies that are effective for Gifted/Talented students.</p> <p><b>Staff Responsible for Monitoring:</b> Rigor &amp; Relevance Instructional Coach, Teachers, Campus Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 5:</b> SEL/PBIS - All campus teachers will be given professional learning specific to their PBIS/SEL action plans for their campus. Because some campuses are further along in the process, these trainings will be personalized to the needs of each campus. Furthermore, individual or smaller group training may take place based on campus needs with PBIS/SEL system.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive information they need in order to best support the PBIS/SEL framework for their campus and meet the expectations set forth by their administrators.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS/SEL Coordinator, Teachers, Campus Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 6:</b> Advanced Academics - AP teachers will participate in an AP Teacher PLC. This PLC will focus on the professional learning of our AP teachers in regards to preparing their students to succeed in the course and on the AP exams. Teachers will be provided with resources, knowledge about AP testing, and curriculum guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students scoring a 3 or better on the AP assessment will increase by 10% in 2020-2021.</p> <p><b>Staff Responsible for Monitoring:</b> SFHS Admin Team, Ryan Kopp</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

<p><b>Strategy 7:</b> The ESL department will provide professional learning to a core leadership team. The learning will be disseminated to teachers within their learning communities.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs, LPAC Administrators</p> <p><b>Funding Sources:</b> - Title III</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 3:** Finance impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> Finance impacts student achievement positively through high standards of professional learning by participating in industry professional development from Region 4, TASA, TASBO, TASB and other educational entities that provide relevant information.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance and sharing of knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations and Dir. of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Finance impacts student achievement positively through high standards of professional learning by hosting annual bookkeeper training, creating "How To" videos for bookkeepers on best practices and guidelines, and updating the website on a regular basis with important dates and changes to procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> reduced errors, in compliance with Texas Education Code, less audit prep time</p> <p><b>Staff Responsible for Monitoring:</b> Asst Sup of Operations, Dir. of Finance, Accountant, Business Services staff, bookkeepers and secretaries</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 4:** Human Resources and Public Relations impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> Provide training for Mentors of first and second year teachers as well as professional development to fit the needs of first and second year teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> A professional learning community will be developed of 1st and 2nd year teachers including a book study. This group will meet once a month and will be facilitated by campus administrators and the district site supervisor.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, District Site Supervisor, Instructional Coaches, District Curriculum Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Provide additional training opportunities for substitutes recruitment during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of active substitutes and feedback from substitutes and substitute coordinators.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, Substitute Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Encourage staff to apply for grants for professional development and educational programs in the classroom that enhance rigor in curriculum and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators attending professional development workshops not funded by local budget funds.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of SFTXEF</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> The SFTXEF will publicize the grant application process through video and encourage teachers and staff to apply for grants that will enhance the student experience in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of teachers and staff applying for grant funded projects in the district.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of SFTXEF</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 5:** Maintenance and Operations impacts student achievement positively through high standards of professional learning.

<b>Strategy 1:</b> Maintenance and Operations impacts student achievement positively through high standards of professional learning by finding opportunities for professional learning both individually and for their department staff. <b>Strategy's Expected Result/Impact:</b> Successful completion of training. Daily operations, HVAC, and systems controls <b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 6:** Nutrition Services impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> Nutrition Services impacts student achievement positively through high standards of professional learning by ensuring all new cafe staff have CRASE training, Stop the Bleed training, and Galveston County Health Department Certification before they begin work.</p> <p><b>Strategy's Expected Result/Impact:</b> Attend all required trainings before start of employment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Nutrition Services impacts student achievement positively through high standards of professional learning by ensuring all staff has multiple opportunities to complete the USDA required annual training hours through online classes offered at Region IV, The Institute for Child Nutrition, School Nutrition Association and the Texas Association for School Nutrition.</p> <p><b>Strategy's Expected Result/Impact:</b> Requirements for annual trainings annually: Specialist - 6 hours, Managers - 10 hours, and Admin - 12 hours.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 7:** The police department impacts student achievement positively through high standards of professional learning.

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 8:** The technology department impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> Friday training dates within the Technology Department to continue to build capacity of department staff along with opportunities to attend professional learning opportunities that align with the department and district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher efficacy of staff and increased ability to troubleshoot issues as they arise.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** SFISD impacts student achievement positively through high standards of professional learning.

