

**Santa Fe Independent School District**  
**Santa Fe Junior High**  
**2016-2017 Campus Improvement Plan**



## **Mission Statement**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Santa Fe Junior High is the only junior high in Santa Fe ISD. SFJH serves approximately 1100 students in grades 6-8. SFJH implements a team teaching approach with embedded professional learning time while offering multiple elective opportunities for students. Santa Fe Junior High has an average of 350 students per grade level. General enrollment amounts have remained steady per grade level over the past three years. However, demographics have gradually changed throughout the last few years.

- Hispanic-Latino population has remained stable representing 20.94 % of the population in 2014 and 20.85 % of the population in 2016.
- White population encompassed 75.85% of the population in 2014 and 76.62% of the population in 2016.
- Limited English Proficient has noticeably changed since 2014 at 1.5% to 2.25% in 2016.
- Special Education population has increased from 9.46% in 2014 to 11.36% in 2016.
- At-Risk population has been most notable on campus increasing from 31.04% in 2014 to 57.84% in 2016.

## **Demographics Strengths**

Overall, the highlights of 2016 data as compared to 2014 data displayed minor percent fluctuation in Hispanic, White, and Economically Disadvantaged.

Reading yielded 3% increase in overall ELL population as compared to the 2014 data.

In science, overall student population gained a 5% increase while the white population gained 9% point increase from 2014 data.

## **Demographics Needs**

Academic needs being addressed by the junior high campus in the 2016-2017 school year will focus on the following concerns as tracked from 2014 to 2016 comparisons.

- Special education population has experienced a dramatic decrease in performance and academic mastery since 2014.
  - Reading decreased by 26%.
  - Mathematics decreased by 23%.
  - Writing decreased by 41%.
  - Science decreased by 13%.
  - Social Studies decreased by 7%.

## Student Achievement

### Student Achievement Summary

Overall data reflected average range of percentage fluctuation within the last 3 years of mathematics. Science taken by 8th grade students in 2016 demonstrated a significant overall gain in percentile of meeting expectations.

Subject/Students	2013-2014	2014-2015	2015-2016
Math			
All Students	76	74	73
Level III		11	16
Reading			
All Students	80	80	73
Level III		14	
Writing			
All Students	67	67	64
Level III		3	10
Science			
All Students	69	69	78
Level III		16	16
Soc Studies			
All Students	62	63	60
Level III	9	5	8

### Student Achievement Strengths

Santa Fe Junior High's overall accountability rating of "Met Standard" was obtained for the 2016 school year. Overall achievements in the data were reflected in the following Index Scores:

- A 9% point average was reflected in Index 1 for overall student achievement.
- A 17% point average was reflected in Index 4 for post secondary readiness.

## **Student Achievement Needs**

It is the goal of Santa Fe Junior High School to continue its effort to improve the overall performance of all students by the 2017 administration. Our campus goals reflect the passing rates of all students in all student groups.

**CAMPUS GOAL1: Improve academic performance on the STAAR percent score and student progress measure for all student groups and in all content areas by meeting/exceeding progress in each student group by 10% by the end of the 2016-2017 school year.**

**CAMPUS GOAL 2: Improve school culture and climate by 5% for all stakeholders in the campus community for 2016-2017.**

**CAMPUS GOAL 3: Improve student and parent involvement, attendance, and participation in the school community by 10% in the 2016-2017 school year.**

Plans at Santa Fe Junior High to increase student achievement is a concerted effort made by all professionals on the campus. Professional Learning Communities are deeply reflecting upon the data and implementing plans of actions to address these needs with research-based strategies and lesson design.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The culture and climate at Santa Fe Junior High has measurably increased throughout the last three years as indicated in various stakeholder qualitative survey data. The goal of the campus is to create an all inclusive atmosphere in contributing to building capacity of students at our campus. In the past few years, we have striven to build pride within our culture to create contributors in our ongoing journey of learning. It is our mission to have everyone perceive their role as a learner, teacher, and contributor in education.

### **School Culture and Climate Strengths**

School culture and climate at Santa Fe Junior High is built collectively with input from students, teachers, parents and community members. Qualitative surveys are routinely used to collect data from these stakeholders in order for the campus to focus upon and perfect areas of concern or in need.

Students are exposed to various character defining activities and 21st Century Learning skills in the acceleration classroom to help them reflect and impact the world in which they live.

Leadership is encouraged throughout the school with multiple opportunities for students and teachers to have a voice in campus, district, and national education.

