

# Santa Fe Independent School District

## District Improvement Plan

2023-2024



# Mission Statement

## Vision

Santa Fe ISD is an innovative district that is building a legacy of excellence in partnership with our community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

SFISD serves grades PK-12. In 2022-2023, SFISD had an enrollment of 4,344 students at Fall PEIMS Snapshot.

### Economic Disadvantaged

53.41% Economic Disadvantaged

### Ethnicity

Comprised of approximately 69% White students, 27% Hispanic students, and 2% 2 or more races. (All other races are under 2%.)

### Student Groups

6.86% ESL students, 13.79% Special Education Students, and 47% at-risk students in 2022-2023.

### Graduation and Drop-Out Rates

Published graduation rates lag by one year so our most current 4 year graduation rate is 96.5% in 2021-2022.

4 year graduation rates for the various student groups in the graduating class of 2022 are listed below:

All - 92.5

Hispanic - 93.2

White - 92.2

Economic Disadvantaged - 89.7

Special Education - 86.7

The federal graduation target is 90%.

The drop out rate in 2022 was 1%.

### **College, Career, Military Readiness**

69% of our class of 2022 seniors earned credit for College, Career, Military Readiness. Industry certifications were offered to students and more students took college-prep assessments such as ACT, SAT, TSIA, and Advanced Placement.



# Student Achievement

## Student Achievement Summary

### Elementary Reading:

Grade 3 - 81% AGL, 53% Meets, 16% Masters

Grade 4 - 82% AGL, 50% Meets, 23% Masters

Grade 5 - 84% AGL, 56% Meets, 25% Masters

### Elementary Math:

Grade 3 - 77% AGL, 50% Meets, 21% Masters

Grade 4 - 82% AGL, 63% Meets, 31% Masters

Grade 5 - 87% AGL, 60% Meets, 23% Masters

### Elementary Science:

Grade 5 - 81% AGL, 46% Meets, 22% Masters

### Junior High Reading:

Grade 6 - 82% AGL, 52% Meets, 19 % Masters

Grade 7 - 76% AGL, 50% Meets, 24% Masters

Grade 8 - 81% AGL, 55% Meets, 20% Masters

### Junior High Math:

Grade 6 - 73% AGL, 30% Meets, 6% Masters

Grade 7 - 61% AGL, 36% Meets, 8% Masters

Grade 8 - 59% AGL, 25% Meets, 4% Masters

Algebra - 98% AGL, 84% Meets, 48% Masters

### **Junior High Science and Social Studies:**

8th Science - 69% AGL, 38% Meets, 9% Masters

8th Social Studies- 60% AGL, 30% Meets, 13% Masters

### **High School:**

English 1- 74% AGL, 56% Meets, 11% Masters

English 2 - 74% AGL, 58% Meets, 6% Masters

Biology - 91% AGL, 56% Meets, 13% Masters

Algebra - 74% AGL, 29% Meets, 8% Masters

US History- 98% AGL, 76% Meets, 38% Masters



# District Culture and Climate

## District Culture and Climate Summary

### School Culture

Santa Fe ISD strives to create a culture of learning throughout the district.

Professional Learning:

Campuses are in various stages of development with improving student and staff culture. The elementary campuses have implemented the HOUSE system, and the Secondary has implemented STUCO & SEL activities to build student pride, school culture, and character development. The campuses and district leadership collaboratively work toward the development of highly effective professional learning communities as well as systems of teacher and staff voice.

Staff participate in the following:

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement. This collaboration is supported by two coaches at each campus.
- All campuses utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Campuses provide academic intervention in a variety of ways to ensure student success (after-school and before-school tutorials, advisory, etc.).
- New teachers are supported through a mentorship program and additional training.

### School Climate

The district has implemented the following.

- Parent, staff, and student surveys are sent out two times during the year. Responses are analyzed and needs are identified.
- An SEL curriculum was implemented in 2020-2021 and has been embedded in daily practices through a new resource Character Strong in 2021-2022.
- PBIS was implemented in 2019-2020.
- The SFISD Police Department is a high-functioning, well-trained police force and the officers are visible on the campuses on a daily basis with clear emergency plans.
- The SFISD Chief of Police provides training for all district employees in safety procedures.
- Threat assessment teams were created at each campus to implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators interact throughout the day in both high-traffic areas and individual student conferences in their effort to ensure the safety of all SFISD students.
- Wellness counselors were added to each campus in 2018-2019.
- Advisory groups at each campus provide feedback to campus administrators and to the superintendent.
- Each campus has an instructional leadership team as well as a site-based decision-making committee to make decisions, lead change, and set and monitor goals.
- The House Rally System is utilized at the elementary campuses to build student belonging.
- Junior High created a RISE program with parents and students.
- High School builds community through STUCO events within the school day and outside of school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

(Data below is based on the 2021-2022 TAPR Report)

Total Staff: 645

### Professional Staff

- Teachers: 258
- Professional Support: 94
- Campus Administration (School Leadership): 16
- Central Administration: 11

Educational Aides: 58

Auxiliary Staff: 206

Total Minority Staff: 124

### Teachers by Ethnicity and Sex

- African American: 2
- Hispanic: 30
- White: 221
- Males: 47
- Females: 210

### Teachers by Highest Degree Held

- Bachelors: 220
- Masters: 34
- Doctorate: 1

### Years of Experience

- Beginning Teachers: 18
- 1-5 Years Experience: 83
- 6-10 Years Experience: 52

- 11-20 Years Experience: 72
- Over 20 Years Experience: 30

Number of Students per Teacher: 16

Average Years Experience of Teachers: 10 yrs.

Average Years Experience of Principals: 8 yrs.

Average Years Experience of Assistant Principals: 6.6 yrs.

### **Turnover**

Turnover rate for teachers: 15%

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Elementary:

SFISD curriculum and instruction documents are created from state adopted TEKS strands . By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

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

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

During the 2023-2024 school year, the District will continue the implementation of the Science of Teaching Reading. Students will be exposed to phonics on a regular basis and given explicit instruction. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher's College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus on creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

## Secondary:

SFISD curriculum and instruction documents are created from state-adopted TEKS strands. By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement.

Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-week, Week At A Glance (WAG) – provides clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Backwards Planning Guides (BPG)- provide a framework and protocol for teachers to backward design instruction with multiple pathways, Instructional Planning Guides (IPG) –provide a framework for instruction that happens each day. Due to the number of courses at the Secondary level a 3 Tier system has been implemented. Tier 1 involves tested subjects while Tier 3 encompasses CTE and Electives. The requirements and specificity in this Tier system are geared toward the needs of the classroom teacher.

District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment. Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physical-classroom environment; or electronically/virtually CANVAS (Learning Management System) or Microsoft Office 365. Classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our learners.

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

Other core content areas, Math, Science and Social Studies, will continue to focus on creating literate learners. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum was newly adopted. Carnegie was adopted at JH and Big Ideas at the HS. Discovery Science will be used as a resource in science for grades 6-12 with an emphasis on inquiry learning using a 5 E model and a focus on STEM investigations. Document Based Questioning (DBQ) Project Online will be used a resource for social studies. DBQ uses primary and secondary sources to support discourse and written expression on a variety of social studies topics.