**Performance Objective 9:** The transportation department impacts student achievement positively through high standards of professional learning.

<p><b>Strategy 1:</b> The transportation department impacts student achievement positively through high standards of professional learning, encouraging all department personnel to attend TAPT certification classes when offered locally. Key personnel attending classes offered at various times when offered state-wide. All transportation staff train in love and logic for student management.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful completion of training.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> The transportation department impacts student achievement positively through high standards of professional learning, by requiring driver safety training once a month and during staff development days. Participate in PCAT training modules and implement changes recommended by the Accident Committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety measures in place for students and staff, reduced costs of insurance, reduced costs of expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Dir and Asst. Director of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 1:** The Athletic Department will support and enhance the academic environment through monitoring student athletes grades and discipline.

<p><b>Strategy 1:</b> Coaches will create and input grade and discipline checks will all student athletes.</p> <p><b>Strategy's Expected Result/Impact:</b> Student athletes will remain eligible and pass all grade checks and report card reporting periods.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
	 5%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 2:** Curriculum and Instruction provides processes for implementing a standards-aligned, guaranteed, and viable curriculum with assessments that support literacy development for all students.

**Evaluation Data Sources:** document check lists, SBA and UBA rubrics, lesson plans, Learning Walks, Campus Audits, and use of data in campus PLCs to achieve student growth

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop a repository of curriculum documents with Year-at-a-Glance (YAG), Week-at-a-Glance (WAG), Unit Planning Guides (UPG), and Instructional Planning Guides (IPG) for all subjects aligned to state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed documents to support student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinators, Instructional Coaches, Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Instructional resources and materials are aligned PreK-12 to support instructional implementation of curriculum and implemented with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Canvas courses, Learning Walks, Campus Audits</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinators Instructional Coaches Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Assessments are aligned to expected level or rigor to ensure student achievement in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall achievement of formative/summative assessments and data</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinators Instructional Coaches</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> Gifted and Talented - Teachers will encourage literacy and challenge students beyond their grade level through student participation in the Texas Performance Standards Project in grades K - 8.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop advanced-level products and/or performances, as required by the Texas State Plan for the Education of Gifted/Talented Students (4.3 and 4.3.1).</p> <p><b>Staff Responsible for Monitoring:</b> Rigor &amp; Relevance Instructional Coach, Teachers K - 8</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 5:</b> Special Services will provide training opportunities for staff through a trainer of trainer model to implement universally designed lessons that meet both accommodations and/or modifications as identified in a student's Individual Education Plan or the student's Individual Accommodation Plan with a focus on increasing literacy in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success on daily assignments, UBAS, SBAs, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> District Behavior Coach, Coordinator and Director of Special Services.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

<p><b>Strategy 6:</b> CTE - CTE teachers will collaborate with English and Algebra teachers to learn where their TEKS overlap. They will also work to incorporate reading and writing into their instruction as applicable. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> CTE students, including special education students enrolled in CTE programs, will increase 5% in overall Algebra EOC scores and 10% in their English I &amp; II EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 7:</b> Advanced Academics - AP teachers will incorporate writing/essays multiple times per week. Furthermore, AP teachers will actively monitor student progress and growth based on assessment formats that mirror the AP assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students earning a 3 or higher on their AP exams will increase by 10% from the 2019-2020 school year.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 8:</b> Increase ESL student academic success in the classroom by developing reading, writing, listening, and speaking skills using effective language objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance in the classroom, on STAAR, and on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 9:</b> Santa Fe ISD will increase the amount of students earning a point for College, Career, and Military Readiness by 5% overall and within all sub-populations (75% of all students, 75% ESL, 61% Special Education, 70% Economically disadvantaged, and 70% Hispanic).</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will significantly impact the accountability score for SFISD and the Santa Fe High School campus. Furthermore, it will help us prepare a greater number of students for college, career, and/or the military in their post secondary lives.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Federal and State Programs, Assistant Director of Federal and State Programs, high school administrators, SFISD Lead Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b> 	<b>Apr</b> 	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 3:** Finance provides strategies for literacy development for all students.

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 4:** Human Resources and Public Relations provides strategies for literacy development for all students.