### **School Culture and Climate Needs**

Opportunities and avenues for students to have a voice and ownership in their education need to increase at this campus. Student-driven learning can have a significant impact on climate, culture, and academic achievement.

Educators on campus need to have more exposure to reflect upon structures and motivational strategies within the school and grade level to increase student involvement in their learning.

Parent and teacher communication must continue to be focused upon in order to strengthen the partnership in student achievement.



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

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

A highly qualified, highly trained staff is perhaps the most important ingredient in the teaching-learning equation. As documented numerous times in various research studies, good teaching makes the difference in student success rates. While appropriate certification is important, experience and relevant professional development are also essential and must be considered when evaluating staff. Santa Fe Junior High will abide by the state guidelines as established by the Every Student Succeeds Act and ensure all staff meets certification and licensure requirements.

Santa Fe Junior High also ensures that teachers and staff members are highly trained through specific job embedded professional learning. The campus is built around solving problems found in data and then creating a professional learning plan reflecting on research-based strategies to provide evidence-based learning.

Teacher retention rate has increased from 79.4% in 2014 to 81.8% in 2016.

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

As reflected in the 2015 Texas Academic Performance Report, the average years of teaching experience on the campus is 10.2 years. The staff is comprised of 22.1% of teachers having 11-20 years of experience.

The staff is devoted and always ready to put in additional time to accomplish whatever needs to be done. Teachers have high expectations for their students and challenge them by setting high performance standards. Listed below are several activities the faculty will be participating in or sponsoring during the 2016-2017 school year:

- After school structured tutorials for STAAR (Tuesday & Thursday)
- Learning Forward Annual Professional Learning Conference
- AVID Conference
- Summer schedule pick up for students prior to school beginning
- Team/Department training in developing Problems of Practice, goal setting, action planning, and continual cycle of improvement.
- Multiple Teacher Leadership opportunities including Learning Forward
- STEM Night/ STREAM Night
- UIL Academic Meets and Performances
- Clubs and Organizations
- P.A.L.s, Teen Leadership, Student Leadership Academy and various other leadership opportunities

- History Fair

During the school year, the staff is provided opportunities to participate in timely and appropriate professional development, as well as attending in-district training during the summer. The district provides substitutes so teachers can be released during normal school hours.

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

Recruitment of teachers representing proportionality to student demographics is a need to keep in mind for building relational and mentoring opportunities within the school year.

Additionally, we need to increase the amount of ESL certified teachers on campus as well as support ESL teachers through specific ELL training.

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

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

Santa Fe Junior High values and fully understands the significance of working closely with our curriculum and instruction team. When the curriculum and instruction team works collaboratively with teachers, engagement and high levels of learning follow. Curriculum documents provide teachers with the road map to develop instructionally sound lessons. Professional learning is paramount in contributing to the instructional growth of teachers. SFJH teachers are learning and growing in the use of research based instructional strategies. The campus has been an AVID campus for the last 5 years and has implemented these strategies within the curriculum to support and assist various learning styles.

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

Our curriculum Yearly Overviews and Instructional Planning Guides linked to the TEKS and have the numbers clearly written on them. The readiness standards and supporting standards are indicated as well. The curriculum has been audited by our service center (Region IV) and found to be aligned with the TEKS and meeting standard. 9-week CBAs are administered and reviewed quarterly with teachers after every test to change and guide instruction. The curriculum specialists meet with teachers throughout the nine weeks to adjust the Instructional Planning Guide. The yearly overviews are adjusted by working with teachers at the end of the year and over the summer. The curriculum and instruction are aligned 21<sup>st</sup> Century Learning Skills. We have students think with creativity and use innovation, we involve them in thinking critically and solving problems. They communicate and collaborate about their learning, apply technology, and support leadership and responsibility. Algebra has received new resources through a textbook adoption. This resource has been implemented into the IPG.

Teacher appraisals and walk-through data as well as reports on teacher professional development show that we are addressing and implementing high-yield strategies. All teachers are trained to meet the needs of diverse learners. However, our Reading Intervention Program, SPED, at-risk, ESL, and certain student groups are targeted for additional levels of assistance within instruction time and at various other times throughout the school year. Scheduling for these pullout programs as well as for after-school tutorials happen during monitor meetings.

The Instructional Planning Guides (IPG) are built on researched based principles and engagement is monitored through TTESS walkthroughs and surveys. professional development is given on high yield strategies to engage students more and Foundations Safe and Civil Schools has been implemented to create a positive learning environment. The assessments are aligned with highly rigorous achievement standards pushing students to think critically and problem solve.

