

Sanger Independent School District
Sanger High School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Sanger High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Sanger High School will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world.

Educate - Inspire - Elevate

Values

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.	20
Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.	33
Goal 3: We will enhance the character and personal soft-skills development of each student.	34
Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.	37
Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.	39
Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.	43
Goal 7: We will align professional development opportunities with the needs of students.	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanger HS is a comprehensive four-year public high school enrolling 830 students in grades 9-12. This is an increase of 80 students from the previous year. Sanger HS, like all campuses in Sanger ISD, is a Title I school. The percent of students classified as economically disadvantaged is 37.1% (+1.2%). The mobility rate increased to 13.9% (+1.5%). The percent of English Language Learners increased to 5%% (+1.4%). Currently, 11.6% of students are served by special education (-1.2%%), and 14.7% of students still receive services under Section 504 (+2.2%). Ethnic groups represented at Sanger HS are African American (4.6%, +1.2%), Hispanic (26.9%, +1.9%), white (64.2%, -2.8%%), American Indian (0.4%, -0.4%), Asian (0.9%, -0.3%), and two or more races (2.8%, +0.2%). Of our students, 22.2% (-9.6%) meet at least one of the fourteen state-identified at-risk indicators. The student attendance rate is 95.2% (+0.1%), and the four-year graduation rate is 98.9% (+5.3%). Currently, we have 79.5 staff on campus (+3.1%), including administration, paraprofessionals, and teachers, with an average of 13.1 years of teaching (-1.1 year).

Enrollment	Count	% Enrollment
Grade 9	236	30.8%
Grade 10	214	25.6%
Grade 11	174	20.3%
Grade 12	196	23.2%
Total	830	100%

Ethnicity	% of Students
African American	4.6
American Indian	0.4
Asian	0.9
Hispanic	26.9
White	64.2
Two or More Races	2.8

Other Subpopulations	% of Students
Special Education	11.6
504	14.7
ESL	5.0
Economically Disadvantaged	37.1

At-Risk	24.0
CTE enrollment	26.2
Gifted and Talented	6.0
Military Enlistment	5

Demographics Strengths

- 52.2% of graduates meet college-ready benchmarks (+10.3% over previous year)
- 38.7% of graduates have earned 3+ college credit hours (+7.2% over previous year)
- 10.7% of graduates earned an Industry-Based Certification (+5.8% over previous year)
- 68.3% of annual graduates College, Career, Military Ready (+6.8% over previous year)
- Four-year longitudinal dropout rate was 0 (-2.7%)
- 30.7% of teachers hold an advanced degree

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 62% of English Language Learners did not reach the Approaches level on the English EOC. **Root Cause:** SHS operated with limited staff resources for our ESL students in the 2021-2022 school year, and this is a growing population on our campus.

Student Achievement

Student Achievement Summary

The Student Achievement Committee uses various sources of data in determining the goals for student achievement at SHS:

- 2022 EOC Results in Algebra I, Biology, English I, English II, and US History
- Graduation rates from previous years
- Data on College and Career Readiness
- 2022 SHS School Profile
- Texas School Report Card
- 2022 Student Attendance Reports
- 2022 TSI Scores
- Apply Texas Completion Rates
- FAFSA Completion Rates

2022 Academic Accountability Rating for Sanger High School

Campus	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	Academic Growth Rating	Academic Growth Score	School Progress, Part B Rating	Relative Performance Score	Relative Performance Rating	School Progress Score	Closing the Gaps Rating	Closing the Gaps Score
Sanger HS	B	88	B	89	B	82	B	81	B	83	B	84

End of Course Exam Results

Subject	2018	2019	2021	2022
English I				
Approaches	64%	63%	74%	78%
Meets	46%	53%	53%	62%
Masters	3%	9%	7%	7%
English II				
Approaches	69%	66%	74%	78%
Meets	47%	48%	63%	62%
Masters	4%	5%	12%	7%
Algebra I				
Approaches	76%	80%	80%	88%
Meets	40%	54%	46%	44%
Masters	13%	26%	23%	13%
Biology				
Approaches	86%	87%	86%	90%
Meets	56%	63%	57%	70%
Masters	16%	26%	14%	24%
US History				
Approaches	95%	94%	94%	94%
Meets	85%	80%	78%	76%
Masters	54%	62%	55%	52%