<p><b>Strategy 1:</b> Continue to promote a two year mentoring program in conjunction with the Curriculum &amp; Instruction Department to assist new teachers in developing skills and strategies necessary for literacy development for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELA scores across the district</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR, District Site Supervisor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Communicate with hiring supervisors to ensure that new hires are experienced in Balanced Literacy and ESL certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of new hires with ESL certification.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for HR, Director of HR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Work with the Curriculum &amp; Instruction Department to communicate and publicize literacy resources for staff and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of literacy communications on the website and social media.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 5:** Maintenance and Operations provides strategies for literacy development for all students.

<p><b>Strategy 1:</b> Maintenance and Operations provides strategies for literacy development for all students by keeping all buildings cool, clean and well maintained for students and staff. Implementing COVID-19 cleaning protocol. Monitoring PPE allotment, and delivering PPE and cleaning supplies to all areas in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Clean and comfortable environment will encourage staff and students to attend in person</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 6:** Nutrition Services provides strategies for literacy development for all students.

<p><b>Strategy 1:</b> Nutrition Services provides strategies for literacy development for all students by encouraging participation in the Nutrition Services feeding program.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily participation of meals by each student at each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 7:** The police department provides strategies for literacy development for all students.

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 8:** The technology department provides strategies for literacy development for all students.

<b>Strategy 1:</b> Clear communication between C & I and Technology to maintain and obtain online curriculum or devices that will enhance student literacy <b>Strategy's Expected Result/Impact:</b> Highly effective technology that meets the needs of our students <b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** SFISD provides strategies for literacy development for all students.

**Performance Objective 9:** The transportation department provides strategies for literacy development for all students.

<p><b>Strategy 1:</b> The transportation department provides strategies for literacy development for all students by on time arrival and pickup of buses. Students arrive on time for breakfast at campuses and teachers and staff are able to participate in after school events and planning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> On time arrival and pick-up at campuses; Data received from Zonar to track arrivals and pick-up times.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 1:** The Athletic Department will develop a collaborative partnership with all stakeholders by holding parent meetings, home visits, and communicating regularly with parents, students, and other staff members.

<b>Strategy 1:</b> Coaches will regularly communicate with parents, staff, and students about athletics. <b>Strategy's Expected Result/Impact:</b> All stakeholders will be able to collaborate with athletic coaches on a regular basis. <b>Staff Responsible for Monitoring:</b> None	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
	 20%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