The curriculum specialists develop assessments based on the IPG's and year overviews. The TEKS are linked in our Eduphoria system and objective breakdowns are disaggregated. Curriculum and instruction then are sometimes modified or changed in order to meet identified needs.

We are able to eliminate most bias because our district curriculum specialists prepare the test rather than teachers. Student survey data shows that student's believe that much of what they do at the junior high is worthy; however, our student survey should reflect that exact question.

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

Data, as discussed in the student achievement section, show that our curriculum and assessments are aligned and reflect the STAAR test rigor. However, our campus accountability report highlights a need to focus on more high yield instructional strategies to help close the student achievement gap and provide equitable growth as indicated in our Accountability report for Index II and III. Teacher capacity will continue to be built through their growth in PLC's and the implementation of AVID instructional WICOR strategies to help focus and close the gaps on deficits in student achievement.

A particular focus on the campus was reflected in the data and concentrated efforts will focus upon 7th Grade Reading, 8th Grade Social Studies, and 8th Grade Math.

Professional Development is provided that aligns with the needs shown by the STAAR data. Teacher appraisal data and walk-throughs are conducted on a regular basis with the walk-through form targeting campus goals and objectives. Walk-through and TTESS evaluations reflect a need for the junior high campus to focus more on student-centered instruction and increase opportunities for critical thinking. Individual student progress is monitored through multiple forms of data disaggregation and intervention plans are tailored to the needs of the student.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

How well parents support the school often significantly influences the success of an instructional program. Santa Fe Junior High experiences a moderate level of parent participation and active involvement throughout the school year. Santa Fe Junior High has created a Communities In Action (C.I.A) group to help facilitate involvement. The CIA parent group volunteers on Tuesdays and Thursdays assisting in various tasks. Santa Fe Junior High benefited in the 2015-2016 school year with parental support at band performances, field trips, field day activities, student led conferences, and assemblies. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support educational efforts. Typically, elementary schools enjoy a higher degree of parental involvement and support. Therefore, SFJH would like to continue to cultivate parental/community involvement in the middle years and has focused many of the activities in the CIP to help achieve this goal. In effort to strengthen this relationship a parent involvement committee will be formed to create goals for partnering with our campus to increase student support. The SFISD Family Engagement Plan is embedded in this document.

The community is generally very supportive of the district and campuses. Numerous fundraisers are held throughout the year, and the community purchased thousands of dollars worth of fundraiser items in support of district efforts. The community also attends student assemblies, patriotic celebrations, academic recognition assemblies, and food drives. Santa Fe Junior High hosted the Title 1 night in the form of STEM Night in 2016 and experienced an increase in student and parent participation.

### **Family and Community Involvement Strengths**

As a junior high campus, it is more difficult to cultivate parental involvement. Santa Fe Junior High School campus encourages parents to become involved in their children's daily school routine by providing newsletters, call outs, and email communications. Parents and community members participate on the Campus Improvement Team and are notified of important events at school via newsletters, the school marquee, and campus social media. We usually have an excellent turnout for parent conferences and expect more involvement because they are student led. There is a variety of highlights in parent events hosted by AVID and Teen Leadership. The junior high has also implemented 5th grade to 6th grade face to face parent scheduling meetings and parent/student school tours. The History Fair is providing opportunity for parents to partner in the educational development of their child.

Over 50% of parents at Santa Fe Junior High participated in the October Parent Input Survey. Parents expressed being pleased with the climate and culture at Santa Fe Junior High. Sixty-percent of the fifth grade parent group participated in a face to face sixth grade student registration in the spring at Santa Fe Junior High.

## **Family and Community Involvement Needs**

As students transition to middle school, parent involvement and participation declines. The campus examined this issue and continues to work on methods of increasing communication and customer service.

Partnering with parents is integral and implementing methods of involving them is a focus for our school this year. The campus will focus upon methods of recruiting more parents in our Parent Involvement Committee and our Campus Improvement Team.

## **School Context and Organization**

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

Class size counts have remained steady from last year. However, SFJH still has an acceptable teacher to student ratio. The master schedule is built to promote many different types of electives gearing students in interests related to gearing students into thinking about future endorsement areas in high school. The electives run on a different time schedule in order to maximize core class time and grant daily professional learning periods for core, academic courses. Students have 55-60 minutes in core classes while 45 minutes in elective classes. Students are teamed and teachers meet with their department and team during the school day. College and career readiness skills, study skills, and math and reading skills are supported in the junior high's acceleration classes. Teachers have a flexible schedule and can manipulate their time on different subjects when needed.