Student Achievement Strengths

- Growth in all subject areas in the approaches and meets grade level standards.
- Scores above state averages in almost all areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students scoring at the masters level has decreased in 2 subject areas. We feel this is still a concern even though there was an increase in approaches and meets grade level standards. **Root Cause:** Students are not writing with fidelity across the curriculum. They are not able to apply inferencing to what they read. Classes lack differentiated instruction and engaging lessons with the ability to reach all student groups, specifically higher achieving students who are more likely to reach the masters grade level standard.

Problem Statement 2: Only 38% of English Language Learners reached the Approaches level on ELA/Reading, and only 35% of students served by special education reached the Approaches level on STAAR 2022. While those are increases from 2021, there is still room for growth in those 2 subpopulations. **Root Cause:** ESL students are not receiving sufficient support in ELA courses, and staff struggle with differentiation and the ability to reach all groups.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Sanger High School derive from our mission and vision: Sanger High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences. Sanger High School will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world. Sanger High School embodies values of Pride & Tradition, Trust & Integrity, Faith & Community, Exploration & Ownership, and Diversity & Uniqueness. We believe that students are our number one priority and building relationships in and outside of the classroom influences student success.

School Culture and Climate Strengths

- **Staff/Personnel Strengths**

- Affirmation Arrows
- Dr. Hunter's Monday Motivations
- Pride Of The Tribe
- Shout Outs
- Sunshine Committee
- Monthly Teacher Appreciation
- Teacher of the Month

- **Student/Staff Strengths**

- Two x Two x Two
- Tribal Cards
- Pride of the Tribe
- Advisory Period (Tribe Time)
- Honor Roll Incentives
- Setting a new “norm” with discipline and dress code
- Student-led Spirit Group (The Tribe)
- SOAR

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teacher and staff feedback indicate that not knowing one another on a more personal level impacts their abilities to identify with or support one another in times of need, as well as with the building of relationships with students. **Root Cause:** We don't put in the time or effort to do so, because of PD time being consumed with "outside" information. Though important, our campus needs to operate more like a family in order to best meet both student and personal needs.

Problem Statement 2: Student reports and feedback indicate that there is inconsistency amongst the staff expectations at SHS. Students indicate that they feel they can identify teachers and staff that are invested in their education and those who are not simply through the involvement and support seen outside of the classroom. **Root Cause:** There are a couple of handfuls of teachers/staff that do more than teach their subjects. It appears to students that the same personnel are the ones that are involved and do every extracurricular event, sponsorship, and volunteering, while others are not expected to do more outside of their classroom duties.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a small community just north of Denton. Sanger High School is a comprehensive four-year public high school with 830 students in grades 9-12. Currently, we have 88 staff members including teachers, paraprofessionals, and administration. We have added a few new staff members to new programs this year. The teacher retention rate this past year was 83%, which is abnormally low compared to previous years, and the staff's average years of experience was over 13.1 years. Sanger ISD has a new teacher academy three days before our returning staff reports to campus to onboard our new staff. New staff is assigned mentors on their home campus to help support them as they become acclimated to their new positions. The district has continued to increase our pay scale to stay competitive with neighboring small districts. Due to our tax base, our pay scale is below the large nearby districts that have more industry.

Staff Quality, Recruitment, and Retention Strengths

- Teacher retention rate of 83%
- Staff has an average of 13.1 years of experience
- 30% of teachers hold an advanced degree (Masters and Doctorate)
- Staff Development built into the calendar three weeks before school and throughout the year.
- We are a Mac One to One Campus. Teachers utilize Canvas to service students so that resources are available 24/7.
- We are in close proximity to UNT and TWU

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Being a small district, Sanger has a smaller amount of funds available and is unable to match the pay scale of the larger districts to our south. **Root Cause:** Sanger is a smaller town with a smaller tax base. is not as large as some of the larger towns to our south.