Advanced Placement (AP) courses will use College Board online platform for preparing students to be successful on the AP exams. Spanish classes will access an online resource to for reading, writing, speaking, and listening.

Career and Technical Education (CTE) courses will continue to focus on building out their full coherent sequence of courses, adding rigor and work-based learning opportunities for students while aligning industry-based certifications to each Program of Study. Business and Graphic Design will pilot Microsoft Office and Adobe certifications respectively, using the TEA approved Certiport platform. Construction and Welding will pilot the NCCER platform for creating student accounts and testing as they add the next level of courses to each sequence. Health Science is adding the Pharmacy Technician certification (CPhT) to its options for students, using Kaduceus curriculum and the Pharmacy Technician Certification Board (PTCB) platform. Math for Medical Professionals has been added to the Health Science sequence to support students in earning both the Patient Care and Pharm Tech certification.

CTE teachers will continuing using instructional materials and resources that are aligned with their content. Many of the CTE courses will continue to use the iCEV platform. High School Computer Science will continue focusing on python coding with Tech Smart/Houston Codes curriculum. Health Science has vertically aligned their curriculum using new Cengage series of textbooks and digital curriculum, except Pharmacy Technician. All CTE teachers use TXCTE Resource center as an ancillary source for scopes and sequences and lesson plan ideas.

Instructional Practices (IP), Family & Community Services (FACS) and Practicum in Human Services (PHS) are new CTE courses for the 2023-24 school year. Each will use the CEV curriculum as their foundation curriculum. IP will model the former Ready, Set, Teach program and work with the elementary school teachers as education aides working on their certification through TEAL. Practicum in Human Services will also pilot the Community Health Worker (CHW) certification, mentoring young students as part of their curriculum, mimicking the former PALS program. Both programs will have access to the new teaching "Tribal Elementary Lab," at the high school.

Also new this year is the Practicum in Business Management course. Students in this course will continue designing and opening a school store on campus as a work-based learning opportunity. They will use iCEV digital curriculum, aligning with the other courses in this Program of Study.

The Animal Science program of study has revitalized the Vet Med Applications course, providing students with a two-period course to provide hands-on experiences for the students. The iCEV curriculum will be used to vertically align with the other courses in this sequence.

The Instructional Coaching Model continues for the 2022-2023 school year. Teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement. One additional instructional coach has been added to the junior high in 2021-2022 to support professional learning and increase student outcomes.

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

SFISD supports family engagement through counselors and campus family engagement committees to promote activities that encourage lifelong learning and student success.

- Transition parent tours and additional scheduling counseling
- Increased formats of communication between parents and teachers
- District Parent Involvement Committee
- Campus Parent Involvement Committees
- District and campus survey data utilized to continually improve
- Increased written communication to parents
- Booster clubs
- SFISD Education Foundation
- Parent Advisory groups
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, Math and Reading Nights, College Night
- Maintain an open and collaborative relationship with community members by working closely with the Education Foundation
- Promote campus activities, share student accomplishments, and provide district news by publishing a newsletter for the community
- Host special events during athletic games to encourage community support
- Promote community involvement by collaborating with parents and supporting Homecoming activities
- Actively support students with special needs by promoting Special Olympics through volunteer opportunities and fund raising
- CTE Advisory Boards members meet annually (at a minimum) to provide input on the curriculum, equipment, and industry-based certifications that are part of our programs of study.
- CTE business and industry partners provide career information, safety requirements, and skill-development as guest speakers in classrooms.
- Community Roundtables are hosted by the SFTX Education Foundation and superintendent to provide program information and to gain input from the community



## **District Context and Organization**

### **District Context and Organization Summary**

Santa Fe ISD consists of five campuses.

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

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

#### **Roy J. Wollam**

- Principal, Michelle Pourchot
- Assistant Principal, Shannon Davidson
- Counselor, Lindsey Garcia

#### **Dan J. Kubacak**

- Principal, Casey Adoor
- Assistant Principal, Jamie Nichols
- Counselor, Hope Otto

#### **William F. Barnett**

- Principal, Destini Martin
- Assistant Principal, Marissa Harrison
- Counselor, Shayla Petteway

#### **Santa Fe Junior High**

- Principal, Florence Adkins
- Assistant Principal, Gina Seyl
- Assistant Principal, Elizabeth Davis
- Assistant Principal, Kristen Lawrence
- Counselor, Katie Casey
- Counselor, Monica McCollum

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

- Principal, Karlee Custer
- Associate Principal Dr. Cristianne Richardson
- Assistant Principal Tammi Pickering
- Assistant Principal Nikolette Cook
- Assistant Principal Beth Yorlano
- Counselor, Sarah Luna
- Counselor, Rhonda Price
- Counselor, Holly Bankston
- Counselor, Keri Duggan

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

- Administrative/counseling organization by campus
- Exceptional extracurricular opportunities for students in fine arts, Career & Technical Student Organizations (FFA, HOSA, TAFE, etc.), and athletics
- Robotics Club
- Indian Success Academy where students have the opportunity to make up credits and, at the same time, to attend College of the Mainland to work toward a certification
- 15 CTE programs of study aligned with the Texas Education Agency statewide Programs of Study and Industry-Based Certifications
- Increased offerings in AP
- Dual Credit courses at the high school, continuing the embedded dual credit teachers to provide additional options to students and partnering with COM to have a full-time Enrollment Coach on campus.
- Collegiate High School, which provides an opportunity for students to earn, or make significant progress towards, their associate degree.
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR program is an innovative and effective way of meeting the educational needs of the districts ECSE students along with those of the children of district employees
- The STRIVE Program is an effective way to prepare our 18-21 year old special education students for transition into the work force and community living
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- All campuses provide Professional Learning Community (PLC) meeting, learning, and planning time for teachers. SFHS provides Late Start Wednesdays throughout the school year in order to build this time into the teachers' workday. SFJH has PLC time built into the

school day. Elementary campuses schedule their PLC time during the day on a rotating basis.