We promote and develop shared leadership on our campus. Members of the Santa Fe Junior High staff participate in multiple positions of leadership. Our democratic processes are implemented and decisions are made by multiple teams: Leadership, Foundations, Campus Improvement Team, Climate Committee, Instructional Coaching Team, ESL Team, Learning Design Team, and Special Education Team. All of our leadership teams commit to supporting our vision and mission at Santa Fe Junior High.

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

The junior high has multiple systems and structures that create clearer methods of communication and campus organization. However, it also sets a culture with incentives and ways for students to interact with peers and make friends. The campus has distributed leadership where teachers and students help set the focus for the year and problem solve difficult areas. The schedule has different teams changing classes at different times throughout the day. This prevents crowded hallways and creates an orderly environment. Teaming allows teachers to create smaller learning environments where they are able to collaborate to meet student needs.

### **School Context and Organization Needs**

Current clubs and organizations need higher participation and scheduled events. Athletics, band, and theatrical performances are three of the highest attended events. However, we would like to see other clubs grow. We would also like to see the implementation of a variety of clubs for junior high students to participate in throughout this school year.

# **Technology**

## **Technology Summary**

Santa Fe Junior High has increased the use of technology due to the availability and access provided by the campus and the district. The campus takes advantage of Bring Your Own Device by allowing students to judiciously use their personal technology for educational opportunities. Santa Fe Junior High increased access to 21st Century learning opportunities by receiving laptop carts in all core, academic classes. A new Learning Management System (LMS) was purchased this year and is assisting in implementation of modern instructional practice to meet the needs of learners in this digital age.

Teachers have been given various trainings on implementation of technology to increase their knowledge of how to interact and engage the digital native learner. Teachers have opportunities to build courses in our new learning management system allowing them to interact and assist students in their classrooms and at home.

## **Technology Strengths**

The primary campus strength is the amount of technology available to both students and staff. All teachers have access to technology. Teachers learn from each other and have begun to allow students to bring their own technology. Students are afforded the opportunity to participate in BYOD (Bring Your Own Device). Teachers are becoming more comfortable in permitting student use of electronics in the classroom for instructional purposes. Our ELL students are able to use Rosetta Stone to help them learn a new language and we also have copies to help teachers learn Spanish.

## **Technology Needs**

SFJH needs true integration professional development. Often, teachers use the technology for their convenience or in minimal forms. They use PowerPoint or a web quest. However, there are many types of on-line software and applications that can aide students in learning.

Training in the new Learning Management System will assist teachers in creating easily accessible lessons for students to further learning experiences beyond the walls of the school.



# 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data
- Study of best practices

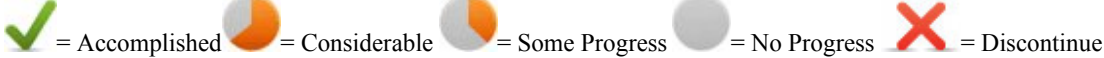
# Goals

## Goal 1: A fiscally responsible District

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

**Evaluation Data Source(s) 1:** End of year balanced budget

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a zero-based budget by having teachers and department chairs prioritize needs based on data.	10	Principal	Budget planning documents;				
2) Ensure all expenditures support campus and district goals.	10	Principal	CIP/DIP Alignment				
							


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

**Performance Objective 1:** Improve school climate by 5% on student, parent, and teacher surveys by the end of the 2016-2017 school year.

