

Spring Branch Independent School District
Stratford High School
2022-2023 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 2022 TAPR Report

State Accountability Rating: B

EOC	Approaches	Meets	Masters
English 1	77%: -4	65%: +2	21%: +3
English 2	84%: +2	73%: -2	23%: +3
Algebra 1	76%: +1	43%: +14	19%: +10
Biology	91%: +2	76%: +4	39%: +8
US History	95%: +3	83%: +1	60%: +3

SAT Average Score: 1077

ACT Average Score: 24.2

Graduation Rate:

Campus: 94.1

African American: 88.1%

Hispanic: 91.5%

White: 96.9%

Asian: 100%

SPED: 83.9%

Econ. Dis.: 82.9%

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. Stratford High School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: POST-SECONDARY READINESS: By June 2023, at least 68% of Stratford High School graduates 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.





Class of 2022: [Pending]

Class of 2021: 62% performed at post-secondary readiness levels as defined by Texas Success Initiative

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

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

Strategy 1 Details	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> <p>Funding Sources: Graphing Calculators, Remediation and Tutorial Sessions - 282 ARP21 (ESSER III Campus Allocations) - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who have scored below 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) will be provided multiple opportunities for intervention before taking the TSI test in late fall or the spring. Students will take a pre-assessment in the fall and teachers will address areas of growth before administering the TSIA in the spring.</p> <p>Strategy's Expected Result/Impact: Improved assessment scores due to targeted intervention activities for each student</p> <p>Staff Responsible for Monitoring: Intervention Specialists and Testing Coordinator</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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). Provide opportunities for students to excel on the SAT/ACT through the implementation of STAAR 2.0 style questions in various classes.</p> <p>Strategy's Expected Result/Impact: Increased student use of available SAT/ACT preparation tools. Increased student scores on college entrance exams.</p> <p>Staff Responsible for Monitoring: Lead Counselor Post-Secondary Counselor Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that all core content teachers conference with each of their students about college-level course opportunities prior to course selection in the Spring. Ensure that all teachers provide college level questions to students and expose them to academic language that extends beyond their current grade level academic language.</p> <p>Strategy's Expected Result/Impact: Increased student enrollment in ECP courses due to better student/parent understanding of benefits. Increase student performance in ECP courses.</p> <p>Staff Responsible for Monitoring: Lead Counselor Department Chairpersons Teachers Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<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. Stratford High School students will master rigorous academic standards to ensure college and career readiness.





Performance Objective 2: ACHIEVEMENT: By June 2023, Stratford High School will increase student performance on STAAR end-of-course exams in reading and math by at least 5% in approaches, 3% in meets, and 4% in masters.

2021-22: Reading: 80% (approaches), 67% (meets), 21% (masters); Math: 81% (approaches), 50% (meets), 21% (masters)

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

Evaluation Data Sources: State Accountability Report Domain 1 (available mid-August)

Strategy 1 Details	Reviews			
<p>Strategy 1: Through the PLC Process, PLC members will use STAAR, TELPAS, and 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, TLEPAS, and CFA's</p> <p>Staff Responsible for Monitoring: AP Principal Interventionists Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Using Backwards Design, 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 Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	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 create 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			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement practice questions and application of STAAR 2.0 item types within their lessons and tests.</p> <p>Strategy's Expected Result/Impact: Prepare students for the various types of new item type questions, including the selection of multiple answers instead of single answer responses.</p> <p>Staff Responsible for Monitoring: Teachers, department chairs, instructional specialists, administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 3: ADVANCED COURSES: Increase the number of students enrolled in advanced courses.

Fall 2022: 1,134 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses.

Fall 2021: 860 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses.

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through the course selection process, counselors will work with students to help select more dual enrollment courses</p> <p>Strategy's Expected Result/Impact: Increase number of students in dual enrollment classes</p> <p>Staff Responsible for Monitoring: Counselors Duel Enrollment Teachers 10th grade core teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus based course selection night.</p> <p>Strategy's Expected Result/Impact: Empower parents and students with knowledge on the appropriate available courses that will prepare students for career paths within SBISD and beyond.</p> <p>Staff Responsible for Monitoring: Counselors, administrators.</p>	Formative			Summative
	Oct	Jan	Apr	June
<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. Stratford High School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2023, Stratford High School will increase the % of graduates achieving College, Career, Military Readiness status by at least 3 points.





Class of 2022: [Pending]

Class of 2021: 73% of graduates met CCMR indicator

Class of 2020: 72% of graduates met CCMR indicator

Evaluation Data Sources: State Accountability Reports

Strategy 1 Details	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			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All students in CTE certification based classes will take the certification test, increasing 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 Counselors CTE Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	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			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the number of students who earn college credit on AP Exams.</p> <p>Strategy's Expected Result/Impact: The number of students earning college credit on AP exams will increase.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	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			Summative
	Oct	Jan	Apr	June
<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. Stratford High School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: POST-SECONDARY ENROLLMENT: For the graduating class, 3% of Stratford High School graduates will have enrolled successfully in a postsecondary option (T, 2, 4).





