

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



## **Mission Statement**

Through a positive, supportive environment, SFHS will promote student achievement by developing a community of critical, creative thinkers. Students will graduate from SFHS prepared to learn in their chosen life paths and to become responsible, productive citizens.

## **Vision**

### **LEADERS**

**Live It! Earn It! Account for It! Define It! Enforce It! Recognize It! Support It!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

SFHS had an average enrollment of 1,443 in 2017-2018 which is down when compared to the previous year at 1,471.

The percentage of At-Risk and Economic Disadvantaged students has increased due to Hurricane Harvey at all campuses. The Economic Disadvantaged percentage increased from 24.32% at snapshot to 30.0% by the end of the year.

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

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

SFHS had an average enrollment of 1,443 in 2017-2018.

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

Economic Disadvantaged: 351 students (was 348 in 2016-2017)

At-Risk: 957 students (was 837 in 2016-2017)

ESL: 17 students (was 18 in 2016-2017)

Special Education: 140 students (was 137 in 2016-2017)

CTE: 1,082 students (was 954 in 2016-2017)

## **Student Achievement**

### **Student Achievement Summary**

SFHS received an overall score of 59 in the 2018 accountability system.

SFHS received a 72 for domain 1, a 63 for domain 2 part A, a 55 for domain 2 part B, and a 30 for domain 3.

On the English 1 EOC exam, substitute assessments were allowed this year. 82 students met the minimum score on the PSAT in 8th grade which counts as a passing result (at the Meets Grade Level) on the English 1 EOC exam. Including the substitute assessment results, the Approaches Grade Level percentage decreased by 3 points, the Meets Grade Level percentage decreased by 4 points, and the Masters Grade Level percentage decreased by 4 points as compared to 2016-2017 results. 52% of students met the Approaches Grade Level standard. An increase was seen in the LEP student group. The English 1 results are below the state average.

On the English 2 EOC exam, the Approaches Grade Level percentage remained the same as the previous year at 61%. The Meets Grade Level percentage increased by 1 point and the Masters Grade Level percentage increased by 3 points. 61% of students achieved the Approaches Grade Level standard. An increase were seen in the LEP student group. The English 2 results are below the state average.

On the Biology EOC exam, the Approaches Grade Level percentage decreased 6 points, the Meets Grade Level percentage decreased 7 points, and the Masters Grade Level percentage decreased 3 points. 78% of students met the Approaches Grade Level standard. The Biology results are below the state average.

On the US History EOC exam, the Approaches Grade Level percentage decreased 3 points, the Meets Grade Level percentage increased 1 point, and the Masters Grade Level percentage remained the same as the previous year at 25%. 89% of students met the Approaches Grade Level standard. The US History results are below the state average.

On the Algebra EOC exam, at the high school level, the Approaches Grade Level percentage decreased by 11 points, the Meets Grade Level percentage decreased by 6 points, and the Masters Grade Level percentage decreased by 1 point as compared to the previous year. 60% of students met the Approaches Grade Level standard. The Algebra results are below the state average.

### **Student Achievement Strengths**

#### **Advanced Academics**

Dual credit course completion increased at SFHS by 61 students in 2017-2018.

172 AP students took 272 AP exams and 33.7% of these students scored a 3 or higher on their exam.

## **CTE**

Participation in a CTE coherent sequence increased dramatically in 2017-2018.

### **2018 Accountability - College, Career, Military Readiness (*These results are based upon 2016-2017 Graduate Data*)**

- Out of 327 total 2017 graduates, 40% MET CCMR criteria
- 53 students MET dual enrollment credit
- 77 students MET Texas Success Initiative criteria in BOTH Reading and Math
- 29 students COMPLETED a CTE coherency sequence aligned with Industry Based Certifications
- 23 students MET criteria on AP Exams

## **Graduation Rate**

- 89.2% of students graduated within 4-years

## **Drop Out Rate**

- Only 1.2%

## School Culture and Climate

### School Culture and Climate Summary

Santa Fe High currently serves approximately 1,443 students in grades 9 through 12.

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

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

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Teachers participate in professional growth opportunities through Learning Forward.
- Team time is utilized to address both staff and student needs and for professional growth and peer collaboration.
- Campus provides academic intervention in a variety of ways to ensure student success.