**Evaluation Data Source(s) 1:** End of year survey data

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor attendance through attendance task force comprised of campus administration, attendance specialist, and ; Incentivize student attendance with student attendance incentive funds and positive, proactive interventions.	9	Lead Attendance Administrator; Attendance Specialist; Counselor; Team Leaders	Attendance prize incentives; weekly attendance updates; phone logs; attendance in attendance events.				
Funding Sources: Local							
2) Implement acceleration curriculum through acceleration classes to address organization using AVID WICOR strategies (binder checks) & college and career readiness lessons, and 21st Century leadership skills	2	Counselors; Team Leaders; Acceleration Team	Mentoring monitoring forms;Binder Checks; Acceleration Curriculum Documents; Student Survey; Walkthrough Data				
Funding Sources: Title I, Local							
3) Create and Implement P.R.I.D.E lessons and social skill training though acceleration	9	Foundations Committee; Acceleration Team	Increase in PRIDE certificates; decrease in student incident reports; student surveys;				
Funding Sources: Local							
<b>State System Safeguard Strategy</b> 4) Create a student intervention tutorial program for SPED, Economically Disadvantaged, Hispanic, and At-Risk students in which teachers and students work together to make improvements; Build capacity and efficacy in administration and counselors by designating a lead SPED and ESL administrator	2, 9	Administrators; Counselors; Instructional Coach; Teachers	Increased scores; data monitoring; attendance in tutorials; sign-in sheets				
Funding Sources: Local							
5) Participate in college field trips to increase college awareness and increase accuracy of PGPs	2	Administrators; Counselors; Team Leaders	College field trip rosters; PGPs				
Funding Sources: Local							






6) Recognize student achievement publicly through awards assemblies; awards include "A" Honor Roll, PRIDE Awards, team awards, Perfect Attendance Awards, and Acts of Kindness Awards at the end of each semester	2, 4, 8, 10	Administrators; Counselors; Team Leaders; Team Teachers	Increase in PRIDE certificates; decrease in student incident reports; increase in school pride expressed in student surveys				
	Funding Sources: Local						
7) Establish a rewards systems with clear expectations and success goals in each nine weeks to build motivation and celebrate accomplishments of students	6	Foundation's Administrator; Grade Level Teachers	Decrease in student incident reports; student surveys; number of participants attending reward				
	Funding Sources: Local						
8) Create and analyze parent survey questions and data.	2, 5, 6	Leadership Team	Decrease in student incident reports; Student surveys results				
	Funding Sources: Local						
<b>State System Safeguard Strategy</b> 9) Create a system to screen incoming 6th grade students and current SFJH students for drop out risk factors. Create a dropout prevention plan that then follows them to high school	2, 7	Administrators and Counselors; Team Leaders; Core Teachers	Decrease retention numbers; increase attendance for these at-risk students, SSI failure rates; decrease over-all failure rates				
	Funding Sources: Local						
10) Create parent forum nights to discuss and educate parents on relevant data involving the middle school student.	6	Principal, Leadership Team	Sign-in Sheets; minutes from meetings				
11) Reward students throughout the year by electing a male and female Student of the Week from each team and acknowledging them publically over the announcements.	1	Team Leaders; Administration	Lists of Student of the Week; team meeting minutes				
	Funding Sources: Local						
12) Reward students for academic effort by implementing a reward system; students will be given a Silver or Gold Card with rewards for A-Honor Roll and A/B Honor Roll; A/B honor roll will be honored during lunch and A-Honor Roll at the awards assembly		Administrators; Team Leaders	Certificates, Silver/Gold Cards				
	Funding Sources: Local, Title I						
13) Conduct workshops for students embedded within the school day to participate as a Student Learning Leader Ambassador.		Administrators; Teacher Leadership	Number of Applicants; feedback from student survey data				
	Funding Sources: Local, Title I						
							

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

**Performance Objective 2:** Increase student and parent involvement, attendance, and participation in the school community by 10% in the 2016-2017 school year.

**Evaluation Data Source(s) 2:** End of year survey; volunteer sign-in sheets; Event sign-in sheets

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase number of parent surveys throughout the year; increase accessibility to parent survey feedback through use of school technology	6	Administrators; Foundations Committee	Parent survey responses and results				
2) Increase the number of parents who volunteer in school and the types of volunteer activities in which they participate by creating the Communities In Action (CIA) group and Parent Involvement Committee	6	Administrators; Parent Involvement Committee Administrator	Parent sign-in sheets; results of parent surveys; increased parent involvement				
3) Improve communication through websites, newsletters, social media, email, and Remind 101.	6	Administrators, Counselors, Teachers	Website hits, Facebook tracking, parent survey response.				
4) Provide non-English speaking parents with better communication by providing written communication in Spanish as well as provide a parent night for ESL parents.	6	ESL Coordinator; ESL Teacher Team; ESL Administrator	Saved parent forms; lesson plans; sign-in sheets; increase parent involvement of our ESL learners; increase academic performance from our ESL learners				
5) Create a Parent Compact incorporating collaborative strategies to strengthen the parent and school relationship	6	Parent Involvement Committee	Signed Parent Compacts; meeting minutes; increased parent involvement; increased parent and student survey results				
<b>State System Safeguard Strategy</b> 6) Provide ongoing trainings in house and through the website in curriculum, flipped classroom using Canvas, ELL Strategies (Sheltered Instruction), and STAAR requirements to build ties between parents and the school.	6	Parent Involvement Committee; C.I.A committee	Website hits; sign-in sheets; increased parent involvement; increased parent and student survey results; increased results on Index I, II, and III				
Funding Sources: Title III							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