- Instructional Coaching
- Teaming
- Threat Assessment Teams
- Academic and Wellness Counselors
- Social Worker
- District Lead Nurse

# Technology

## Technology Summary

**The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.**

**·In 2023, 6 additional interactive touch panels were purchased for Kubacak and RJ Wollam and 12 more wireless laser projectors for secondary. The district was able to purchase 3,300 touch screen laptops with the assistance of Emergency Connectivity Grant Funding.**

**· In 2022, the District purchased 24 interactive touch panels for Kubacak and RJ Wollam and 25 laser projectors for secondary to begin refreshing aging STAR Boards and bulb projectors.**

**·In 2021-2022. The District purchased 1,000 Dell touch screen laptops through the Emergency Connectivity Fund (ECF) grant to continue to refresh secondary student laptops. 100 teacher laptops were also purchased through ECF to meet the needs of increased staff numbers and para-professionals that work directly with students each day.**

**·In 2020-2021, the District purchased 2,000 Dell laptops through the Operation Connectivity grant. These devices were used to refresh secondary student devices.**

**·In 2019-2020, the District refreshed student computers for kindergarten and first grade. These touchscreen devices that can be used like a tablet or a full laptop. Additionally, the District refreshed classroom teacher laptops with Dell touchscreen devices that can mirror cast to the classroom projectors.**

**·Cybersecurity is a top priority for Santa Fe ISD. In March of 2022, the District implemented a managed internal broadband service (MIBS) plan that includes a 24/7 monitoring piece that will alert key staff in**

**a timely manner in the event a breach is detected. Additionally, multiple levels of protection, including a firewall, multi-factor authentication, and limited administrator rights have been implemented.**

**·Beginning in 2020-21, the Technology Department consists of 2 staff members trained to facilitate instructional technology professional development for District staff. The district continues to take advantage of cloud infrastructure. Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with internet access. Microsoft InTune allows district issued student devices to be monitored and managed off-premise.**

**·Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.**

**·In 2020-2021, the District adopted Linewize, in conjunction with Gaggle, as the district content filter and student safety monitoring. These systems archive all internet history and allow the District to address policy issues and help with building good Digital citizens.**

**·In 2021-2022, the District added ClassWize to allow teachers to monitor classroom device activity from one location. This allows teachers to refocus students if they begin to veer off the intended assignment site and allows teachers to interact with students from their device to an individual student, a group, or whole class.**

**·PK-7th grade classrooms are all equipped with student laptop carts. In 2023-24, students in grades 8-12 will receive a student laptop, charger, and protective carrying case. This provides students with the tools necessary to succeed in 21st-century learning.**

## Technology Strengths

- **Student and teacher touch screen laptops less than 4 years old provide robust connectivity in the classroom.**
- **The continued use of Linewize filtering on all district devices and monitoring on all district issued student devices allow the district to confidently provide safe access to internet services. This system archives all internet history and allows the District to address policy issues while building good digital citizens. The teacher classroom management will finally give teachers the access they have requested to monitor online student activity. From locking the computer screens to opening up or closing websites depending on classroom instruction needs. The District will inform parents of the Qustudio App that provides families the ability to monitor their student's district issued device after hours, a history of websites visited during the school day, and can be applied to their personal devices.**
- **Connectivity between campuses consists of redundant, 10GB fiber connections that provide fast transfer of data between locations and redundancy in the event one of these lines get compromised.**
- **Internet bandwidth has been increased for the 2023-24 school year from 2GB to 3GB to provide enough bandwidth to support over 6,000 computers, give the end-user high-speed access to web content, and support high-volume, simultaneous online testing across the District.**
- **Our Technology Staff is built of skilled technicians that support the district needs and maintain the technology equipment.**
- **The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests and keeps the operation of the technology department running efficiently.**
- **SFISD campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction.**
- **Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers. However, some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards**





**software applications and successful research practices with Technology TEKS focus. In 2021-2022, a MAC computer lap was installed at SFHS for CTE and Fine Arts use.**

- **Wireless video streaming adapters have proven to be an effective solution to streaming instructional content. The cost of adding the wireless adapters are less than 1/3 the cost of conventional wall plates and provides the teacher to move about the room and interact with the student.**
- **Interactive whiteboards and touch monitors provide the interactive ability for teachers to engage students in instruction through the use of technology.**
- **Microsoft Office 365 provides flexibility to staff and students' file access and storage needs. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction and include assistive technology features.**

# Goals

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.





**Performance Objective 1:** Athletics ensures an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Athletics will continue to promote a positive culture of winning with the "Believe" campaign. All head coaches are incorporating this motto into their culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel more positive about their teams and teams will show increases in wins.</p> <p><b>Staff Responsible for Monitoring:</b> Athletic Director</p>	Formative		
	Nov	Feb	May
<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:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.

**Performance Objective 2:** Maintenance and Operations ensures an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to provide, repair and maintain a climate controlled, clean learning space for all students and staff that supports a productive learning atmosphere.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement and positive staff feedback. Reduced preventative and corrective maintenance costs and less down time to learning spaces.</p> <p><b>Staff Responsible for Monitoring:</b> Director of M&amp;O</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.

**Performance Objective 3:** YUM! Nutrition Services ensures an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> YUM! Nutrition Services ensures an exceptional learning experience for all students in a safe and positive learning environment by encouraging meal participation in order to ensure that students are receiving good nutrition and their brains are ready to learn when they enter the classroom. Participation goals: Breakfast 25%, Lunch 60%</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability to learn and retain information, better test scores, improved student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> YUM! Nutrition Staff, Managers, Supervisor and Director</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.





**Performance Objective 4:** The police department ensures an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Encouraging campus officers to proactively reach out to students by initiating communication when opportunities arise to develop a positive relationship with the police department.</p> <p><b>Strategy's Expected Result/Impact:</b> Officers would have the opportunity to provide mentorship in making smart responsible choices, provide advice in developing good decision making skills, anti-bullying preventions or defenses and drug and alcohol abuse prevention.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promoting the "Tribal Tips" Anonymous Tip Program</p> <p><b>Strategy's Expected Result/Impact:</b> This allows students, staff and parents to anonymous report safety and security concerns directly to the police department without fear of retaliation or repercussions.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.





**Performance Objective 5:** Technology ensures an exceptional learning experience for all students in a safe and positive learning environment.

**Evaluation Data Sources:** Linewize archives, Canvas Digital Citizenship course activity

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continually monitor evolving trends in the tech landscape to keep staff and students safe. <b>Strategy's Expected Result/Impact:</b> Provides safe online environment for students and staff <b>Staff Responsible for Monitoring:</b> Technology Department Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide ongoing digital citizenship and cybersecurity information and training to increase awareness of the inherent risks with online access <b>Staff Responsible for Monitoring:</b> Technology Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide Online safety hub and parent portal to engage and align the community on online safety and wellness by providing up-to-date and evidence-based information to all key stakeholders of a child's life.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.

**Performance Objective 6:** Transportation ensures an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Evaluate available AI systems that monitor and address unsafe driving behaviors and select the most robust system for install. Data will result in automated and in-person coaching sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of accidents and safer student transport</p> <p><b>Staff Responsible for Monitoring:</b> Mark McKinney, Luis Montes-Suares, Steven Shaffer</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.

**Performance Objective 7:** Curriculum and Instruction ensures an exceptional learning experience for all students in a safe and positive learning environment.

