

Spring Branch Independent School District

Stratford High School

2021-2022 Campus Improvement Plan



Mission Statement

Committed to Learning. Working Together. Enriching Lives.

Vision

Our strength lies in our diversity. We build better selves and stronger minds. We are Stratford America.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stratford High school is one of the most diverse campuses not only in Spring Branch ISD but around the Houston Area. Our student population represents 55 countries from around the world. We are diverse in language and culture in many ways.

We had a total of 2177 students last year with 49.4%% female and 50.6% male.

Student race percentages are as follows: Hispanic-Latino - 16.2%, Asian - 7.9%, Black - African American - 11.5%, Native Hawaiian - Pacific Islander - 1.7%, White - 60.4% and Two-or-More - 1.8%.

Our students that are At Risk is 31.2%

Demographics Strengths

Stratford High School is one of the most diverse High School Campuses in Spring Branch ISD. This diversity is an incredible asset that allows our students to learn and work with students from different ethnic backgrounds.

Student Achievement

Student Achievement Summary

Dec 2019 TAPR Report

State Accountability Rating: B

EOC	Approaches	Meets	Masters
English 1	79%: -2	7%	0%
English 2	82%: +7	66%: +7	12%
Algebra 1	76%: -5	43%: -2	1%: -3
Biology	96%: +4	80%: +7	44%: +7
US History	97%: +1	88%: +5	65%: +7

SAT Average Score: 1150

ACT Average Score: 25.7

Graduation Rate:

Campus: 93.8

African American: 83.3%

Hispanic: 90%

White: 96.4%

Asian: 96.8%

SPED: 86.7%

Econ. Dis.: 89.9%

Student Achievement Strengths

Increase in EOC scores in Biology, Algebra and U.S. History

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a 23% gap between the African American students (56%) Eng 1 EOC and the campus average (79%) **Root Cause:** Students have lower LEXIL/Reading level than campus average

Problem Statement 2: Math students across all ethnic groups did not meet the state growth goal .

Problem Statement 3: Students in Hispanic,African American, and Asian groups did not meet the graduation goal for 2018

School Culture and Climate

School Culture and Climate Summary

Stratford is building towards a strong inclusive culture. SBISD did not do the Panarama survey in Spring of 2020. One area to always work towards is having every student feeling included in the Statford Culture. One of our goals will be for all students to feel that they have an adult to feel they can talk to at school.

School Culture and Climate Strengths

The number of clubs/activities/sports so that students can find a way to feel included at Stratford HS. Statistics show that if a student feels they are a part of an extra curricular organization, they have a higher success rate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Not 100% of students feel connected to SHS

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to Dec 2019 TAPR Report

Staff:

Total Staff: 152

Masters: 39 Teachers have a masters degree or higher

70%+ Teachers have more than 6 years of teaching experience

Staff Quality, Recruitment, and Retention Strengths

SHS has a dedicated, quality staff. SHS has 70%+ teachers with 5+ years of experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum and instruction at SHS is high as seen on EOC, SAT, ACT tests. This is evident as SHS continuously out scores the state average on these tests. SHS students have the opportunity to participate in Dual Credit, AP, PreAP and other high level classes.

Curriculum, Instruction, and Assessment Strengths

Opportunities for students to participate in high level classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Increase the number of minority students in Dual Credit, AP and PreAP courses

Parent and Community Engagement

Parent and Community Engagement Summary

Stratford has a community that strives to help make the school better for students. The family atmosphere is very evident at SHS. Our parents work hard to give the students opportunities to grow and thrive. Our parents are highly engaged to make Stratford very successful.

Parent and Community Engagement Strengths

The involvement of our parents to help make SHS a success

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Finding creative ways for more parents to be involved that looks different than the traditional volunteers **Root Cause:** Are not able to volunteer during normal school hours

Technology

Technology Summary

Stratford HS is becoming a One-to-One campus where every student will have a chromebook device. With the pandemic and so many students using technology as never before, we are working on those challenges. Teachers are planning using It's Learning to create a classroom atmosphere that can work for students in-person as well as virtually.

Technology Strengths

Teachers and students willingness to go through the in-person as well as virtual aspects of the school year.

Priority Problem Statements

Goals





Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: POST-SECONDARY READINESS: By June 2022, at least 70% of Stratford High School students will perform at the post-secondary ready levels on SAT (480 in Evidence-Based Reading & Writing and 530 in Math) or ACT (composite score of 23 or higher; min 19 in English and Math) or TSIA-2 (351 in Reading, 350 in Math) or complete and earn credit for ELA/math through college prep courses.