### School Climate

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

- Positive Behavior Support: The consistent focus on positive behaviors lends consistency across campuses for student behavior. Administrators and counselors provide ongoing training for teachers and students in order to reinforce positive character traits.
- The SFISD Police Department is a high functioning, well-trained police force, and the officers are visible on the campuses on a daily basis.
- The SFISD Chief of Police provides training for all district employees on safety procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.

### School Culture and Climate Strengths

Identified strengths of the school culture and climate are:

- The continuing development of professional learning communities.
- High-quality, campus-embedded professional learning.



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

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

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

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

Total Staff: 113

#### **Professional Staff: 99**

- Teachers: 83
- Professional Support: 9
- Campus Administration: 6

Educational Aides: 14

Total Minority Staff: 10

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

- African American: 0
- Hispanic: 8
- White: 74
- Asian: 0
- Males: 31
- Females: 52

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

- Bachelors: 60
- Masters: 22
- Doctorate: 0

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

- Beginning Teachers: 11
- 1-5 Years Experience: 29

- 6-10 Years Experience: 17
- 11-20 Years Experience: 16
- Over 20 Years Experience: 9

Number of Students per Teacher: 17

Average Years Experience of Teachers: 8

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

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

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

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

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

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

SFISD curriculum and instruction documents are created from clustered TEKS strands within the TEKS Resource Management System. By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffold to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Instructional Focus Document (IFD)-provides overall focus upon learning occurring within instructional units; Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks; Weeks At a Glance (WAG)-provides a detailed view of what key TEKS/standards must be covered within the educational week; Pacing Guide- Calendar guide specific to informing educators of the pacing of lessons within the calendar school year. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

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

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

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

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

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

Math, science, and history will focus upon creating literate learners within their content. Texas Essential Skills and Knowledge (TEKS) Resource subject experts will come to Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success.

The Instructional Coaching Model will be implemented this school year, and teachers will have access to and support from subject specific instructional

coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

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

## **Parent and Community Engagement**

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

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

- Transition parent tours and additional scheduling conferencing
- Increased formats of communication between parents and teachers
- District Parent Involvement Committee
- Campus Parent Involvement Committees
- District and campus parental involvement survey utilized in the continuous improvement process

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

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

SFISD was rated Exemplary as a district in parental involvement activities. Elementary parent nights are heavily attended. Identified strengths of family and community involvement in Santa Fe ISD are as follows:

- Community support for the schools
- Booster Clubs
- SFISD Education Foundation
- Parent Advisory Groups
- Advanced Placement Focus Group
- Family & Community trainings (ELL, HB 5, Instructional Support [Special Education], College nights)
- On-line student registration
- Parents to College Night
- Parent Access through Skyward
- Parent conferences and open house activities to encourage collaboration between the school and family
- Campus surveys to identify areas of need
- Community-wide Candy Fest for younger students
- 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

## **School Context and Organization**

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

Santa Fe ISD consists of a single feeder pattern.

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

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

#### **Santa Fe High School**

- Principal, Rachel Blundell
- Associate Principal, Jenny Davenport
- Assistant Principal Karlee Custer
- Assistant Principal Dr. Cristianne Richardson
- Assistant Principal Peter Kinser
- Counselor, Melanie Featherly
- Counselor, Latricia Batiste
- Counselor, Samantha Weldon
- Counselor, Elizabeth Yorlano

#### **Indian Success Academy/DAEP Coordinator**

- Brad Hubbell, ALC Coordinator

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

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

- Administrative/counseling organization by campus
- Exceptional extracurricular opportunities for students in fine arts, agriculture, and athletics



- Indian Success Academy where students have the opportunity to make up credits and, at the same time, attend College of the Mainland to work toward a certification
- Participation in the CTE Academy at COM
- Increased offerings in AP courses at the high school
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- Instructional Coaching
- Collegiate High School
- 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

# Technology

## Technology Summary

- District technology has approached the final phase of a refresh in student computers. Additional student laptops were refreshed and added over the 2016-2017 school year. There are now over 5,700 student laptops in the district, including core classrooms, that are used in 21st century instruction and preparing students for post-secondary success.
- The refresh of all older staff laptop computers has been completed but will be a continuing task. The Texas Department of Criminal Justice program has been a key component in computer upgrades across the district, allowing for more funding to be applied toward classroom instruction.
- The district continues to take advantage of cloud infrastructure. With Microsoft Office 365 and cloud storage, students and staff have access to files and applications from any location with internet access.
- Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates.