**Evaluation Data Sources:** ISS/OSS referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support to students with disabilities through a behavior coaching model.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of OSS/ISS referrals of students with disabilities            Increase student engagement            Increase student performance on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator            Special Education Instructional Coach</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special Services department will facilitate professional learning targeting:</p> <ul style="list-style-type: none"> <li>-Tier one behavior strategies for students with disabilities</li> <li>-Crisis prevention intervention (CPI) for challenging behaviors posing a harm of safety to self and others</li> <li>-Student specific training to support behavior needs of students with disabilities</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Professional support through behavior coaching model            Required annual Crisis Prevention Institute (CPI) training            Increase student engagement            Increase student performance on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services            Coordinator of Special Services            Special education Instructional Coach            District Certified CPI trainers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Response to Intervention (RTI) to support students exhibiting challenging behaviors in their learning environment by using interventions and strategies based on a tiered/level system.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease office/discipline referrals Increase in student engagement Increase student performance on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> District C&amp;I Administration Campus Principals Campus Interventionists Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Career &amp; Technical Education teachers (Carpentry and Welding) will work with local business and industry partners to develop protocols that will emphasize safety in our industrial labs and develop good safety habits required for employment in the industry.</p> <p><b>Strategy's Expected Result/Impact:</b> The high school nurse will have fewer visits from students in industrial classes who have injuries in the lab.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p><b>Funding Sources:</b> Personal Protective Equipment (PPE) - Perkins-CTE, - CTE-Local</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students at the secondary level will learn how to avoid and prevent drug abuse and Fentanyl over-dosing by participating in two assemblies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be referred to programs for prevention and intervention more, and referred less to DAEP for drug related offenses.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Counselor and Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1:** Ensure an exceptional learning experience for all SFISD students in a safe and positive learning environment.


**Performance Objective 8:** Obtain feedback from the community about discipline and bullying policies and procedures annually.





**Goal 2:** Promote academic achievement and success in SFISD through student engagement, innovation, rigorous and relevant learning.


**Performance Objective 1:** The Athletic Department will promote academic achievement and success through student engagement, innovation, and rigorous and relevant learning.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Coaches will create and input grade and discipline checks will all student athletes.	<b>Formative</b>		
<b>Strategy's Expected Result/Impact:</b> Student athletes will remain eligible and pass all grade checks and report card reporting periods.	<b>Nov</b>	<b>Feb</b>	<b>May</b>

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Promote academic achievement and success in SFISD through student engagement, innovation, rigorous and relevant learning.





**Performance Objective 2:** Curriculum and Instruction will promote academic achievement and success through student engagement, innovation, and rigorous and relevant learning.

**Evaluation Data Sources:** document check lists, SBA and UBA rubrics, lesson plans, Learning Walks, Campus Audits, and use of data in campus PLCs to achieve student growth

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a repository of curriculum documents with Year-at-a-Glance (YAG), Week-at-a-Glance (WAG), Backward Planning Guides (BPG), and Instructional Planning Guides (IPG) for all subjects aligned to state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed documents to support student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Instructional Coaches, Campus Administration, Chief Academic Officer, Executive Director of CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional resources and materials are aligned PreK-12 to support the instructional implementation of curriculum and implemented with fidelity as measured by documents such as lesson plans, LMS (Canvas), IC maps using learning walks, and campus audits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator Instructional Coaches Campus Administration Chief Academic Officer</p> <p><b>Funding Sources:</b> Vertically Aligned Health Science Program of Study Textbooks - Perkins-CTE - \$12,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Assessments are aligned within a framework of formative assessments, standards-based assessments, unit-based assessments, and interims to the expected level of rigor for multiple data points throughout the year to ensure student achievement in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative and summative assessments will provide data for teachers to develop instruction that is tailored to students' needs resulting in an increase in the overall achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator Instructional Coaches Campus Administrators Chief Academic Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Gifted and Talented - Teachers will encourage literacy and challenge students beyond their grade level through student participation in enrichment projects in grades K-5 and advanced courses in grades 8-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop advanced-level products and/or performances, as required by the Texas State Plan for the Education of Gifted/Talented Students (4.3 and 4.3.1).</p> <p><b>Staff Responsible for Monitoring:</b> Rigor &amp; Relevance Instructional Coach, Teachers K - 8</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Advanced Academics - AP teachers will utilize the AP online platform and progress monitoring to improve instruction and increase student test readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students earning a 3 or higher on their AP exams will increase by 10% from the 2020-2021 school year.</p> <p><b>Staff Responsible for Monitoring:</b> HS Associate Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Increase ESL student academic success in the classroom by developing reading, writing, listening, and speaking skills using effective language objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance in the classroom, on STAAR, and on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Exec. Director of Federal and State Programs</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - ESL-Local</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Santa Fe ISD will increase the amount of students earning a point for College, Career, and Military Readiness by 10% overall and within all sub-populations (75% of all students, 75% ESL, 61% Special Education, 70% Economically disadvantaged, and 70% Hispanic).</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will significantly impact the accountability score for SFISD and the Santa Fe High School campus. Furthermore, it will help us prepare a greater number of students for college, career, and/or the military in their post secondary lives. This includes increasing the number of AP testers as well as SAT testers.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Federal and State Programs, high school administrators, SFISD Lead Counselor, Exec. Director of CTE</p> <p><b>Funding Sources:</b> - Title 4, Professional Development for CTE Teachers related to industry certifications, including CPR and Community Health Worker - Perkins-CTE - \$2,000, Professional Development for CTE Teachers related to industry certifications - CTE-Local</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Instructional coaches will support literacy development in content areas by supporting teachers in PL opportunities such as coaching cycles, use of learning designs within PLCs, or learning walks.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be collected through coaching logs, student assessments, and IC Maps used in learning walks for measuring impact on student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Chief Academic officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> A Response to Intervention (RtI) will be implemented with Response to Intervention (RtI) team at each campus to provide tiered supports for students.</p> <p><b>Strategy's Expected Result/Impact:</b> RtI will provide an opportunity for students with gaps to be successful with learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Special Services, Chief Academic Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Special Services will support academic achievement through collaboratively planning professional learning that supports teachers and instructional coaches with the tools to provide instruction that allows all students access to the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> -Implement accommodations and/or modifications to the curriculum for students with disabilities  -Differentiate instruction to support the learning styles of students with disabilities  -Provide campus specific training customized to the needs of the campus using data driven decisions  Stetson and Associates Series:  - Accommodations 2.0  - ABC's of Behavior and ADHD  - Hybrid Training on Instructional/Behavior Strategies to Increase Student Engagement  - Deep Dive into Accommodations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals  Instructional Coaches  Teachers  ARD Facilitators  Director of Special Services  Coordinator of Special Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Career &amp; Technical Education will update and modernize skills labs to make learning more relevant to the current workforce needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased aligned industry certifications earned, increased Program of Study completers</p> <p><b>Funding Sources:</b> Equipment - Perkins-CTE - \$15,000, Equipment and Furniture - CTE-Local</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Adopt instructional materials through a collaborative process with teachers, the C &amp; I department, and campus administration. Health Science and Science will be adopted in the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize the textbooks and resources with more fidelity. Improve student achievement results.</p> <p><b>Staff Responsible for Monitoring:</b> Rachel Harris &amp; Chrissy Healy</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 2:** Promote academic achievement and success in SFISD through student engagement, innovation, rigorous and relevant learning.