Problem Statement 2: Being a smaller campus, there are a number of teachers that are the only one to teach a specific class. Teachers sometimes feel like an island unto themselves, and then it is more difficult to collaborate with their peers for continuous improvement. **Root Cause:** Based on course selection and the master schedule, certain courses may be offered only a few times a day.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sanger High School uses TEKS Resource System to access the scope and sequence which drives our curriculum and assessment of all students. This system is aligned with the standards of the State of Texas. Staff members are trained to utilize key components of the system.

Sanger High School uses 1:1 technology to put a MacBook Air into the hands of every student that will make his/her education more engaging, and positively transform the way teaching and learning take place.

Curriculum, Instruction, and Assessment Strengths

- Indian Walks
- Reading Class
- Math Strategies Class
- Indian Showcase
- Professional Learning Community (PLC) periods provided each day for departments to evaluate and refine collaborative teaching strategies
- Advisory time (Tribe Time) each day for 30 minutes to provide additional instruction to students who are struggling or needing additional support
 - Homework Support is mandatory for students not completing homework
 - EOC tutoring is provided for all struggling students
- Collaboration with Denton ISD Lagrone Academy and North Central Texas College (NCTC) to meet CTE needs not available on the SHS campus
- Teachers use the Canvas Learning Management Platform as a technology tool to support their curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Inconsistency between teachers and departments on the different applications, software, and platforms used in the classroom. **Root Cause:** As Sanger HS moves away from the Covid era, many teachers are struggling to get back in the swing of in person instruction.

Problem Statement 2: Over 30% students failed one or more subjects for the year during the 2021-2022 school year resulting in loss of credit. **Root Cause:** Re-administration of classes and instruction is a significant strain in terms of budgeting, as well as the quality of instruction the following year when classes are larger due to repeaters.

Parent and Community Engagement

Parent and Community Engagement Summary

Our goal is to continue to develop a positive partnership with all stakeholders. We strive to provide several opportunities for parents/guardians to access important information, such as academic and social/emotional progress of their child, activities during the school day, evening parent information nights, and extracurricular events on campus.

Parent and Community Engagement Strengths

- Parents/guardians are provided with a written code of conduct, discipline procedures, and consequences. Copies are provided electronically or in print as requested during registration. Translation of documents in Spanish is also provided.
- Starting the third week of school, reports are run and students are pulled by teachers, who are monitoring progress, for extra tutoring help during Tribe Time. New initiative is the ICU during Tribe Time to monitor progress and track needs.
- Administration Care Team meets every three weeks to discuss immediate concerns of students due to attendance, social/emotional, discipline, and/or grades.
- Forms of communication:
 - Text Remind
 - School Status
 - Social media (Facebook and Twitter)
 - Website
 - Teacher websites
 - Email
 - Canvas communication
 - Parent Portal
 - Zoom (for face2face meetings despite COVID)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Evening parent information nights have low attendance numbers. Students who are not engaged in a school activity do not typically have a parent who is involved or interested in participating in school activities. **Root Cause:** Communication of the evening events is not always publicized well, or well enough in advance for parents to attend. For parents who do receive the communication, they do not recognize the importance of the information being provided. Days and times of activities need to be considered and offered multiple times.

Problem Statement 2: There is a need for a stronger partnership between home/school. **Root Cause:** Parents do not often understand when issues arise, such as failing grades or discipline issues. While there is communication between teachers and parents/guardians, clearer and more consistent communication between teachers and parents/guardians are needed. The communication must take place proactively, rather than, reactively.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Sanger High School take pride in their school and the school's reputation for success. SHS strives to maintain a safe and positive environment with a strong focus on academic excellence. We believe in using the best instructional practices in the classroom and building strong relationships. Our focus goes far beyond just EOC scores and data. Our commitment is to keep students at the forefront when making decisions. When our students do not learn, we make the necessary adjustments to instruction and our organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value time devoted to Tribal Talks (Teaching Responsibly & Increasing the Bar for All Learners) and there is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