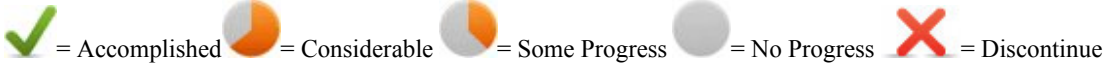
### Goal 3: Providing instructional leadership and quality professional development for all staff.

**Performance Objective 1:** Improve academic performance on the STAAR percent score and student progress measure for all student groups and in all content areas by meeting/exceeding progress in each student group by 10% by the end of the 2016-2017 school year.

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

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sustain and build capacity in New Teacher Mentor Program on campus.	3, 5	District Mentor Coordinator; Administrators; Team Leaders; Department Chairs; Instructional Coach	Increase teacher retention; improved observation data on new teachers; increase student achievement; feedback and evaluations				
Funding Sources: Local							
<b>State System Safeguard Strategy</b> 2) Implement professional development in the areas of effective interventions for at-risk populations, student engagement, relationships, & rigorous instruction including training in increased understanding of curriculum and STAAR requirements.	1, 4, 8	Administrators; Department Chairs	Lesson plans; walk-through data; increased student growth performance on CBA's				
Funding Sources: Local, Title I, Title III, SCE, SSI							
3) Bring a team of educators to attend the annual Learning Forward Conference and implement professional learning on campus	1, 3, 5	Administrators; Teachers	Lesson plans; meeting minutes walk-through data; increased student growth performance on CBA tests				
Funding Sources: Local							
4) Improve student learning for our ESL population by offering sheltered Instruction training and ELPS training.	2, 4, 9	ESL Campus Coordinator, ESL Administrator, ESL Team	Lesson plans; meeting minutes walk-through data; increased student growth performance on CBA tests				
Funding Sources: Local, Title III, ESL-Local							
5) Provide PLC training to teacher leader groups so they may share and encourage higher levels of PLC collaboration.	2, 4, 8, 10	Administrators; Leadership team/Department Chairs	Meeting minutes from Leadership Team meetings; agendas and meeting minutes for Team/Department meetings; lesson plans; walk-through data will reflect higher rigor and less lecture activities				
Funding Sources: Local, Title I, Curr&Inst							

<b>State System Safeguard Strategy</b> 6) Provide specific strategies departments need by analyzing department Problems of Practice and providing research based strategies that will improve Index I, II, and III.	2, 8	Administrators; Department Chairs; Instructional Coach	lesson plans; meeting minutes observation data; department strategies; student and teacher outcomes; professional learning plans				
	Funding Sources: Local, Curr&Inst						
<b>State System Safeguard Strategy</b> 7) Provide professional development on AVID WICOR Strategies to help bridge students to higher levels of learning.	1, 3, 5	AVID Administrator; AVID Site Team	Training sign-in sheets; lesson plans; WICOR celebrations; AVID CSS documents; walkthroughs; observation reports				
	Funding Sources: Local						
<b>State System Safeguard Strategy</b> 8) Provide professional learning based on Peer Coaching and Levels of Leadership in order for them to improve on their Problem of Practice (Learning Design)	1, 3	Administrators; Department Chairs; Instructional Coach	lesson plans; master schedule of acceleration classes; STAAR scores, CBA's; lesson plans; walkthroughs; T-TESS data				
	Funding Sources: Local, Title I, Curr&Inst, IMA						
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 9) Provide professional learning to develop a coherent understanding of special education disabilities and preferred learning methods		Administrators; SPED Team	Increased academic achievement on assessments				
	Funding Sources: Local						
10) Create a professional learning focus group implementing learning design and track and monitor teacher and student progress		Administrators, C & I (ELA), Instructional Coach	journals; reflections; lesson plans; interviews; videos				
	Funding Sources: Local						
							








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

**Performance Objective 1:** Improve academic performance on the STAAR percent score and student progress measure for all student groups and in all content areas by meeting/exceeding progress in each student group by 10% by the end of the 2016-2017 school year.