**Performance Objective 3:** The technology department will promote academic achievement and success through student engagement, innovation, and rigorous and relevant learning.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a framework to help guide teachers for creating lessons that will integrate technology and allow the students to use it creatively and think critically. Maintain focus on minimizing complexity and maximizing individualized learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and development of 21st century and beyond skills</p> <p><b>Staff Responsible for Monitoring:</b> Technology Staff &amp; C&amp;I staff</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.

**Performance Objective 1:** The Athletic Department will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coaches will regularly communicate with parents, staff, and students about athletics. Head coaches will create programs that will bring parents and athletes together like Decals with Dad and Alumni Games</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders will be able to collaborate with athletic coaches on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Athletic Director</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.





**Performance Objective 2:** Curriculum and Instruction will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement committees will meet to set annual goals to increase partnerships with students, staff, families and the community. PFE committees operate at the campus level and distribute survey data to determine areas of focus. PFE goals and policy will also be discussed at the district level through the District Education Involvement Committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities for parent voice and participation on campus as well as increasing support at home for extra curricular and academic growth on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Director of Federal and State Programs</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Curriculum and Instruction will implement new procedures to enhance communication between campuses and the department to identify all students identified as Homeless and all students involved with Child Protective Services, and in Foster Care.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing timely and adequate services and increased attendance as well as improved grades of the students impacted in the areas.</p> <p><b>Staff Responsible for Monitoring:</b> District Social Worker Campus Registrars, Counselors ALC Director</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Services will continue to create partnerships and collaborate with community stakeholders to provide transition for paid employment, volunteer work, college, and independent living of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> More students with disabilities graduating with community connects such as: community support resources, college connections, employment support, and independent living opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Transition Coach High School Teachers Coordinator and Director of Special Services</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for parents of ESL students to learn about how to support their child at home as they learn both the language and the content.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Dir. of Fed. and State Programs</p> <p><b>Funding Sources:</b> - Title III</p>	Formative		
	Nov	Feb	May



<p style="text-align: center;"><b>Strategy 5 Details</b></p> <p><b>Strategy 5:</b> Campuses and Counselors especially will focus on making students more college and career ready by building and supporting SEL development. All 8th graders have a General Employability Skills class, where they will learn how to make the most of their high school experience to graduate CCR. The annual Career Fair will be continued. Guest speakers will be utilized throughout HS &amp; JH CTE classes to strengthen community ties with stakeholders. Elementary schools will promote post-secondary pursuits by having dress-up days and collaborative projects. Coffee Talks will also be a strong focus to build parent partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, CTE Teachers, Executive Director of CTE</p>	<p style="text-align: center;"><b>Formative Reviews</b></p> <p style="text-align: center;"><b>Formative</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Nov</b></td> <td style="width: 33%;"><b>Feb</b></td> <td style="width: 33%;"><b>May</b></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<b>Nov</b>	<b>Feb</b>	<b>May</b>			
<b>Nov</b>	<b>Feb</b>	<b>May</b>							
<p style="text-align: center;"><b>Strategy 6 Details</b></p> <p><b>Strategy 6:</b> CTE Faculty will focus on providing real-world and work-based learning opportunities for students by increasing community partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Program of Study Completers, Increased Industry-Based Certifications aligned with Programs of Study</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p>	<p style="text-align: center;"><b>Formative Reviews</b></p> <p style="text-align: center;"><b>Formative</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Nov</b></td> <td style="width: 33%;"><b>Feb</b></td> <td style="width: 33%;"><b>May</b></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<b>Nov</b>	<b>Feb</b>	<b>May</b>			
<b>Nov</b>	<b>Feb</b>	<b>May</b>							
<p style="text-align: center;"><b>Strategy 7 Details</b></p> <p><b>Strategy 7:</b> SFISD's Indian Success Academy will work to build a more solid transition program from the school campus an academic or professional role upon graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> SFISD's Indian Success Academy will work to build a more solid transition program from the</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator of the Alternative Learning Center.</p>	<p style="text-align: center;"><b>Formative Reviews</b></p> <p style="text-align: center;"><b>Formative</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Nov</b></td> <td style="width: 33%;"><b>Feb</b></td> <td style="width: 33%;"><b>May</b></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<b>Nov</b>	<b>Feb</b>	<b>May</b>			
<b>Nov</b>	<b>Feb</b>	<b>May</b>							
<p style="text-align: center;"><b>Strategy 8 Details</b></p> <p><b>Strategy 8:</b> SFISD Alternative Learning Center will create a campus culture based on specific values and set high expectations for students in both the Discipline Alternative Education Placement (DAEP) as well as the Indian Success Academy (ISA) to begin at intake to the program and to be monitored by all staff on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be collected on number of incidents for programs as well as survey data with students attending program.</p> <p><b>Staff Responsible for Monitoring:</b> Director and Coordinator of the Alternative Learning Center.</p>	<p style="text-align: center;"><b>Formative Reviews</b></p> <p style="text-align: center;"><b>Formative</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Nov</b></td> <td style="width: 33%;"><b>Feb</b></td> <td style="width: 33%;"><b>May</b></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<b>Nov</b>	<b>Feb</b>	<b>May</b>			
<b>Nov</b>	<b>Feb</b>	<b>May</b>							
<p style="text-align: center;"><b>Strategy 9 Details</b></p> <p><b>Strategy 9:</b> Discipline - All SFISD campuses will continue work to encourage best practices within PBIS and grow their campus SEL strategies. Campuses will utilize data collection protocols to track their disciplinary data, consider areas that need growth, and create plans with their campus teams to improve in these areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Santa Fe ISD will see a 5% decrease in office referrals, suspensions, and alternative placements when each month is compared to the 2022-2023 school year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Executive Director of Federal Programs, ALC Director</p>	<p style="text-align: center;"><b>Formative Reviews</b></p> <p style="text-align: center;"><b>Formative</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Nov</b></td> <td style="width: 33%;"><b>Feb</b></td> <td style="width: 33%;"><b>May</b></td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<b>Nov</b>	<b>Feb</b>	<b>May</b>			
<b>Nov</b>	<b>Feb</b>	<b>May</b>							





Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> SEL/PBIS -SFISD will utilize PBIS and SEL to build positive relationships among all stakeholders and teach socially appropriate skills and strategies in a positive and supportive environment in order to educate the whole student so that they will be successful in their life's endeavors. Positive Behavior Supports and Interventions will be utilized on each campus in order to create expectations for students to achieve. These expectations include various character building qualities that will be taught and celebrated by their respective campus in order to reinforce desired behaviors for success. Staff will consistently use the language of those expectations to ensure campus-wide clarity for students and positively reinforce these expectations to increase buy-in from students. Using the 5 SEL qualities presented by CASEL (Collaborative for Academic Social Emotional Learning) of Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making, SFISD will work to educate students on the importance of and the use of these competencies to enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. All schools will be using their own verbiage to align with the CASEL competencies. Character Strong will also serve as the anti-bullying curriculum for the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be collected in the areas of discipline, bullying, campus culture, and academic success in order to determine needs for each campus's PBIS/SEL goals and strategies. At the end of the year, a qualitative data collection will be done through classroom visits to see where growth is needed. Quantitative data will be collected through surveys to all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> ALC Director, Lead Counselor, Campus Counselors/Administrators</p>	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> SFISD will utilize an updated Threat Assessment system to meet the needs of campuses as well as state requirements. In the system, meetings will be held regularly and documentation will be completed to include a synopsis of the situation, a support/care plan for the students involved, as well as an opportunity for parents to provide feedback and support for their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation and support plans for any students posing a threat to the district or campus.</p> <p><b>Staff Responsible for Monitoring:</b> ALC Director, Designated Campus Counselor and Administrator</p>	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> SFISD will seek feedback from students, parents, and staff regarding district and campus culture, initiatives, and academics through beginning of the year, middle of the year, and end of the year surveys. Data collected will be used to implement improvements and changes to the learning environment and experience for SFISD stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Collect feedback from 100% of students and staff and 70% of parents/guardians</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of State and Federal Programs ALC Director Campus Administration</p>	Formative		
	Nov	Feb	May