## Technology Strengths

- Connectivity between campuses consists of dual, 10GB fiber connections which provides fast transfer of data between locations.
- Internet bandwidth has been increased to 700MB to provide enough bandwidth to support over 5,000 computers and high speed access to web content.
- Our Technology Staff is staffed with 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.
- 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. This provides students with the tools necessary to succeed with 21st century learning.
- Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however some computer labs still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus.
- Wireless video streaming adapters have proven to be an effective solution to streaming instructional content. The cost of adding the wireless adapters are less than 1/3 the cost of conventional wall plates.
- Interactive whiteboards and Hitachi Starboards provide interactive ability for teachers to engage students in instruction through the use of technology.
- Microsoft Office 365 provides flexibility to staff and students' file access and storage needs. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction.
- An Instructional Technology Coach was added to the district to provide classroom instructional support using available technology devices and applications. Teachers will become more fluent and comfortable using the applications selected to meet instructional needs.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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

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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

# Goals







## Goal 1: A fiscally responsible District

**Performance Objective 1:** Santa Fe High School will appropriately allocate and monitor all budgeted funds to accelerate learning for all students and eliminate the achievement gap.

**Evaluation Data Source(s) 1:** Weekly and monthly monitoring

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure teachers, sponsors, and department chairs submit professional development requests when planning the budget and align all requests with campus goals.	Teachers, Department Chairs, Administrators	Each department will submit professional development plans that will benefit all teachers in their subject area.				
2) Create a zero-based budget by having teachers, sponsors, and department chairs prioritize needs based on data as well as campus goals; provide a Fall budget update training to assist with current year spending, and provide a Spring Budget Workshop to assist campus personnel with developing requests for the 2019-2020 budget.	Principal and CFO	Budget planning document				


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

**Goal 2: Dedicated in supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community**

**Performance Objective 1:** SFHS will increase parent involvement by increasing effective teacher and parent communication by the end of the 2019 school year.

**Evaluation Data Source(s) 1:** Monthly monitoring

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will receive training on how to partner with parents during convocation. This will also be revisited throughout the year in faculty meetings and PLC time.	Principals; Leadership Team	Parent Survey will show an increase in the perception question stating "I feel like the staff at SFHS listen to the suggestions I make concerning my child's education." This survey response should show an increase from a 3.30 to a 4.0.				
2) Teachers will fill out communication logs and be trained prior to school on how to enter parent communication into Eduphoria Aware. Logs and Eduphoria documentation will be monitored every nine weeks.	Principals; Leadership Team	Overall ratings on the district parent survey should show an increase from an average of 3.5 to a 4.0.				
3) SFHS will increase the number of parent meetings to inform parents of safety matters, accountability, and cultural improvements.	Principals; Leadership Team	Overall ratings on the district parent survey should show an increase from an average of 3.5 to a 4.0.				
4) SFHS will gain information on parent communication and improvement efforts by sending surveys every nine weeks in addition to the district survey. These surveys will be reviewed by staff and changes and improvements will be made.	Principals	Overall ratings in the district parent survey should show an increase from an average of 3.5 to a 4.0.				
						

**Goal 2:** Dedicated in supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community

**Performance Objective 2:** SFHS will increase response time to parents as shown in the parent survey increasing from a 3.40 to a 4.0 result by the end of the 2019 school year.

**Evaluation Data Source(s) 2:** Parent surveys

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will be required to turn in their communication logs every 9 weeks to show they are responding to parents within a 24 hour period as written in the SFHS Faculty Handbook.	Principals	Logs should be completed with evidence that calls were returned within a 24 hour period.				



**Goal 2:** Dedicated in supporting all families at school and at home for lifelong learning success by maintaining ongoing open communications with students, parents, staff and community

**Performance Objective 3:** Indian Success Academy and SFISD's DAEP Program will work with teachers, counselors, and students to successfully motivate students, increase student achievement, and decrease disciplinary incidents to decrease the number of DAEP repeaters.

**Evaluation Data Source(s) 3:** Monthly reporting to the Assistant Superintendent for Curriculum and Instruction

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus counselor will meet with ISA and DAEP students at least once per month to discuss plans for success and coping skills to decrease misbehaviors.	ISA Administrator	The DAEP teachers will monitor the student's behavior as they are in DAEP and encourage behavior changes as they return to the home campus. Discipline logs will be kept for each student in the program.				
2) The campus administrator, counselor, and teachers will work together and receive training on how to most effectively work with at-risk students.	ISA Administrator	At-Risk training will be provided by the campus administrator each nine weeks during the 2018-2019 school year. Training will be administered at the beginning of the school year on how to identify behavior traits of students who may be having emotional and mental distress, and how to help students work through these problems successfully.				