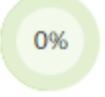
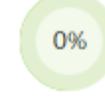
**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 2:** Curriculum and Instruction develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Parent and Family Engagement committees will meet to set annual goals to increase partnerships with students, staff, families and the community. PFE committees operate at both the district and the campus level and distribute survey data to determine areas of focus.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of PBIS, Director of Federal and State Programs Director of Special Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Special Services will implement new procedures to enhance communication between campuses and the department to identify all students identified as Homeless and all students involved with Child Protective Services, and in Foster Care.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing timely and adequate services and increased attendance as well as improved grades of the students impacted in the areas.</p> <p><b>Staff Responsible for Monitoring:</b> District Social Worker Campus Registrars, Counselors District Behavior Coach, Coordinator and Director of Special Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Special Services will continue to create partnerships and collaborate with community stakeholders to provide transition for work, college, and independent living of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> More students with disabilities graduating with college, career or independent living opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Transition Coach High School Teachers District Behavior Coach Coordinator and Director of Special Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 3:** Finance develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Work in partnerships with the Education Foundation, community businesses, current vendors, staff, students and families when procuring items, and informing all participants of purchasing guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Involvement with community outreach and the understanding of purchasing guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> CFO and Dir. of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Finance develops collaborative partnerships with staff by continuing the worker's comp accident committee to review work place accidents and suggest training, or resolutions to prevent future accidents</p> <p><b>Strategy's Expected Result/Impact:</b> Employees back at work as quickly as possible, reduced cost, collaborative environment to solve and evaluate very tough problems.</p> <p><b>Staff Responsible for Monitoring:</b> Dir of Finance, Rick management coordinator, Budget Managers, Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 4:** Human Resources and Public Relations develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Facilitate employee retention by creating lasting relationships with our employees in sharing the district's organizational values, organizational culture, and providing the tools for the employee to experience success in his/her position.  <b>Strategy's Expected Result/Impact:</b> Two-way communication with HR and the employee is key to employee longevity and loyalty.  <b>Staff Responsible for Monitoring:</b> Asst. Supt for HR, Director of HR, HR Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Coordinate with Business/Community Partnerships in cross promoting campus and district events.  <b>Strategy's Expected Result/Impact:</b> Increased participation and attendance at campus and district events.  <b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR, Executive Director of SFTXEF</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 5:** Maintenance and Operations develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Maintenance and Operations develops collaborative partnerships with staff, community partners, vendors, campuses administrators and outside organizations to maximize energy efficiency opportunities. This includes exterior and interior lighting, AC, heat, water, and natural gas. The end result is to minimize disruptions to the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> sharing of information and knowledge and coming up with the best idea</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 6:** Nutrition Services develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Nutrition Services develops collaborative partnerships with students, staff, families, and the community to increase free and reduced participation at the High School cafeteria by returning to the federal nutrition program.</p> <p><b>Strategy's Expected Result/Impact:</b> Results will be monitored and listed in the monthly Board reports. Increased meal participation</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Nutrition Services develops collaborative partnerships with students, staff, families, and the community to develop new protocols to move forward with the potential for a continuance of this outbreak or another pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Review response to COVID-19; Update HACCP book with standard operating procedures for COVID-19.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 3:</b> Nutrition Services develops collaborative partnerships with students, staff, families, and the community to reach out to families who participated in COVID-19 home delivery to see if they need to or will apply for free and reduced meals for 2020-2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Use reports from COVID-19 home delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 4:</b> Nutrition Services develops collaborative partnerships with students, staff, families, and the community and participate in TDA local products challenge and source Texas-grown products.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for students to learn about the importance of eating local; Post to social media about eating at local events.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nutrition Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 7:** The police department develops collaborative partnerships with students, staff, families, and the community.

<b>Strategy 1: Law Enforcement Explorer Post #150</b> <b>Strategy's Expected Result/Impact:</b> Establish and maintain positive relationships between police officers and students. <b>Staff Responsible for Monitoring:</b> Sgt. Rodney Welsh	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 2: Parents on Patrol Program</b> <b>Strategy's Expected Result/Impact:</b> Establish buy in from parents through active participation in campus safety and security initiatives. Relationship building between campus officers and parents. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 3: D.A.R.E.</b> <b>Strategy's Expected Result/Impact:</b> Establish positive relationships between campus police officers and students. Students are taught skills to improve interpersonal communications, anti bullying, and making responsible choices. DARE, which is a canned curriculum which cannot be deviated from, to be replaced in the 2020-2021 SY by a Santa Fe I.S.D. specific program which contains most of the DARE learning objectives, but also includes additional student training in Stop the Bleed, the I Love You Guys Foundation's Standard Response Protocol (SRP), and Texas State University's Civilian Response to Active Shooter Events (CRASE) course. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 4: Community Involvement: Alvin Community College Criminal Justice Advisory Board</b> <b>Strategy's Expected Result/Impact:</b> Chief Braun in 2009, along with several other area Chief's of Police and community members, was appointed to the Alvin Community Colleges Criminal Justice/ Law Enforcement Academy Advisory Board. This board is a legislatively mandated requirement on the college, with oversight by Texas Commission on Law Enforcement (TCOLE). Participation on the board gives Santa Fe ISD direct input into shaping the curriculum and training requirement for both area law enforcement academy cadets, and CJ degree seeking students. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 5: Santa Fe ISD Employee Safety &amp; Security Training</b> <b>Strategy's Expected Result/Impact:</b> The police department presents initial safety and security training for all full-time and part-time (substitute) District employees. Courses presented are the Santa Fe I.S.D. Emergency Response Procedures (SERT) course, Texas State University's Civilian Response to Active Shooter Events (CRASE) Course, and the American College of Surgeons "Stop the Bleed" Course. Returning employees receive the SERT refresher annually. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<b>Strategy 6: Santa Fe Safety &amp; Security Committee</b> <b>Strategy's Expected Result/Impact:</b> Santa Fe I.S.D. has assembled a Safety & Security Committee comprised of staff, parents and community members, in compliance with legislative requirements. This committee will assist the district with annual reviews of the Districts multi hazard emergency operations plan, as well as make recommendations to the S.F.IS.D. Board of Trustees on safety and security matters. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>