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Special Services will promote collaborative partnerships with families and community stakeholders by facilitating a variety of parent and community engagement opportunities as well as connecting them with opportunities offered outside of the district by facilitating monthly meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly Special Education Parent Advisory Council meetings            -Informational meetings on community resources with community partners present to provide information            -Informational meetings on district processes to support students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services            Coordinator of Special Services</p>	Formative		
	Nov	Feb	May
<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:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.





**Performance Objective 3:** Human Resources and Communications will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with CTE Director and Instructor of Educational Teaching pathway to support and inform students interested in the teaching profession.</p> <p><b>Strategy's Expected Result/Impact:</b> To grow the interest in an educational career and highlight the benefits of being employed with Santa Fe ISD. Advertise our paid internship and the paraprofessional internship.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate with community senior citizens through quarterly meetings which highlight district departments and students groups/ organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen our community relationships with not only businesses but our citizens as well. First meeting is 9/26/2023 and the Technology Department will help us to present to this group. The next three meetings will be teacher/ student led with a hands-on activity.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with local Realtors to provide district and campus information for them to utilize in their profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen our community relationships and provide campus and district specific information that they can use when meeting with potential or current Santa Fe ISD residents.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Partner with local businesses for employee appreciation. We deliver a "token of appreciation" to our staff at least four times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> We deliver things such as breakfast sandwiches, breakfast tacos, pizza, etc.. to every staff member in the district to show our appreciation for all that they do. We would with our community partners to sponsor this for us so that they too can show their appreciation for our staff.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We support our employees with attendance incentives for perfect attendance every 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Each 9 weeks we receive a list of employees from campuses and department who had perfect attendance for that 9 weeks. We schedule a time to go and deliver a perfect attendance incentive to them. We want to show our appreciation for them being here everyday because that relates directly to student success.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> We provide a "token of appreciation" each month when are employees roles are recognized.</p> <p><b>Strategy's Expected Result/Impact:</b> Each year we give our staff a "token of appreciation" during the month they are recognized. For example: library week, school nurse day, counselor week, teacher appreciation week. etc.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> We continue to update our practices based on feedback from employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Our goal is to support our campuses and department. We work to make our practices and procedures as user friendly as possible. For example, we switched to TalentEd as our application and employee records system, we updated our hiring forms to make it easier on our hiring supervisors, we have updated our volunteer application process and more.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Spotlights and "shout outs" on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> We spotlight an elementary and secondary student, a staff member, and a substitute each month. They are presented with a video from the staff member who nominated them, a certificate, an invitation to the next school board meeting to be recognized and posted to our social media platforms. We will also be posting "shout-outs" to our substitutes on social media. We will give a "shout-out" monthly to all substitutes who worked 15 days or more for the month. We also give a "shout-out" to substitutes with positive teacher/campus feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.

**Performance Objective 4:** YUM! Nutrition Services will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> YUM! Nutrition Services will maintain a collaborative partnership with students, staff, families, and the community by, ensuring YUM! Nutrition Services staff members attend meet the teacher night, parent assembly meetings, school board meetings, and superintendent advisory group meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Members of Nutrition Services will be visible and available to answer questions and provide excellent customer service.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Staff, Managers, Supervisor and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> YUM! Nutrition Services will maintain collaborative partnerships with students by conducting taste tests with students to select new menu items. Nutrition Managers and Supervisor will visit with students on a daily basis to determine the popularity of menu items. Items are removed from the menu or new items are sought based on these interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved meal participation and student acceptability of menu items</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Manager, Supervisor and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> YUM! Nutrition Services will maintain collaborative partnerships with students, staff, families, and the community by, ensuring commitment to customer service is prioritized and important program information is shared through the use of our webpage, social media, menus, personal contact, district publications and through promotion of the school cafe app.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive interactions with our customers. Important program information is shared.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Meal Benefits Coordinator, Supervisor and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> YUM! Nutrition Services will maintain collaborative partnerships with students, staff, families, and the community through participation in the School Health Advisory Council (SHAC). The cafeteria will serve as a learning laboratory for healthy meals. The Nutrition Services webpage hosts links for nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy meal choices will be promoted that support student health and wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Manager, Supervisor and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.

**Performance Objective 5:** The police department will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus officers working with Law Enforcement Career and Technical Education teacher to develop interest in Law Enforcement.  <b>Strategy's Expected Result/Impact:</b> Establish and maintain positive relationships between campus police officers and students by participating in law enforcement training opportunities.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parents on Patrol Squad (POPS) Program  <b>Strategy's Expected Result/Impact:</b> Establish buy in from parents through active participation in campus safety and security initiatives. Relationship building between campus officers and parents.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attempt to develop a new program called BEAR program geared toward elementary students to enhance self-confidence and positivity.  <b>Strategy's Expected Result/Impact:</b> Establish positive relationships between campus police officers and students. Discussing and teaching elementary students how to improve interpersonal communications, anti bullying, and making responsible choices by learning to Believe in themselves, Educate themselves, Abide by parents, teachers and police and to Rise above all challenges.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Santa Fe ISD Employee Safety &amp; Security Training  <b>Strategy's Expected Result/Impact:</b> The police department presents initial safety and security training for all full-time and part-time (substitute) District employees. Courses presented are the Santa Fe I.S.D. Emergency Response Training (SERT) course, Texas State University's Civilian Response to Active Shooter Events (CRASE) Course, and the American College of Surgeons "Stop the Bleed" Course. Returning employees receive the SERT refresher annually.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5: Santa Fe Safety &amp; Security Committee</b> <b>Strategy's Expected Result/Impact:</b> Santa Fe I.S.D. has assembled a Safety & Security Committee comprised of staff, parents and community members, in compliance with legislative requirements. This committee will assist the district with annual reviews of the Districts multi hazard emergency operations plan, as well as make recommendations to the S.F.I.S.D. Board of Trustees on safety and security matters. <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6: Community Outreach: Public Presentations</b> <b>Strategy's Expected Result/Impact:</b> The Santa Fe I.S.D. Police Department offers the CRASE course to parents and community members, as well as private schools upon request. <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7: Police Department will regularly update the departments website to assure the dissemination of pertinent and factual information in a timely manner.</b> <b>Strategy's Expected Result/Impact:</b> Easy availability of timely and accurate information for district community stakeholders. <b>Staff Responsible for Monitoring:</b> Jennifer Smith	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8: Police Department will maintain and monitor the Police Department's Facebook page.</b> <b>Strategy's Expected Result/Impact:</b> District community stakeholders and the general public will have an additional avenue to contact and share information with the police department staff. <b>Staff Responsible for Monitoring:</b> Jennifer Smith	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





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**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.