- Tribal Talks (Professional Learning Community)
- Capturing Kids' Hearts approach to building relationships
- SHS staff truly believes all students can learn at high levels
- Traditions and a "Tribe Over Me" mentality drives the pride within the walls of SHS
- **68% of students are involved in extracurricular organizations/clubs**
- **76 students are taking 162 dual credit courses**
- **127 students earned Industry-Based certifications**
- **58 AP exams in 9 subjects with 38% scored 3 or higher**
- Tribe Time
- Academic calendar supporting yearly planning

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Being able to implement the accelerated learning for HB4545 with fidelity and review findings on a regular basis to ensure all students' needs are met. **Root Cause:** Continuing to implement best practices and resources and supporting teachers with the accelerated learning plans for individual students for HB4545.

Problem Statement 2: 50% of our seniors do not attend college. It is sometimes difficult to connect the learning and experiences in the classroom with those students future endeavors. **Root Cause:** Students cannot visualize and connect their learning to their future settings.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. At SHS, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Sanger High School is in its eleventh year of 1:1 MacBooks for each student. SHS is still a Mac-driven campus that utilizes the Google platform for education. Classrooms include projectors, document cameras, digital cameras, Swivel, and audiovisual equipment. Computer labs are also available in CTE classrooms.

Technology Strengths

- Superior internet connectivity with available hotspots for families should we switch to remote learning.
- Weekly onsite support from the Instructional Technology Coordinator
- Instructional Technology Specialist onsite
- Wide variety of technology options
- 1:1 devices for students and faculty
- Online textbooks and ancillary materials
- Canvas Learning Management Platform
- Ascender: Parent portal for grade tracking and student portal to promote student accountability
- SchoolStatus: Student Data Analytics and Communication
- MacShack: Student Technology Support Center
- Core common assessments through DMAC; for data analysis and interpretation

Problem Statements Identifying Technology Needs

Problem Statement 1: Currently, we are struggling to provide students with a true "blend" of instruction that gives them the benefits of technology, while balancing the importance of in person, student led instruction. **Root Cause:** Teachers have been used to exclusively digital and online instruction, and are struggling with returning to solely in person learning.

Problem Statement 2: While adept at social media technology use, students lack the ability to transfer their technology skills to the educational environment. **Root Cause:** Sanger High School students often lack the ability to relate to the importance and integration of educational technology and/or the skills to enhance their understanding of utilizing Canvas and Google Suite, for instance.

Priority Problem Statements

Problem Statement 2: 62% of English Language Learners did not reach the Approaches level on the English EOC.

Root Cause 2: SHS operated with limited staff resources for our ESL students in the 2021-2022 school year, and this is a growing population on our campus.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Inconsistency between teachers and departments on the different applications, software, and platforms used in the classroom.

Root Cause 1: As Sanger HS moves away from the Covid era, many teachers are struggling to get back in the swing of in person instruction.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Being able to implement the accelerated learning for HB4545 with fidelity and review findings on a regular basis to ensure all students' needs are met.

Root Cause 3: Continuing to implement best practices and resources and supporting teachers with the accelerated learning plans for individual students for HB4545.

Problem Statement 3 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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





Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Evaluation Data Sources: Students in grades 9-12 will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote a college going culture by having all staff post an Educator Wall Plate indicating the name of their university and highest degree earned outside the classroom door. Strategy's Expected Result/Impact: Administrator walk-throughs to ensure wall plates are posted. Staff Responsible for Monitoring: Administrators TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide all students with career exploration opportunities throughout the school year. Strategy's Expected Result/Impact: Career exploration schedule prepared through presentations through Indian Academy, presentations through Ag Department, and NACAC College Fairs. Video announcements/Virtual Indian Academy for quarantined students, Major Clarity for 7-12, and the ASVAB career exploration program. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide college entrance placement exams during the school day and on weekends and provide mock exam opportunities to help improve scores. Strategy's Expected Result/Impact: 5% increase in the number of students who attend a 2-4 year college or enlist in the military. ACT provided for juniors March 2023. TSIA is offered monthly on the weekend and during the week as needed. Funding from HB3. SAT and ACT Testing site (SAT dates: August 27, November 5, December 3, March 11, May 6, June 3) (ACT dates: February 11, April 15, and June 10). Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Work with CTE teachers to understand the new TEA guidelines for receiving CCMR credit for our graduating seniors. Strategy's Expected Result/Impact: Increase the scaled score on the school report card for CCMR from 91 in 2022 to 95 in 2023. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative		
	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: Improve the reading/ELA student performance of all student subgroups as measured by state, district, and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of meaningful writing across the curriculum and writing conferences in the writing classroom. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams and EOC scores. Improve 5% of students achieving approaches, meets and masters levels on EOC exams. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Indian Walks conducted each grading period to promote meaningful writing across the curriculum. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams and EOC scores. Improve 5% of students achieving approaches, meets and masters levels on EOC exams. Staff Responsible for Monitoring: Adminstrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Use TEKS Resource System, specifically the YAG and IFD, with fidelity to plan engaging lessons. Strategy's Expected Result/Impact: Improved student achievement on the English I & II EOC by 5% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May

Strategy 4 Details		Formative Reviews		
Strategy 4: Enhance instruction through the use of Google Apps, Canvas, and other interactive platforms as suited to individual student needs. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams, and EOC scores. Improve by 5% of students will achieve meets status or above on the English I & II EOC. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Jan	Mar	May
Strategy 5 Details		Formative Reviews		
Strategy 5: Use TEKS Resource System Interactive Notebook Reading Work Stations Universal Screener Formative Assessment Unit Exams Tutorials Vertical Team Collaboration PLC DMAC Accelerated Learning Groups Strategy's Expected Result/Impact: Improved student achievement on the English I & II EOC by 5% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Jan	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Students who were unsuccessful on the 8th grade Reading STAAR or the English I or II EOC will participate in Accelerated Learning groups to satisfy the requirements of HB4545. Strategy's Expected Result/Impact: Students will achieve the Approaches level of achievement on the English I or II EOC. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: Improve the math student performance of all students and student subgroups as measured by state, district, and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use TEKS Resource System, specifically the YAG and IFD, with fidelity to plan engaging lessons. Strategy's Expected Result/Impact: Improved student achievement on the Algebra I EOC by 5% in achievement areas of approaches, meets, and masters. This subject area saw the biggest performance decline from 2021-2022. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance instruction through the use of Google Apps, Canvas, and other interactive platforms as suited to individual student needs. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams, and EOC scores. Improve by 5% of students will achieve meets status or above on the Algebra I EOC. This subject area saw the biggest performance decline from 2021-2022. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Use TEKS Resource System Interactive Notebook Writing Across the Curriculum Universal Screener Formative Assessment Unit Exams Tutorials Vertical Team Collaboration PLC DMAC Accelerated Learning Groups Strategy's Expected Result/Impact: Improved student achievement on the Algebra I EOC by 5% in achievement areas of approaches, meets, and masters. This subject area saw the biggest performance decline from 2021-2022. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who were unsuccessful on the 8th grade Math STAAR or the Algebra I EOC will participate in Accelerated Learning groups to satisfy the requirements of HB4545. Strategy's Expected Result/Impact: Students will achieve the Approaches level of achievement on the Algebra I EOC. This subject area saw the biggest performance decline from 2021-2022. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: Improve the science performance of all students and student subgroups as measured by state, district, and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use TEKS Resource System, specifically the YAG and IFD, with fidelity to plan engaging lessons. Strategy's Expected Result/Impact: Improved student achievement on the Biology EOC by 5% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance instruction through the use of Google Apps, Canvas, and other interactive platforms as suited to individual student needs. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams, and EOC scores. Improve by 5% of students will achieve meets status or above on the Biology EOC. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Use TEKS Resource System Hands-On Experiments Interactive Notebook Writing Across the Curriculum Universal Screener Formative Assessment Unit Exams Tutorials Vertical Team Collaboration PLC DMAC Accelerated Learning Groups Strategy's Expected Result/Impact: Improved student achievement on the Biology EOC by 5% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who were unsuccessful on the 8th grade Science STAAR or Biology EOC will participate in Accelerated Learning groups to satisfy the requirements of HB4545. Strategy's Expected Result/Impact: Students will achieve the Approaches level of achievement on the Biology EOC. Staff Responsible for Monitoring: Teacher, Adminstration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: Improve the social studies performance of all students and student subgroups as measured by state, district, and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use TEKS Resource System, specifically the YAG and IFD, with fidelity to plan engaging lessons. Strategy's Expected Result/Impact: Improved student achievement on the US History EOC by 2% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance instruction through the use of Google Apps, Canvas, and other interactive platforms as suited to individual student needs. Strategy's Expected Result/Impact: Improved student achievement as measured by unit exams, and EOC scores. Improve by 2% of students will achieve meets status or above on the US History EOC. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Use TEKS Resource System Interactive Notebook Writing Across the Curriculum Universal Screener Formative Assessment Unit Exams Tutorials Vertical Team Collaboration PLC DMAC Accelerated Learning Groups Strategy's Expected Result/Impact: Improved student achievement on the US History EOC by 2% in achievement areas of approaches, meets, and masters. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who were unsuccessful on the 8th grade History STAAR or the US History EOC will participate in Accelerated Learning groups to satisfy the requirements of HB4545. Strategy's Expected Result/Impact: Students will achieve the Approaches level of achievement on the US History EOC. Staff Responsible for Monitoring: Teacher, Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, and Gifted and Talented with research-based instructional strategies, interventions, programs, and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ESL content-based instruction that will promote proficiency in reading, writing, and comprehension. Strategy's Expected Result/Impact: Increased scores on unit exams, EOC exams, as well as meeting or exceeding an 5% growth in EOC tested areas. Staff Responsible for Monitoring: District ELS Coordinator Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Renaissance 360 as a benchmark/identifier for 9th-grade low-performance indication in math and reading. Strategy's Expected Result/Impact: Provide student intervention to increase academic achievement. Staff Responsible for Monitoring: Student Support Counselor Teachers Title I: 2.6	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct SRSS Behavior Screener for internal/external high-risk identification. Strategy's Expected Result/Impact: Provide student intervention and support to decrease student risk. Staff Responsible for Monitoring: Student Support Counselor Teachers Title I: 2.4	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: All schools will implement strategies to support the enrollment, attendance, and success of homeless children and youth.