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

**Performance Objective 1:** Teachers will improve instruction by understanding the different components of literacy and how it effects instruction in their content.

**Evaluation Data Source(s) 1:** Weekly and monthly monitoring

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will be provided training from Region IV.	Principals; Director of Learning	Teachers will be able to improve teaching strategies geared toward improvement in literacy. Outcomes include increased engagement and student work revealing the use of literacy strategies.				
2) Staff will participate in a book study entitled "Focus." Staff will participate in activities that will lead them to identify the most important strategies to teach with, focus on compacting the curriculum and increasing literacy skills.	Principals	Increases in strategies focused on intentional planning. Coaching conversations show a greater focus on action plans.				
						

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

**Performance Objective 2:** Teachers will improve EOC and AP instruction by participating in Backwards planning lesson design.

**Evaluation Data Source(s) 2:** Weekly & Monthly monitoring

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive training throughout the year on backwards planning lesson design.	Principals; Assistant Principals	Curriculum documents show alignment to TEKS Resource System and Standards-based Assessments are designed and utilized.				
2) Assistant Principals will support instruction by receiving training on leadership, learning, and instruction by completing a book study to accompany the "Focus" book titled "Focus on Leadership."	Principal	Notes from coaching conversations are aligned with the vision, goals, and are instructionally focused to show increases on the IC Maps.				
3) Assistant Principals will support instruction by participating in the Assistant Principal Academy and completing a study on "Becoming a Learning Team."	Principal; Director of Learning	Notes from coaching conversations are aligned with the vision, goals, and are instructionally focused to show increases on the IC Maps.				
						







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

**Performance Objective 3:** SFHS will promote College, Career, and Military Readiness by improving the CCMR indicators by 30 points by the end of the 2019 school year.

**Evaluation Data Source(s) 3:** Weekly & Monthly Monitoring

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CTE Teachers will align teaching in order to prepare students for certification tests, as well as, improve funding and support for Economic disadvantaged students to take tests.	Principals; Assistant Principal over CTE; Assistant Supt. For Curriculum & Instruction	Increases in certifications aligned with the state; increases in Economic Disadvantaged Students taking certification tests by the end of the 2019 school year.				
2) SFHS will increase the number of TSI testers by the end of the 2019 school year.	Principals; Counselors	All Juniors will be given the TSI in 2018-2019 school year.				
3) SFHS will increase the number of students who intend to enlist in the Military by educating students and documenting their intentions.	Principals; Counselors	Senior One on Ones will include a Military survey to document intent.				
4) SFHS will increase their dual credit enrollment for the 2020 school year by identifying students who are not taking AP classes but could be successful in a college course.	Principals; Counselors	Increase in dual credit will require counselors to have one on one meetings to recommend Dual Credit. Funding and support for Economic Disadvantage Students will increase enrollment.				

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

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

**Performance Objective 1:** Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, or Dyslexia, Special Education Programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and improve their academic achievement.

**Evaluation Data Source(s) 1:** Monthly via campus assessments, End of Year Review of Campus Leadership team and CIC, SBA results classroom walkthrough and observation data.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide teachers and instructional paras with professional learning activities aimed at ensuring the educational success of students receiving special education services, ESL, and At-Risk students; provide all teachers with Special Education and At-Risk training, best practices, co-teach model, teacher roles and responsibilities	Assistant Superintendent for Curriculum and Instruction, Principal, Administrators, SpEd Department Chair, Teachers	Records of attendance; evidence of strategies in classrooms via walkthroughs				

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

**Performance Objective 2:** SFHS will increase ELA EOC scores by 15 percentage points in Approaches Grade Level, 10 percentage points in Meets Grade Level, and 10 percentage points in Masters Grade Level by the end of the 2019 School Year.