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

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of ESL certified employees by having all ELA teachers certified by the end of the end of the 2016-2017 school year.	3, 4, 5	Principal; ESL Coordinator; ESL Administrator	certification documents; lesson plans; increase in performance for LEP student				
Funding Sources: ESL-Local							
<b>State System Safeguard Strategy</b> 2) Increase student achievement of at-risk students by providing structured tutorials targeting specific interventions in reading, math, writing, science, and social studies	1, 9	Administrators; Leadership Team	transportation logs; tutoring sign-in sheets; increase student performance on CBA tests and STAAR; decreased failure rates; classroom performance grades				
Funding Sources: SSI							
3) Increase the number of AVID elective classes in the master schedule to impact student achievement through daily exposure of rigorous WICOR strategies	1, 2, 7, 9	Principal; AVID Site Team; AVID Administrator	AVID elective class schedule; Santa Fe Junior High will meet certification requirements specified in the 11 AVID essentials				
Funding Sources: Title I - \$2400.00, Title II - \$1200.00, Local - \$50000.00							
4) Designate two grade-level team meetings and two department days per week to focus on student learning goals to specifically target and monitor achievement for Low SES, ELL, SPED, and Advanced Academics	2, 4, 8, 10	Administrators; Department Chairs; Team Leaders	meeting minutes; lesson plans; increased student growth performance on CBAs; walk-through data will reflect higher rigor and less lecture activities; teacher action plans				
Funding Sources: Local, Title III, Curr&Inst, IMA							
5) Conduct targeted vertical PLC's between grade levels within the JH on Wednesdays to maximize student achievement through instruction	4, 8	Administrators; Curriculum Specialists; Department Chairs	Meeting agendas and sign-in sheets; evidence of IPG, assessments, and instruction changes; increased student performance on CBAs; IPGs; observations protocol forms; lesson plans; formative assessment data				
Funding Sources: Local, Curr&Inst							
6) Monitor student achievement of specific target groups: Low SES, ELL and SPED in each core subject area through teacher created action plan.	1, 3, 8	Department Chairs; team leaders; teachers	Data forms; meeting minutes increased student growth performance on CBAs & STAAR assessments				
Funding Sources: Local, Title I, Title III, Curr&Inst							

<b>State System Safeguard Strategy</b>							
7) Conduct meetings to place students at-risk in classes with teachers who best meet their learning needs	3	Administrators; LSSPs; ISP's	meeting minutes; student groupings; increased student growth performance on CBA's & STAAR assessments				
	Funding Sources: Local, Title III, Title II, SCE, SSI						
8) Develop transition plans for incoming 5th grade students and 8th grade transition to high school including tours that allow students to experience junior high before coming to the 6th grade	7	Administrators; Counselors	meeting minutes; list of activities decrease in student discipline referrals; increase in CBA data				
	Funding Sources: Local						
9) Improve scoring on Index II by implementation of academic student intervention and monitoring student growth by all teachers and students	1, 8, 9	Administrators; Teachers	student portfolios; survey data; observations; walkthroughs				
	Funding Sources: Local						
10) Increase Level III percentage by implementing instructional strategies focusing on advanced academics of G/T and Pre-AP students		Leadership Team; Teachers; Curriculum Specialists	CBAs & STAAR assessments; lesson plans				
	Funding Sources: Local, Title I						
11) Implement Instructional Rounds 4 or more times per year for teachers to observe, discuss, and implement new instructional strategies learned from observing other practicing professionals		Administrators; Leadership Team; Department Chairs	lesson plans; student-centered instruction; CBA and STAAR Data; collaborative vertical planning				
	Funding Sources: Local						
12) Continue implementation of AVID schoolwide and increase student achievement by embracing AVID organizational philosophy and daily implementation of WICOR strategies in every classroom		Administrators; Department Chairs; Curriculum Specialists	lesson plans; walk through; vertical team conversations; CBAs and STAAR Assessments; department and team agendas				
	Funding Sources: Local, Title I						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


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

**Performance Objective 1:** Improve student climate and decrease office referrals by 10% by the end of the 2015-2016 school year.