**Performance Objective 6:** The technology department will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

**Evaluation Data Sources:** Social media interaction, website traffic monitoring, parent/staff/student engagement at events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Technology Department will continue to promote and provide meaningful training videos and hands on opportunities for staff, students, and community members that apply to technology used in the District</p> <p><b>Strategy's Expected Result/Impact:</b> Increase District support and provide all community members with opportunities to increase their understanding of classroom and district technology</p> <p><b>Staff Responsible for Monitoring:</b> Technology, C&amp;I, and PR Departments</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Technology Department will deploy Qustudio Parent app to allow parents/guardians to monitor, filter, and schedule student screen time on personal and district owned laptops. Staff, students, and community will also have access to the Online Safety Hub that is designed to engage and align the community on online safety and wellness by providing up-to-date and evidence-based information to all key stakeholders of a child's life.</p>	Formative		
	Nov	Feb	May
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**Goal 3:** Maintain a collaborative district culture that promotes partnerships among all SFISD students, staff, families, and community stakeholders.

**Performance Objective 7:** The transportation department will maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The transportation department develops collaborative partnerships with students, staff, families, and the community by arranging guests to address student management, respect, tolerance and bullying as appropriate and available. All concepts will be brought together under the umbrella of the Nine Essential Skills of Love and Logic.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced conflict and employee morale support.</p> <p><b>Staff Responsible for Monitoring:</b> Dir. and Asst. Dir. of Transportation</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.

**Performance Objective 1:** Athletics recruits, retains, and supports a world class team of employees.

**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.

**Performance Objective 2:** C&I recruits, retains, and supports a world class team of employees.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Begin our "Grow Your Own" program through the T.R.I.B.E. (Training Recruits in Becoming Educators) and C. H. A. M. P. S. (Community Health and Mentoring Program) programs, which includes the addition of 3 courses in the Teaching and Training and Family and Community Services Programs of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> Students graduating with either the Education Aide I or Community Health Worker certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p><b>Funding Sources:</b> Elementary Teaching Lab - Perkins-CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Special Services will support teacher retention through providing stipends to teachers in positions with substantial job demands due to the nature of each students disability that warrants a specialized service and/or program.</p> <p><b>Strategy's Expected Result/Impact:</b> Alternate Learning Class (ALC) teacher -provides instruction in a self- contained classroom that support students with significant cognitive disabilities.</p> <p>Alternate Behavior Class (ABC) teacher - provides instruction to students with challenging behaviors with high frequency, intensity, and duration that pose a need for safety strategies to ensure the safety of all.</p> <p>Early Childhood Special Education (ECSE) teachers- provide instruction to 3 and 4 year old's with social, self-help, communication, and cognitive deficits.</p> <p>Proactive Approach to Student Success (PASS) teachers- provide intermittent behavior support to students in the general education setting with behavior intervention plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals ARD Facilitators Director of Special Services Coordinator of Special Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special services support teacher retention by providing professional learning communities using a cohort model to support specialized program needs through collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Quarterly cohort collaboration:</p> <ul style="list-style-type: none"> <li>-Cohort for Instructional Support Teachers</li> <li>-Cohort for Positive Approach to Student Success (PASS.) and Academic Behavior Class(ABC) teachers</li> <li>-Cohort for Alternate Learning Class Teachers (ALC)</li> <li>-Cohort for Dyslexia Teachers</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals            Director of Special Services            Coordinator of Special Services            ARD Facilitators            Special Education Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Teachers with professional learning during the summer by utilizing a "Flex Day" program. Teachers will be able to learn and plan prior to students beginning the school year. Then during the year, teachers can exchange this learning day for a day off.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher teacher retention and higher job satisfaction calculated through teacher surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> To encourage and retain teachers, SPED, LOTE, Math, and Science teachers will be paid an additional stipend. These are high need teaching areas that are difficult to find.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention and increased student learning.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.





**Performance Objective 3:** HR/Communications recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide in-service days to allow employees in an Alternative Certification Program to work on program requirements and prepare for test.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of employees completing program and receiving certifications. So often our new teachers struggle with balancing the job and the programs requirements. We will provide time for them to complete some of the program requirements as well as offer a prep session for the PPR exam. We will only offer 2 days each semester with principal approval.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Consistently communicate the benefit of working for Santa Fe ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform candidates and future employees of the advantages to work for SFISD. Highlight all the great things happening in our district and promote the districts openings on social media. Advertise incentives that we offer in SFISD that other districts may not offer. Partner with the Education Foundation to put together a comprehensive list of local businesses who offer discounts to our employees.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Started a paid internship program. Our mentor/intern supervisor attends recruitment fairs to recruit interns for our district. We also partner with University of Houston Clear Lake to provide internship/clinical teaching opportunities for future educators.</p> <p><b>Strategy's Expected Result/Impact:</b> Started paid internship program. Our goal is to get interns to Santa Fe ISD, train them, and hopefully hire them once they become certified teachers. We have partnered with UHCL but also have students from other colleges who have reached out and want to do their internship in our district.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We post to multiple job boards and attend job fairs as appropriate for recruitment purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> We post our district job openings in TalentEd which then automatically post to Schoolspring which is a national database. We also used indeed and different organizations websites such as TMEA and the athletic coaching site. We are looking into how we could use LinkedIn for recruitment. We also are looking into how we can post our openings to the Region 4 job posting board. Social media us also used to advertise our vacancies.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources and Communications department.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Host substitute kick-off event and recruit substitutes at campus meet the teacher nights.</p> <p><b>Strategy's Expected Result/Impact:</b> We also work to recruit substitutes by hosting a sub kick-off event each summer and recruiting at our campus meet the teacher nights. This not only helps us get substitutes, but those substitutes often end up being hired and become employees. This year we are going to offer optional professional learning for our substitutes. This professional learning will consist of strategies for classroom management, strategies for dealing with difficult behaviors, and strategies for student engagement. We are offering one session in the fall semester and if we have enough interest, we will offer another session in the spring semester.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Department</p>	Formative		
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**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.