**Evaluation Data Source(s) 2:** Weekly & Monthly Monitoring

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will ensure alignment by utilizing Region IV training and Backwards Design.	Principals; Coaches; Department Chairs	Lesson plans and curriculum documents will show alignment to TEKS Resource Documents.				
2) Principals will monitor performance assessments for Unit-based tests and Standards-based Assessments and conduct coaching cycles to ensure continuous improvement.	Principals; Coaches	Coaching cycles and notes will show barriers and problem solve to find solutions resulting in an increase in test outcomes.				
3) Teachers will incorporate more Reading into class and improve Lexile measures by implementing book clubs and reviewing books for Lexile measurements.	Principals; Coaches; Department Chairs	Teachers will produce a list of books used for book clubs showing Lexile measurements that will align with the STAAR EOC passages. Lesson plans will show time allotted for Book Clubs.				
4) Instructional Advisories will address at-risk students and retesters.	Principals; Coaches; Department Chairs	Advisories will be set up based on student data. Instruction will be given specifically to student targets.				
						







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

**Performance Objective 3:** SFHS will increase Math EOC Scores by 15 percentage points in Approaches Grade Level, 15 percentage points in Meets Grade Level, and 10 Percentage points in Masters Grade Level by the end of the 2019 school year.

**Evaluation Data Source(s) 3:** Weekly & Monthly Monitoring

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will ensure alignment by utilizing Region IV training and Backwards Design.	Principals; Coaches; Department Chairs	Lesson plans and curriculum documents will show alignment to TEKS Resource Documents				
2) Principals will monitor performance assessments for Unit-based tests and Standards-based Assessments and conduct coaching cycles to ensure continuous improvement.	Principals; Coaches	Coaching cycles and notes will show instructional barriers and problem solve to find solutions resulting in an increase in test outcomes.				
3) Math teachers will increase engagement by utilizing surface pros and canvas technology.	Principals; Instructional Technology specialist; Department Chairs	STRIVE will show increases in engagement and usage reports will be generated for base-line data and coaching conversations.				


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

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

**Performance Objective 4:** SFHS will increase Science EOC scores by 10 percentage points in Approaches Grade Level, 10 percentage points in Meets Grade Level, and 10 percentage points in Masters Grade Level by the end of the 2019 School Year.

**Evaluation Data Source(s) 4:** Weekly & Monthly Monitoring

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will ensure alignment by utilizing Region IV training and Backwards Design.	Principals; Coaches; Department Chairs	Lesson plans and curriculum documents will show alignment to TEKS Resource Documents				
2) Principals will monitor performance assessments for Unit-based tests and Standards-based Assessments and conduct coaching cycles to ensure continuous improvement.	Principals; Coaches	Coaching cycles and notes will show instructional barriers and problem solve to find solutions resulting in an increase in test outcomes.				
						




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

**Performance Objective 5:** SFHS will increase History EOC scores by 7 percentage points in Approaches Grade Level, 10 percentage points in Meets Grade Level, and 5 percentage points in Masters Grade Level by the end of the 2019 School Year.

**Evaluation Data Source(s) 5:** weekly & monthly

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will ensure alignment by utilizing Region IV training and Backwards Design.	Principals; Coaches; Department Chairs	Lesson plans and curriculum documents will show alignment to TEKS Resource Documents				
2) Principals will monitor performance assessments for Unit-based tests and Standards-based Assessments and conduct coaching cycles to ensure continuous improvement.	Principals; Coaches	Coaching cycles and notes will show instructional barriers and problem solve to find solutions resulting in an increase in test outcomes.				
						

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

**Performance Objective 6:** SFHS will increase AP participation by 20 students by the end of the 2019 school year.

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

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and counselors will identify students who need to take but cannot afford to pay for the exam by utilizing practice test scores and the Economic Disadvantaged list.	Principals; Counselors; AP Teachers	Increases in low SES students taking AP exams.				
2) Teachers will monitor test data to recommend students who need to take the test. One on one conversations with students and parents will take place to ensure they sign up for the test.	Principals; Counselors	Increases in participation				
						

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

**Performance Objective 7:** SFHS will increase AP passing rate by 10 % points by the end of the 2019 school year

**Evaluation Data Source(s) 7:** Monthly Monitoring

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principals will conduct coaching conversations over test data and the mid-year AP practice test data to ensure more students are ready to take the AP exam.	Principals; Coaches	Increase in students passing exams with a 3 or higher.				
2) Principals will monitor AP syllabi regularly to ensure AP teachers stay focused.	Principals; Coaches	Increase in students passing exams with a 3 or higher.				
						

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

**Performance Objective 8:** SFHS will close the Achievement gap in Math and ELA by improving the Meets Grade Level category for Hispanics, Special Education, and Economic Disadvantaged students.