2020-21: 65% performed at post-secondary readiness levels as defined by Texas Success Initiative

2019-20: 73% performed at post-secondary readiness levels as defined by Texas Success Initiative

Evaluation Data Sources: State Accountability Reports (Domain I CCMR)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Measure academic progress of all students through the use of common formative assessments (CFAs) - student by student, standard by standard - and provide appropriate academic interventions through RTI as needed.</p> <p>Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention activities for each student.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals PLC Team Leaders</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Appropriately advertise and communicate with students regarding the effectiveness of SAT/ACT preparation tools (such as Khan Academy, off-campus tutoring services, and on-campus tutorials).</p> <p>Strategy's Expected Result/Impact: Increased student use of available SAT/ACT preparation tools.</p> <p>Staff Responsible for Monitoring: Lead Counselor Post-Secondary Counselor</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that all core content teachers conference with each of their students about college-level course opportunities prior to course selection in the Spring.</p> <p>Strategy's Expected Result/Impact: Increased student enrollment in ECP courses due to better student/parent understanding of benefits.</p> <p>Staff Responsible for Monitoring: Lead Counselor Department Chairpersons</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: ACHIEVEMENT: By June 2022, Stratford High School will increase student performance on STAAR end-of-course exams in English 1, English 2 and Algebra 1 by at least 5 points at approaches, meets and masters performance levels.





2020-21: Reading: 80% (approaches), 67% (meets), 19% (masters); Math: 85% (approaches), 53% (meets), 16% (masters)

2019-20: Not rated due to COVID

2018-19: Reading: 81% (approaches), 68 % (meets), 6% (masters); Math: 76% (approaches), 43% (meets), 1% (masters)

2017-18: Reading: 78% (approaches), 64 % (meets), 6% (masters); Math: 81% (approaches), 45% (meets), 4% (masters)

Evaluation Data Sources: STAAR EOC reports and State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the PLC Process, PLC members will use STAAR, MAP, CFA's and other data, to create classroom interventions and small groups to fill in gaps of learning</p> <p>Strategy's Expected Result/Impact: Increase scores on STAAR, MAP, and CFA's</p> <p>Staff Responsible for Monitoring: AP Principal Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using the 15 day challenge method, PLC members will collaboratively create lessons plans that include correctly written objectives, planned targeted interventions/enrichment for students, daily formative assessments and a common unit assessment</p> <p>Strategy's Expected Result/Impact: Increased student achievement through targeted interventions and good first instruction</p> <p>Staff Responsible for Monitoring: APs Principal Instructional Specialists</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Using the RTI process and enrichment targets, students will receive targeted intervention/enrichment beginning in the classroom and students needing Tier 2 and 3 intervention will also receive additional intervention during Spartan Time and before/after school interventions.</p> <p>Strategy's Expected Result/Impact: Teachers will created targeted intervention/enrichment lessons in order to increase the learning of all students</p> <p>Staff Responsible for Monitoring: Principal AP's Instructional Specialist</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: GAP-CLOSING: By June 2022, Stratford High School will increase overall performance on STAAR end-of-course exams to narrow the gap or improve performance above the target by at least 5 points in each sub category.

2020-21: Economically Disadvantaged 42%; All Students 68%

2019-20: Not Rated due to COVID

2018-19: Economically Disadvantaged 25%; non-Economically Disadvantaged 73%

2017-18: Economically Disadvantaged 46%; non-Economically Disadvantaged 68%

2020-21: African American 36%;All Students 64%

2019-20: Not Rated due to COVID

2018-19: African American 16%; non- African American 62%

2017-18: African American 18%; non- African American 64%

2020-21: Hispanic 50%; All Students 65%

2019-20: Not Rated due to COVID

2018-19: Hispanic 38%; non- Hispanic 67%

2017-18: Hispanic 37%; non- Hispanic 70%

2020-21: Sped 25%; All Students 63%

2019-20: Not Rated due to COVID

2018-19: Sped 0%; non-Sped 61%

2017-18: Sped 4%; non-Sped 64%





2020-21: EL(Current and Monitored) 23%; All Students 65%

2019-20: Not Rated due to COVID

2018-19: EL 6%; non-EL 63%

2017-18: EL 15%; non-EL 65%

Evaluation Data Sources: STAAR EOC reports and State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the PLC Process, PLC members will use STAAR, MAP, CFA's and other data, to create classroom interventions and small groups to fill in gaps of learning</p> <p>Strategy's Expected Result/Impact: Increase scores on STAAR, MAP, and CFA's</p> <p>Staff Responsible for Monitoring: AP Principal Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
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	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
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	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.





Performance Objective 4: ADVANCED COURSES: Strengthen the level of advanced academic instruction in order to increase student preparation for and success in advanced courses that are aligned to post-secondary expectations.

Fall 2021: 526 students enrolled in one or more dual credit/dual enrollment courses.

Fall 2020: 503 students enrolled in one or more dual credit/dual enrollment courses.

Fall 2019: 322 students enrolled in one or more dual credit/dual enrollment courses.

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Through the course selection process, counselors will work with students to help select more dual enrollment courses Strategy's Expected Result/Impact: Increase number of students in dual enrollment classes Staff Responsible for Monitoring: Counselors Duel Enrollment Teachers 10th grade core teachers	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2022, Stratford High School will increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points.