Evaluation Data Sources: Evidence of support of enrollment, attendance, and success of homeless children and youth.





Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with McKinney-Vento Liaison to identify homeless students and provide them with school supplies, backpacks, food, and additional resources as needed. Strategy's Expected Result/Impact: Homeless students will be provided the resources they need to be successful. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6, 4.1	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: Base all resource allocations on thorough analysis of student performance data annually.

Evaluation Data Sources: Evidence documented through classroom observations and local and state assessment results.

Strategy 1 Details	Formative Reviews		
Strategy 1: In addition to the Title I evaluation, the CEIC will analyze allocations in an annual review and report the student achievement results of learning opportunities such as the intervention period (Tribe Time) to determine whether the programs should be continued, modified, or discontinued. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Administrators Counselor CEIC Teacher Committee Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May





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Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.

Evaluation Data Sources: Documentation will be monitored through campus counselor schedules and activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Heart of Gold Program to promote service and volunteering. Strategy's Expected Result/Impact: Increased student involvement in service and volunteering opportunities. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Sanger Outstanding Achievement Recognition (SOAR) Program to encourage academic achievement, attendance, positive attitudes and superior behaviors through a system of rewards and recognition every grading period. Strategy's Expected Result/Impact: Improved student achievement, attendance, and behavior. Staff Responsible for Monitoring: Counselors	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure Director of Student Intervention meets with teachers about strategies to promote positive student behavior and improved mental health. Strategy's Expected Result/Impact: A decrease in office referrals and counseling sessions related to mental health. Staff Responsible for Monitoring: Director of Student Intervention Administrators Counselors Title I: 2.6	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Ripple Effects and Everfi to address non-academic barriers to school success. Strategy's Expected Result/Impact: A decrease in office referrals and counseling sessions related to mental health. Staff Responsible for Monitoring: Director of Student Intervention	Formative		
	Jan	Mar	May

Administrators Teachers Title I: 2.6			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 2: Increase student participation in extra curricular activities and organizations by 10% of the overall student population.

Evaluation Data Sources: Rosters and sign in sheets from all groups on campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage staff to create new student groups and/or organizations: including BBQ teams, soccer, and E-Sports. Strategy's Expected Result/Impact: Many educational studies show that students who are involved in extracurricular activities receive numerous benefits: including improved academic performance, better attendance, fewer disciplinary issues, etc... Staff Responsible for Monitoring: Teachers, Administration	Formative		
	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: Ensure that all teaching and staff members are certified in the area they are teaching to meet ESSA requirements.

Evaluation Data Sources: Evidence will be documented through certification records.





Strategy 1 Details	Formative Reviews		
Strategy 1: SHS will utilize the Sunshine Committee and Campus Climate Survey to enhance a positive school climate for all campus employees. Strategy's Expected Result/Impact: Increased teacher retention and increased student achievement. Staff Responsible for Monitoring: Administrators Sunshine Committee Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly Appreciation Compliment Journal Sanger Outstanding Achievement Recognition (SOAR) Program Strategy's Expected Result/Impact: Increased teacher retention and student achievement. Staff Responsible for Monitoring: Administrators Counselor Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SISD will continue to implement a long-range employee compensation plan as prescribed by TASB. Strategy's Expected Result/Impact: Board approved plan. Staff Responsible for Monitoring: Superintendent Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: SISD administrators will attend local job fairs to recruit highly qualified teachers. Strategy's Expected Result/Impact: Attendance at job fairs, number of applications returned. Staff Responsible for Monitoring: Superintendent Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: SISD will provide training for campus administrators to ensure compliance with Highly Qualified requirements. Strategy's Expected Result/Impact: All teachers will meet Highly Qualified criteria. Staff Responsible for Monitoring: Assistant Superintendent TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: SISD will introduce new incentive bonuses for perfect attendance, including cash giveaways and free lunches in the cafeteria. Strategy's Expected Result/Impact: Promote attendance amongst staff. Less instructional time lost due to absences. Staff Responsible for Monitoring: Administration	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: Ensure that all district facilities are safe and maintained.

Evaluation Data Sources: Evidence will be documented in the security audit.

Strategy 1 Details	Formative Reviews		
Strategy 1: The CEIC will ensure that an annual review of building and campus safety is conducted. Strategy's Expected Result/Impact: Completed safety review. Staff Responsible for Monitoring: Administrators Director of Maintenance and Operations Title I: 2.5	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Follow all mandated TEA safety and security protocols to ensure our building is safe from outside intruders or unwanted visitors. Strategy's Expected Result/Impact: Nobody enters our building through an unlocked or propped door, and all visitors must check in with the front office using a 3 point entry system: sign in, ID checked, and visitor badge. Staff Responsible for Monitoring: Teachers, Administration, Front Office Staff	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: Implement programs that enhance student safety and student relationships.

Evaluation Data Sources: Documentation records will monitor and record that all strategies were complete.