**Evaluation Data Source(s) 8:** Weekly & Monthly Monitoring

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize monitoring forms aligned with the Standards-Based Assessments to ensure student growth. Students will help complete these forms out and will have conversations with their teachers focused on growth.	Principals; Teachers; Coaches	Increases in student growth in the student groups listed above.				
						

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

**Performance Objective 9:** SFHS Students will show student progress on STAAR EOC Domain II, parts A and B by improving Economic Disadvantage by 10% points by the end of the 2019 school year.

**Evaluation Data Source(s) 9:** Weekly and Monthly Monitoring

**Summative Evaluation 9:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize monitoring forms aligned with the Standards-Based Assessments to ensure student growth. Students will help fill these forms out and will have conversations at improvement with their teachers.	Principals; Teachers; Coaches	Increases in student growth in various student populations.				

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

**Performance Objective 10:** Indian Success Academy will help improve attendance and decrease the dropout rate at SFHS by 5% points. ISA will help to improve the completion of CCMR indicators by the end of the 2019 school year.

**Evaluation Data Source(s) 10:** Monthly Monitoring

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The ISA campus administrator, counselor, and high school registrar will work cooperatively to contact all students and families of students who are listed as a dropout to encourage them to return to school.	ISA Administrator	Documentation will be created in an Excel Spreadsheet to share information about these phone calls, and detail the conversation for each student.				
2) The campus administrator will communicate with the COM Representative to schedule meetings with students to assist them as they connect with the local junior college.	ISA Administrator & Counselor	Students in the ISA program will register for Welding & Cosmetology CTE workforce programs.				
3) The campus administrator will work with a military branch to increase the number of students who intend to pursue enlistment in the future, from 12 students in 2017-2018 to 20 students in 2018-2019 school year	ISA Administrator	More students will identify with Military intent				
						

**Goal 5: Santa Fe ISD will create a safe environment of respectful, responsible, and motivated individuals.**

**Performance Objective 1:** SFHS will improve the monitoring of bullying by utilizing a bullying report system for all counselors, administrators, and police.

**Evaluation Data Source(s) 1:** Weekly; Monthly monitoring

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All stakeholders will be trained on how to utilize the new reporting system and the information gathered will be regularly analyzed by counselors, assistant principals, and the Threat Assessment Team.	Principals; Assistant Principals; Counselors; Threat Assessment Team	Students will report more frequently they are helped with their bullying situations as documented on student and parent surveys.				

**Goal 5:** Santa Fe ISD will create a safe environment of respectful, responsible, and motivated individuals.

**Performance Objective 2:** SFHS will decrease major discipline issues such as fighting, assaults, and any other violent acts by the end of the 2019 school year.

**Evaluation Data Source(s) 2:** Weekly and Monthly Monitoring

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will increase visibility in key areas in the building during passing periods and will increase visibility in classrooms.	Principals	Principal informal walk-through forms; Data collected showing teachers out in the hallways during passing periods; Discipline reports will show a decrease in major discipline incidents.				




**Goal 5:** Santa Fe ISD will create a safe environment of respectful, responsible, and motivated individuals.

**Performance Objective 3:** SFHS show a decrease in out of class time and truancy by the end of the 2019 school year.

**Evaluation Data Source(s) 3:** Weekly & Monthly Monitoring

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Security Guards and Assistant Principals will conduct building walk-throughs during class time throughout the day.	Principals; Security guards	Discipline data will show a decrease in truancy, an increase in attendance throughout the day.				
2) SFHS will utilize the attendance improvement specialist to monitor tardies, daily/weekly attendance, and truancy. She will keep individual records for each student regarding tardies and attendance. She will also keep a call log when she contacts parents. She will offer incentives for attendance and APs will assign consequences when needed.	Associate Principal	Decrease in truancy with increases in student attendance.				
3) The Indian Success Academy will improve student daily attendance by assigning teachers to monitor student attendance at the beginning of the school year.	ISA Campus Administrator	ISA attendance will improve and students will complete courses more quickly.				
						

**Goal 5:** Santa Fe ISD will create a safe environment of respectful, responsible, and motivated individuals.

**Performance Objective 4:** SFHS staff will monitor the consistency of Code of Conduct enforcement in order to improve the parent survey results from a 3.05 to a 4.0 by the end of the 2019 school year.

**Evaluation Data Source(s) 4:** Weekly and Monthly Monitoring

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dress code passes will be created that will also track which teachers are turning in dress code violations.	Principals	Dress code violations will increase, but the parent survey should show a more consistent implementation.				