Class of 2022: [Pending]

Class of 2021: 74% enrolled in fall following graduation

Class of 2020: 71% enrolled in fall following graduation

Evaluation Data Sources: National Student Clearinghouse (available November/December following graduation)





Strategy 1 Details	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			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	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			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	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			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	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 information regarding postsecondary options resulting in increased enrollment.</p> <p>Staff Responsible for Monitoring: Post-Secondary Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 2: STUDENT SUPPORT. Stratford High School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Stratford High School will develop and implement an SSC process, aligning with the District's SSC protocol, to respond to students with academic and/or behavior needs to determine appropriate interventions, referral to Section 504, or referral to Special Education.

Evaluation Data Sources: Self-Assessment Rubric Developed by Intervention Services





Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2023, Stratford High School will increase student performance on STAAR end-of-course exams in reading and math by at least 5% in approaches, 3% in meets, and 4% in masters. Staff will implement HB4545 strategies to help ensure performance objective 1 is met.</p> <p>Strategy's Expected Result/Impact: Increase the number of progressing students in approaches, meets, and masters in all tested EOC subject areas.</p> <p>Staff Responsible for Monitoring: Teachers, intervention specialists, instructional specialists, administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: STUDENT SUPPORT. Stratford High School students will benefit from multi-tiered systems of support.

Performance Objective 2: POST-SECONDARY PLANNING: 100% of 9th graders will have an informed four-year plan and 100% of 11th graders will have a preliminary post-secondary plan.

High Priority





Evaluation Data Sources: Naviance Reports, Skyward Reports. Conferences for 9th graders happen late in the fall and all of the students in the Class of 2026 will have an informed four-year plan. Conferences happen for 11th graders in the spring and all of the Class of 2024 will have a conference and a post-secondary plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Annual pathway review and 4 year plan discussion with each 9th grader and counselor, that requires parent and guardians input and awareness.</p> <p>Strategy's Expected Result/Impact: Students select correct pathway with the appropriate courses that meet their educational needs.</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Stratford High School students will benefit from multi-tiered systems of support.

Performance Objective 3: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Stratford High School will implement at least three strategies that advance the focus on Core Characteristics for every child.





Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2023, Stratford students will be better academically prepared by way of rigorous and student-centered instruction that aligns to higher level thinking strategies and application.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who are academically prepared to enter and succeed in the post secondary education field or job market.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2023, Stratford students will increase their individual and campus level ethical and service-minded awareness and contributions towards our campus and community.</p> <p>Strategy's Expected Result/Impact: Produce good stewards around campus and the community. Students increase in their civic responsibility that encourages greater involvement in the decisions and actions taken on campus and in society that affects themselves and others.</p> <p>Staff Responsible for Monitoring: Club sponsors, teachers, counselors, administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By June 2023, Stratford students will understand and increase their awareness of empathy and become more self-aware. Students will learn through interactions with other students on campus, within the district, and from other campuses around the city and state, to uphold moral and ethical values while being aware of the needs of other students.</p> <p>Strategy's Expected Result/Impact: Build capacity to empathize, learn, and lead on campus and in future opportunities in the post-secondary environment and within the workforce.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
<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 3: SAFE SCHOOLS. Stratford High School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: 100% of the Stratford faculty and staff will be trained in new safety protocols and implement them daily. Strategy's Expected Result/Impact: Create an aware and safe environment for students, staff, and visitors. Staff Responsible for Monitoring: All staff of Stratford and SBISD.	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 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	Reviews			
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders 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			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	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			Summative
	Oct	Jan	Apr	June
<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 3: EMERGENCY OPERATIONS: Maintain 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	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			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	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			Summative
	Oct	Jan	Apr	June
<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 4: FISCAL RESPONSIBILITY. Stratford High School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	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			Summative
	Oct	Jan	Apr	June
<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>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$119,632.00
+/- Difference					\$119,632.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,635.00
+/- Difference					\$40,635.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,905.00
+/- Difference					\$2,905.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,325.00
+/- Difference					\$16,325.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,100.00

199 PIC 25 - ESL/Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$5,100.00
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$92,873.00
					+/- Difference	\$92,873.00
282 ARP21 (ESSER III Campus Allocations)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Graphing Calculators, Remediation and Tutorial Sessions		\$10,000.00	
					Sub-Total	\$10,000.00
					Budgeted Fund Source Amount	\$291,217.00
					+/- Difference	\$281,217.00
					Grand Total Budgeted	\$568,687.00
					Grand Total Spent	\$10,000.00
					+/- Difference	\$558,687.00