**Evaluation Data Source(s) 1:** End of year survey data; Discipline data

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Observe Red Ribbon Week activities	10	Counselors	student participation in daily activities; number of students that pledge to be drug free				
Funding Sources: Local							
2) Promote a positive school environment through use of yearbook class to easily access information and celebrate student achievement	6, 10	Administrators; Counselors; Yearbook Sponsor	Student participation in activities; yearbook; student surveys				
Funding Sources: Local							
3) Provide time for administrators to meet with teachers (Thumbs up/Thumbs Down) in which they can discuss academic and behavior concerns	4, 5	Administrators; Academic Core Teacher Teams	Students survey results; decrease in incident reports; increase in student achievement data; staff surveys				
Funding Sources: Local							
4) Monitor incident report data and respond to problem areas	2, 10	Administrators; Foundations Committee	Decrease in incident reports; increase in student achievement data; student and staff surveys				
Funding Sources: Local							
5) Complete student surveys designed to gain information on bullying and harassment and provide training to students through acceleration classes	1, 2	Administrators; Counselors; Acceleration Team	Decrease of bullying and harassment reports; student surveys				
Funding Sources: Local							
6) Provide staff training so they are fully equipped with researched based techniques to de-escalate student behavior and in crisis management	4, 5, 10	Administrators; Foundations Committee; Counselors	Records of trainings; decrease in incident reports; student and staff surveys				
Funding Sources: Local, Title I							
7) Provide teachers with training on classroom management techniques & how to motivate passive learners including Chapter 37 training and Response To Intervention training	1, 4, 5	Administrators	Training documentation; decrease in incident reports; student and staff surveys				
Funding Sources: Local, Title I							

8) Improve student ownership in their learning through student led conferencing	1, 6	Leadership Team; Instructional Coach	Acceleration plans; student and staff surveys				
	Funding Sources: Local, Curr&Inst						
9) Plan gatherings after school throughout the year to promote, PRIDE, teams, and collaboration through the entire school	5	Staff Climate Committee	Increase in coordination and implementation of CIP; increase in staff morale and job retention				
	Funding Sources: Local						
10) Nominate Student Leadership Ambassadors to represent student voice		Administrators; Leadership Team	Survey data; participation; school climate				
	Funding Sources: Local						
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	4	Create a student intervention tutorial program for SPED, Economically Disadvantaged, Hispanic, and At-Risk students in which teachers and students work together to make improvements; Build capacity and efficacy in administration and counselors by designating a lead SPED and ESL administrator
2	1	9	Create a system to screen incoming 6th grade students and current SFJH students for drop out risk factors. Create a dropout prevention plan that then follows them to high school
2	2	6	Provide ongoing trainings in house and through the website in curriculum, flipped classroom using Canvas, ELL Strategies (Sheltered Instruction), and STAAR requirements to build ties between parents and the school.
3	1	2	Implement professional development in the areas of effective interventions for at-risk populations, student engagement, relationships, & rigorous instruction including training in increased understanding of curriculum and STAAR requirements.
3	1	6	Provide specific strategies departments need by analyzing department Problems of Practice and providing research based strategies that will improve Index I, II, and III.
3	1	7	Provide professional development on AVID WICOR Strategies to help bridge students to higher levels of learning.
3	1	8	Provide professional learning based on Peer Coaching and Levels of Leadership in order for them to improve on their Problem of Practice (Learning Design)
3	1	9	Provide professional learning to develop a coherent understanding of special education disabilities and preferred learning methods
4	1	2	Increase student achievement of at-risk students by providing structured tutorials targeting specific interventions in reading, math, writing, science, and social studies
4	1	7	Conduct meetings to place students at-risk in classes with teachers who best meet their learning needs

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	9	Provide professional learning to develop a coherent understanding of special education disabilities and preferred learning methods

# Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00
2	1	13			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
4	1	3	Salary		\$50,000.00
4	1	4			\$0.00

4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
4	1	11			\$0.00
4	1	12			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
<b>Sub-Total</b>					\$50,000.00
<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	AVID Curriculum		\$0.00
2	1	12			\$0.00
2	1	13			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	1	8			\$0.00
4	1	3	Professional Development Travel		\$2,400.00



4	1	6			\$0.00
4	1	10			\$0.00
4	1	12			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
<b>Sub-Total</b>					\$2,400.00
<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	3	AVID Tutors		\$1,200.00
4	1	7			\$0.00
<b>Sub-Total</b>					\$1,200.00
<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	6			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
4	1	4			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SSI</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	2			\$0.00
4	1	2			\$0.00
4	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

3	1	2			\$0.00
4	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>ESL-Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	4			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Curr&amp;Inst</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	5			\$0.00
3	1	6			\$0.00
3	1	8			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
5	1	8			\$0.00
<b>Sub-Total</b>					\$0.00
<b>IMA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	8			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$53,600.00