<b>Strategy 7: Community Outreach: Public Presentations</b> <b>Strategy's Expected Result/Impact:</b> The Santa Fe I.S.D. Police Department offers the CRASE course to parents and community members, as well as private schools upon request. In addition, department staff travel upon request to provide lessons learned from the May 18, 2018 Santa Fe High School tragedy to improve school safety not only in our community, but the state and nationally as well. <b>Staff Responsible for Monitoring:</b> Chief Braun	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 8:** The technology department develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> Learning opportunities for students, staff, families, and communities to better understand technology applications being used on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased buy in by students, staff, families, and communities. Greater understanding of long range plans and how they impact students, staff, families, and communities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Executive Director of Learning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** SFISD develops collaborative partnerships with students, staff, families, and the community.

**Performance Objective 9:** The transportation department develops collaborative partnerships with students, staff, families, and the community.

<p><b>Strategy 1:</b> The transportation department develops collaborative partnerships with students, staff, families, and the community by arranging guests to address student management, respect, tolerance and bullying as appropriate and available.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced conflict being resolved quickly and efficiently.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 1:** The Athletic Department will continue to increase the use of technology within the athletic environment to optimize the athletic learning experience.

<p><b>Strategy 1:</b> Athletics will increase their technology usage to enhance the learning and athletic progression.</p> <p><b>Strategy's Expected Result/Impact:</b> Through technology, student athletes will increase their athletic knowledge and participation.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

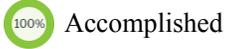
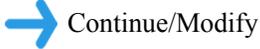
**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 2:** Curriculum and Instruction provides equitable access to technology for all students to increase engagement and learning.

<p><b>Strategy 1:</b> The Instructional Technology department will provide technology focused professional learning and support to teachers at the beginning of the school year, as well as throughout the year, based on teacher and student need.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<p><b>Strategy 2:</b> Special Services will continue to provide access to curriculum through available technology as identified in( Special Education) Individual Education Plans, and (504)Individual Accommodations Plans: such as, text to speech, speech to text, word processing, and digital books.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased access to curriculum and improved grades and performance.</p> <p><b>Staff Responsible for Monitoring:</b> District Behavior Coach Coordinator and Director of Special Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 3:** Finance develops provides equitable access to technology for all students to increase engagement and learning.

<p><b>Strategy 1:</b> Finance develops provides equitable access to technology for all students to increase engagement and learning by providing guidance on details needed to help stakeholders make informed decisions. Current information on technology services needs and capital assets.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate and current plan.</p> <p><b>Staff Responsible for Monitoring:</b> CFO and Dir. of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
   				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 4:** Human Resources and Public Relations provides equitable access to technology for all students to increase engagement and learning.

<p><b>Strategy 1:</b> Work with the Technology Department to communicate and publicize technology resources for students, staff and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of technology communications and resources on the website and social media.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for PR, Director of PR</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 5:** Maintenance and Operations provides equitable access to technology for all students to increase engagement and learning.

<p><b>Strategy 1:</b> Maintenance and Operations provides equitable access to technology for all students to increase engagement and learning by developing with the Director of Technology a comprehensive 5 to 10 year plan for technology refresh on network equipment, cameras, access controls, fire alarms, and PA systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategy will allow stakeholders to see the future needs of the district as it applies to technology.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. and Asst. Director of Maintenance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 6:** Nutrition Services provides equitable access to technology for all students to increase engagement and learning.

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 7:** The police department provides equitable access to technology for all students to increase engagement and learning.

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 8:** The technology department provides equitable access to technology for all students to increase engagement and learning.

<b>Strategy 1:</b> Develop a comprehensive 5 to 10 year plan for technology refresh on network equipment, cameras, access controls, fire alarms, and PA systems. <b>Strategy's Expected Result/Impact:</b> Accurate and current plan. <b>Staff Responsible for Monitoring:</b> Director of Technology	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** SFISD provides equitable access to technology for all students to increase engagement and learning.

**Performance Objective 9:** The transportation department provides equitable access to technology for all students to increase engagement and learning.