**Performance Objective 4:** Maintenance and Operations recruits, retains, and supports employees.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide and administer quarterly training for all M&amp;O staff in all aspects of preventative and corrective maintenance, custodial services, and industry technology advances and updates. Ensure licensed staff receive updated continuing education hours and training to maintain state licensed standards</p> <p><b>Strategy's Expected Result/Impact:</b> Retaining highly trained and qualified staff that provide the district the best M&amp;O services possible. Continue to hire staff from surrounding districts.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			







**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.

**Performance Objective 5:** YUM! Nutrition Services recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> YUM! Nutrition Services will recruit, retain and support a world class team of employees by providing a Texas state approved food-handler course for all cafe staff so each member has a thorough knowledge of food safety and sanitation. Managers and office staff will complete an 8 hour managers food safety course once every 5 years. All team members are trained annually on Hazard Analysis Critical Control Points (HACCP) and Standard Operating Procedures for taking food temperatures and following the flow of food through the operation to maintain safe food.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain an "A" inspection average with the Galveston County Health Department.</p> <p><b>Staff Responsible for Monitoring:</b> YUM! Nutrition Services Staff, Managers, Supervisor, Meal Benefits Coordinator and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> YUM! Nutrition Services will recruit, retain and support a world class team of employees through professional development. USDA requires all cafe staff to complete annual professional development hours. Cafe staff must earn 4 hours, Managers 8 hours, Office Staff 12 hours. YUM! Nutrition Services uses School Food Handler which is a software program that offers online training that can be assigned to staff members and tracked as classes are completed. Customer Service is a class that is required for all staff annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Learning what is expected and how to perform in your job gives you confidence in your position.</p> <p><b>Staff Responsible for Monitoring:</b> YUM! Nutrition Services Staff, Managers, Supervisor, Meal Benefits Coordinator and Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.





**Performance Objective 6:** The police department recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Locate and or provide specialized training specific to School Base Law Enforcement to enhance job knowledge and police skills.  <b>Strategy's Expected Result/Impact:</b> Better training will result in higher confidence and better work quality which will enhance the professionalism of the police department.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Encourage campus officer to build positive relationships with local agencies.  <b>Strategy's Expected Result/Impact:</b> This would expose outside local agencies to a more specialized type of law enforcement based in school law enforcement making this type of law enforcement opportunity more appealing.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.





**Performance Objective 7:** Technology recruits, retains, and supports a world class team of employees.

**Evaluation Data Sources:** District employee culture surveys, retention length, campus feedback

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide continued professional development opportunities &amp; cross training opportunities to all staff. Maintain an open door policy to allow staff members to address concerns in real time</p> <p><b>Strategy's Expected Result/Impact:</b> Better department culture which results in increased productivity and customer service</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director</p>	Formative		
	Nov	Feb	May
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**Goal 4:** Recruit, retain, and support a world-class team of employees in SFISD.

**Performance Objective 8:** Transportation recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Reduce the time between disciplinary write up and action taken.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced misbehavior due to students understanding that quick action will be taken, thereby increasing driver morale and current employee recruitment of good candidates. Routine misbehavior handled before the next shift. Behavior requiring investigation in under 36 hours.</p> <p><b>Staff Responsible for Monitoring:</b> Mark McKinney, Luis Montes-Suares</p>	Formative		
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**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.

**Performance Objective 1:** C&I maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> C&amp;I will correctly utilize the budget guidelines and all expenditures will be in support of district and campus goals which are based on the district and campus needs assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Exec. Dir. of Federal and State Programs</p> <p><b>Funding Sources:</b> - Title I, - Title II, - Title III, - Local, - SCE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> C&amp;I utilizes a vetted process aligned with state requirements and district learning goals for the Instructional Material Selection Process.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Special Services will maximize Medicaid reimbursement by monitoring and implementing mandatory timelines for billing by Licensed Specialist in School Psychology, Personal Care Providers including transportation, Related Services, and Speech Pathologists.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide additional resources to increase student engagement and performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Career &amp; Technical Education will prioritize budgeting for community- and workforce-driven initiatives based on the Comprehensive Local Needs Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Exec. Dir. of CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Special Services will utilize grants received to support effective programs for students with dyslexia and autism.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide ongoing professional learning to dyslexia teachers, special education teachers, assessment staff, and paraprofessionals to improve their skills in delivering specialized instruction to student with dyslexia and autism.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

**Staff Responsible for Monitoring:** Campus Principals  
Director of Special Services  
Coordinator of Special Services  
Special Education Instructional Coach



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.

**Performance Objective 2:** Finance maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.





**Performance Objective 3:** Maintenance and Operations maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to utilize facility software, building automation and contracted services to ensure district buildings, equipment, and materials are maintained and ready for use at all times. Continue to maintain and improve a preventative maintenance schedule that reduces equipment downtime and major equipment failure.</p> <p><b>Strategy's Expected Result/Impact:</b> Early detection of failing equipment, improved energy consumption and usage, and shorter equipment downtimes for corrective maintenance.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.

**Performance Objective 4:** YUM! Nutrition Services maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> YUM! Nutrition Services maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students by reviewing program costs on a monthly, quarterly and annual basis. Maintain monthly income &amp; expense reports to track spending.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep spending within budgeted amounts</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director, Meal Benefits Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> YUM! Nutrition Services maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students by reviewing meal prices on an annual basis. Use the price lunch equity tool to calculate the required paid meal price to bring the amount received for paid meals equal to the amount reimbursed for free meals.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap between funds received for paid meals vs. funds received for free meals.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> YUM! Nutrition Services maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students by reviewing ala carte items on an annual basis to determine correct pricing. 40% food cost is the goal for each ala carte item.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain income from ala carte sales. USDA requires that non-program funds cover non-program expenditures.</p> <p><b>Staff Responsible for Monitoring:</b> Nutrition Services Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.





**Performance Objective 5:** The police department maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To conduct adequate research on new safety and security equipment or enhancements.  <b>Strategy's Expected Result/Impact:</b> This will ensure the district will receive the best value and best equipment for the funds being expended  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To utilize LEOSE funds received from the Texas Comptroller's Office, to offset law enforcement specific professional development training, that is not currently funded, to cover legislatively mandated courses.  <b>Strategy's Expected Result/Impact:</b> Police Department personnel will be in compliance with state required training.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Police department will rely on funds generated through high school student parking permit sales to supplement operating budget.  <b>Strategy's Expected Result/Impact:</b> Police department will have necessary funding to accomplish its mission.  <b>Staff Responsible for Monitoring:</b> Chief Ruben Espinoza</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.





**Performance Objective 6:** Technology maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

**Evaluation Data Sources:** Annual budget review and comparison of contract costs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continually seek out grant opportunities, review contracts annually, and look for ways to reduce annual operating costs to reduce fiscal impact to district without diminishing integrity of network or negatively impacting end user experience. <b>Staff Responsible for Monitoring:</b> Director of Technology	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** Maximize use of financial resources to ensure the greatest effectiveness and benefit for all SFISD students.

**Performance Objective 7:** Transportation maximizes the use of financial resources to ensure the greatest effectiveness and benefits for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Evaluate software and commodities purchased to find the most effective option then evaluate options based on price and down-the-line costs.</p> <p><b>Strategy's Expected Result/Impact:</b> Educational dollars spent wisely protects the district's bottom line and ability to address need for educational funds.</p> <p><b>Staff Responsible for Monitoring:</b> Mark McKinney, Terry Dickey, Luis Montes-Suares</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			