Strategy 1 Details	Formative Reviews		
Strategy 1: Review PBIS, a district-endorsed strategy, and follow with fidelity to reduce the overuse of discipline practices that remove students from the classroom. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Discipline Point Management System and follow with fidelity to reduce the overuse of discipline practices that remove students from the classroom. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: STOPit App to address response to intervention for behavior. Strategy's Expected Result/Impact: Decreased negative office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: In addition to the student reporting system and professional development to increase all staff awareness and prevention of sexual abuse and suicide of children, guidance lessons on bullying will be provided to students. Strategy's Expected Result/Impact: Decrease in incidents of bullying. Staff Responsible for Monitoring: Administrators Counselors Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: The Expect Respect program is a district-endorsed strategy to address dating violence. Strategy's Expected Result/Impact: Students learn about dating violence. Staff Responsible for Monitoring: Counselors Teachers Title I: 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Capturing Kids' Hearts is a district-endorsed strategy to focus on building relationships with students and ensure safe and drug-free schools. Strategy's Expected Result/Impact: Decreased negative office referrals; increase of positive office referrals; improvement in student attendance; increase in student achievement. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct campus safety drills to include fire, lockdown, and bad weather drills. Strategy's Expected Result/Impact: Documentation of safety drills. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Red Ribbon week is a district-endorsed strategy to ensure safe and drug-free schools. Strategy's Expected Result/Impact: Schools will be drug free; decrease in student drug-related offenses. Staff Responsible for Monitoring: Administrators STUCO Title I: 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize self-harm/suicide protocols and counseling self-referral. Strategy's Expected Result/Impact: Education of students on self-harm and decrease in the number of students self harming. Staff Responsible for Monitoring: Counselors Director of Student Intervention Title I: 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Reward students with Tribal Cards for being responsible, respectful, or safe. Strategy's Expected Result/Impact: Reduction in the overuse of discipline practices that remove students from the classroom. Staff Responsible for Monitoring: Administrators Teachers	Formative		
	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Sources: Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will conference (e.g., face-to-face conference, telephone conference, Zoom, or email) with parents at least once a semester to provide a variety of information that will include: 1. What the school will do to help students meet performance standards; 2. What the parent can do to help student performance; 3. Additional assistance available at the school (Title I). Strategy's Expected Result/Impact: Increased parental involvement and increased student achievement. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure campus and teacher websites are active tools for communicating timely information and are updated regularly with current subjects that allow parent interaction. Strategy's Expected Result/Impact: All teachers websites are up-to-date; parents are informed. Staff Responsible for Monitoring: Administrators Counselors Teachers Sponsors Title I: 4.1, 4.2	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Assistant Principals and Counselors will meet with Assistant Principal and Counselor at the Junior High to help students with transition to the high school. Strategy's Expected Result/Impact: Improved transition to high school and expose student to positive high school experiences. Staff Responsible for Monitoring: Administrators Counselors Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Invite 8th grade students to the Indian Showcase to expose them to programs, organizations, and clubs. Strategy's Expected Result/Impact: Improve community relations and expose students to positive high school experiences. Staff Responsible for Monitoring: Administrators Counselors Teachers Sponsors Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Use of SchoolStatus, Remind, and the Band App as a consistent means of communication across grade levels. Strategy's Expected Result/Impact: 85% parent participation in communication with school personnel. Staff Responsible for Monitoring: Administrators Counselors CSI Teachers Sponsors Title I: 4.1, 4.2	Formative		
	Jan	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Post important information to social media outlets to notify parents of upcoming events and student recognition. Strategy's Expected Result/Impact: Increased parent communication and participation. Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: Evidence will be documented through classroom observations showing evidence of learning from staff development and implementation of effective learning strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will select individualized professional development based on their T-TESS goals. Strategy's Expected Result/Impact: Increase in teacher growth and student achievement. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will familiarize themselves with their subject level TEKS by deconstructing them during PLCs each week. Strategy's Expected Result/Impact: Increase in individual student growth. Increased student achievement on EOC exams. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize time with the Instructional Technology Director weekly and Instructional Technology Specialist as needed to learn/enhance technology used in the classroom such as Google Apps, Canvas, Nearpod, etc. Strategy's Expected Result/Impact: Increased use of purposeful technology in the classroom, student engagement, and student achievement. Staff Responsible for Monitoring: Administrator Instructional Technology Director Title I: 2.4, 2.5, 2.6	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			