2021: 72% of annual graduates met CCMR indicator
 2020: 81% of annual graduates met CCMR indicator
 2019: 79.9% of annual graduates met CCMR indicator
 2018: 80.8% of annual graduate met CCMR indicator

Evaluation Data Sources: State Accountability Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and promote course selection options that reflect student interests and past performance. Strategy's Expected Result/Impact: The number of students who achieves a CCMR designation will increase. Staff Responsible for Monitoring: Administrators Counselors CTE Teachers	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of students who earn a TEA-approved Industry Based Certification. Strategy's Expected Result/Impact: The number of students who earn certifications will increase. Staff Responsible for Monitoring: Administration CTE Teachers	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the number of students who complete a college-level dual credit course. Strategy's Expected Result/Impact: The number of students who complete a college-level dual credit course will increase. Staff Responsible for Monitoring: Administration Counselors Teachers	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the number of students who earn college credit on AP Exams. Strategy's Expected Result/Impact: The number of students earning college credit on AP exams will increase. Staff Responsible for Monitoring: Administrators Counselors Teachers	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase the number of students who score at or above the college ready level on SAT, ACT, TSAI or earned credit for a college prep course.</p> <p>Strategy's Expected Result/Impact: The number of students who score at or above the college ready level will increase.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: STUDENT ACHIEVEMENT. Every Stratford High School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: POST-SECONDARY ENROLLMENT: For the Class of 2021, at least 76% of Stratford High School graduates will have enrolled successfully in a postsecondary option (T, 2, 4).

Nov. 2020: 71% enrolled in fall following graduation

Nov. 2019: 78% enrolled in fall following graduation

Nov. 2018: 78% enrolled in fall following graduation

Nov. 2017: 79% enrolled in fall following graduation


Evaluation Data Sources: National Student Clearinghouse


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify students in target group (bottom of the 3rd and top of the 4th quartile) and provide mentoring regarding T-2-4 options after graduation</p> <p>Strategy's Expected Result/Impact: Additional T-2-4 applicants due to better understanding of process and encouragement from counselor.</p> <p>Staff Responsible for Monitoring: Lead Counselor Counseling Team</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host on-campus, program specific student information days for technical schools and various branches of the military.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to additional post-secondary options leading to additional applications.</p> <p>Staff Responsible for Monitoring: Post-Secondary Counselor</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Invite students and parents to multiple college readiness seminars such as CSI: College Selection Institute, Financial Aid Night, and HARN visits.</p> <p>Strategy's Expected Result/Impact: Students and parents will be exposed to additional postsecondary options and have questions answered, leading to additional applications.</p> <p>Staff Responsible for Monitoring: Post-Secondary Counselor</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to work with Collegiate Challenge, One Goal, Emerge and the mentoring program to increase post-secondary enrollment.</p> <p>Strategy's Expected Result/Impact: At-Risk and potential first generation college students will be exposed to additional</p>	Formative		
	Oct	Jan	Apr

information regarding postsecondary options resulting in increased enrollment.

Staff Responsible for Monitoring: Post-Secondary Counselor

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: STUDENT SUPPORT. Every Stratford High School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, the % of Stratford High School students who feel connected as both individuals and learners will increase by at least 15points.





2020-21: 35% School Climate

2019-20: Not Rated due to COVID

2018-19: 47% School Climate

2017-18: 50% School Climate





Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify students disconnected from school and encourage their participation in various clubs, organizations, and athletic pursuits. Strategy's Expected Result/Impact: Additional students will participate in extracurricular activities leading to improved campus connectedness. Staff Responsible for Monitoring: Lead Counselor Counseling Team Assistant Principals</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host multiple campus-wide social/entertainment activities, such as spirit events, pep rallies, and Food Truck Fridays. Strategy's Expected Result/Impact: Improved campus community connectedness due to shared positive experiences. Staff Responsible for Monitoring: Principal Student Council CoSponsors</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor student attendance reports and hold administrator/student conferences twice per grading period for students with excessive absences. Strategy's Expected Result/Impact: Improved student attendance rates due to better understanding of the issues caused by missing school, resulting in students feeling more connected to school. Staff Responsible for Monitoring: Assistant Principals Counseling Team</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STUDENT SUPPORT. Every Stratford High School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level classroom will implement and support character education and social-emotional learning curriculum.





Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will build soft skills to enhance their secondary and post-secondary opportunities.</p> <p>Strategy's Expected Result/Impact: Students will obtain higher scores on the Panorama SEL Skills Survey.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: STUDENT SUPPORT. Every Stratford High School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 3: COUNSELING/STUDENT SUPPORT: 100% of 9th graders will have an informed four-year plan and 80% of 11th graders will have a preliminary post-secondary plan.





Evaluation Data Sources: Naviance Reports, Skyward Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: [Insert Strategy]	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every Stratford High School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 4: By June 2022, Stratford High School will increase their attendance rate by 2%





Evaluation Data Sources: 2021: 94%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Every two weeks, the attendance clerks will provide the Admin Team a list of students who have 3 or more unexcused absences within a 9 week period</p> <p>Strategy's Expected Result/Impact: Will increase the amount of student attendance</p> <p>Staff Responsible for Monitoring: Administration Team</p>	Formative		
	Oct	Jan	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: SAFE SCHOOLS. Stratford High School will ensure a safe and orderly environment.

Performance Objective 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.





Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: SAFE SCHOOLS. Stratford High School will ensure a safe and orderly environment.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.





Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committees</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FISCAL RESPONSIBILITY. Stratford High School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums