

Spring Branch Independent School District

Stratford High School

2024-2025



Mission Statement

Committed to Learning. Working Together. Enriching Lives.

Vision

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

Core Values

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

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

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

Limitless Curiosity: We never stop learning and growing.

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

Core Characteristics of a T-2-4 Ready Graduate

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stratford High School serves students in grades 9-12 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 40 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 2,312

2022-2023: Enrollment – 2,272

2021-2022: Enrollment – 2,229

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Stratford High School has remained relatively consistent during the past three years. The largest percent of students are White, followed by Hispanic. The percent of students considered economically disadvantaged was 30.9% in 2023-2024. During the 2023-2024 school year, 13% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 38.4% At-Risk; 4.5% Immigrant; 0.8% Homeless; 8.4% of students were identified for special education services; and 18.7% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 231 (10.0%)

2022-2023: African American – 229 (10.1%)

2021-2022: African American – 238 (10.7%)

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – 6 (0.3%)

2023-2024: Asian – 148 (6.4%)

2022-2023: Asian – 142 (6.3%)

2021-2022: Asian – 151 (6.8%)

2023-2024: Hispanic – 791 (34.2%)

2022-2023: Hispanic – 749 (33.0%)

2021-2022: Hispanic – 654 (29.3%)

2023-2024: Native Hawaiian-Pacific Islander – *
2022-2023: Native Hawaiian-Pacific Islander – *
2021-2022: Native Hawaiian-Pacific Islander – *

2023-2024: White – 1,041 (45.0%)
2022-2023: White – 1,053 (46.4%)
2021-2022: White – 1,089 (48.9%)

2023-2024: Two-or-more – 97 (4.2%)
2022-2023: Two-or-more – 93 (4.1%)
2021-2022: Two-or-more – 90 (4.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 887 (38.4%)
2022-2023: At-Risk – 845 (37.2%)
2021-2022: At-Risk – 706 (31.7%)

2023-2024: Economically Disadvantaged – 714 (30.9%)
2022-2023: Economically Disadvantaged – 752 (33.1%)
2021-2022: Economically Disadvantaged – 656 (29.4%)

2023-2024: Emergent Bilingual/English Learner – 300 (13.0%)
2022-2023: Emergent Bilingual/English Learner – 234 (10.3%)
2021-2022: Emergent Bilingual/English Learner – 192 (8.6%)

2023-2024: Gifted and Talented – 433 (18.7%)
2022-2023: Gifted and Talented – 416 (18.3%)
2021-2022: Gifted and Talented – 384 (17.2%)

2023-2024: Homeless – 19 (0.8%)
2022-2023: Homeless – 17 (0.8%)
2021-2022: Homeless – 13 (0.6%)

2023-2024: Immigrant – 104 (4.5%)
2022-2023: Immigrant – 52 (2.3%)
2021-2022: Immigrant – 41 (1.8%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 193 (8.4%)

2022-2023: Special Education – 181 (8.0%)
2021-2022: Special Education – 156 (7.0%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 92.5%
2020-2021: 93.8%
2019-2020: 97.6%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 21.9%
2020-2021: 16.5%
2019-2020: 9.4%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Stratford High is proud to have a widely diverse student body that represents Houston's cultural landscape.
- Multiple languages are spoken within our student body.
- Students are involved in multiple areas within our programming. The involvement is higher than other high school campuses and are successful in their endeavors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There continue to be academic gaps between white and non-white students. **Root Cause:** Due to the lack of inadequate second tier supplemental support, the campus faces various hurdles to bring students closer towards proficiency in multiple academic areas. Language barriers continue to be a major contributor to the disconnect and gap.

Problem Statement 2: Business and financial pathways continue to have a certain demographic of students compared to the demographics of students who follow the technical and trade pathways provided by our CTE department. **Root Cause:** Lack of exposure towards both demographic groups continue to lead to the repetitive choices of our students in those particular pathways. All students are not aware of the requirements needed to pursue each pathway and in many cases, they are not exposed to those opportunities. This continues to promote a feeling of an inadequate placement should either group of students pursue an alternative.

Student Achievement

Student Achievement Summary

Stratford High School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the End of Course (EOC) STAAR Redesign passing rates for 2023 (Baseline Year):

EOC English I - 86% Approaches; 69% Meets; 25% Masters
EOC English II - 86% Approaches; 74% Meets; 20% Masters
EOC Algebra I - 82% Approaches; 44% Meets; 18% Masters
EOC Biology - 95% Approaches; 74% Meets; 35% Masters
EOC U.S. History - 96% Approaches; 84% Meets; 55% Masters

SPED All Grades All Subjects - 72% Approaches; 44% Meets; 9% Masters
EB/EL All Grades All Subjects - 73% Approaches; 39% Meets; 8% Masters
Source: 2022-2023 Texas Academic Performance Report (TAPR)

Average SAT Scores:

2022: Evidence-Based Reading and Writing (EBRW) – 560
2021: Evidence-Based Reading and Writing (EBRW) – 547
2020: Evidence-Based Reading and Writing (EBRW) – 558

2022: Mathematics – 557
2021: Mathematics – 546
2020: Mathematics – 562

Source: Texas Academic Performance Report (TAPR)

4-Year Graduation Rate:

Class of 2022: 92.8%
Class of 2021: 94.1%
Class of 2020: 91.8%

Source: Texas Academic Performance Report (TAPR)

Career College Military Readiness (CCMR):

Class of 2022: 74%

Class of 2021: 73%

Class of 2020: 72%

Source: Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Growth in ALL End of Course exams in the Approaches category
- Growth in Approaches, Meets, and Masters categories for SPED testers
- Growth in in Approaches and Meets categories for EB/EL students
- Increase in number of students who exited LEP status through TELPAS testing
- Average SAT score increased for Reading and Math
- Growth in CCMR numbers

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Sub-population testing scores continue to fall below the marks of our non-socioeconomic disadvantaged students. This includes lower test scores for our EB/EL students, SPED students, African-American students, and Hispanic students. **Root Cause:** Each sub-population is entering high school on lower reading and writing levels compared to their non-socioeconomic disadvantaged students. These sub-population of students are also behind in their acquired math levels and generally are not taking upper level math courses at the same rate and pace as the aforementioned students.

Problem Statement 2: Students with a disadvantaged socio-economic background do not take as many college readiness exams as their non-disadvantaged peers. At the same time, the level of academic success on college readiness exams continues to show gap levels between these two groups of students. **Root Cause:** Lack of availability and funding for preparatory testing skills to our socioeconomically disadvantaged students is a major contributor towards the lack of success on college readiness exams. Our disadvantaged students enter high school below grade level in multiple areas and they lack the resources to engage in test prep practices that would help promote more success on college entrance exams.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Stratford High School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024: Beginning – 1.8 FTE (1.7%)

2022-2023: Beginning – 2.0 FTE (1.9%)

2021-2022: Beginning – 3.7 FTE (3.3%)

2023-2024: 1-5 Years – 20.8 FTE (19.1%)

2022-2023: 1-5 Years – 25.4 FTE (23.8%)

2021-2022: 1-5 Years – 27.6 FTE (24.3%)

2023-2024: 6-10 Years – 24.1 FTE (22.1%)

2022-2023: 6-10 Years – 20.3 FTE (19.0%)

2021-2022: 6-10 Years – 24.3 FTE (21.4%)

2023-2024: 11-20 Years – 34.8 FTE (31.9%)

2022-2023: 11-20 Years – 35.3 FTE (33.1%)

2021-2022: 11-20 Years – 38.1 FTE (33.6%)

2023-2024: Over 20 Years – 27.5 FTE (25.2%)

2022-2023: Over 20 Years – 23.7 FTE (22.2%)

2021-2022: Over 20 Years – 19.8 FTE (17.4%)

2023-2024: Total – 109.0 FTE (100%)

2022-2023: Total – 106.7 FTE (100%)

2021-2022: Total – 113.5 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Nearly 100% of all certified and non-certified staff have joined our campus PTSA.
- Starting the school year, we only have 2 vacancies for certified teachers.
- A majority of the staff who did not return this year, either moved from the area, retired, or left education. Very few left for a different experience at another campus within the area.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We continue to try and recruit teachers who are willing to embrace the needs of the student today compared to the student from 15 years ago. Educators seek a sense of belonging, autonomy, and professionalism. We must continue to find a way to showcase the attainability of all of those facets while still following district and state curriculum. **Root Cause:** Lack of community and support from various educational institutions have eroded the trust of educators within and outside of SBISD and Stratford High School. The lack of applicable professional development that addresses the immediate needs of the teacher in the classroom has continued to lead to this problem.

Problem Statement 2: Recruiting experienced teachers who are masters of their craft to come to Stratford as opposed to other campuses in district and from neighboring districts takes multiple approaches to reach the needs of the teacher as well as mutually meeting the needs of the campus. **Root Cause:** Stratford has a reputation that it's students, staff, and community may be difficult and appear entitled, based on experiences from the past. Campus leadership and current staff need to have great experiences in order to promote and change that narrative. That allows us the opportunity to recruit great teachers and new families to our campus.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Stratford High School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Stratford High School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and **12,000+** volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

- The community puts on No MUM Left Behind which is a partnership between CIS and parents who collect previously used homecoming mums to give to less fortunate students who need a mum for this year's homecoming festivities.
- Our PTSA hosts multiple parent financial aid and college admittance family nights where guests speakers are brought in to educate our parents on how to navigate the college financial system.
- Stratford High School won the state level award for the highest membership out of all of the PTA's in the state of Texas for the 23-24 school year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: All activities are in English and some families may need translation. Stratford must keep pushing forward with ideas that help make the campus an open and welcoming environment for all of our families. **Root Cause:** The lack of staff that understand and can communicate in multiple languages increases the likelihood of barriers between effective campus and parent communication that benefits our students.

Problem Statement 2: Ensure non-socioeconomic disadvantaged students continue to have access and support to opportunities for collegiate success in addition to providing opportunities to students who are socio-economically disadvantaged. **Root Cause:** In an effort to provide equity towards all students, we must ensure that opportunities are not taken away from one set of students but instead, provide opportunities to those who have not previously been afforded those same opportunities.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2025, Stratford High School will increase student performance on STAAR Redesign end-of course exams in reading and math by at least 4 percentage points in approaches, 4 percentage points in meets, and 3 percentage points in masters.

2023-24: Reading: 83% (approaches), 72% (meets), 25% (masters); Math: 87% (approaches), 61% (meets), 21% (masters)

2022-23: Reading: 86% (approaches), 72% (meets), 23% (masters); Math: 87% (approaches), 56% (meets), 21% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Measure academic progress of all students through the use of common formative assessments (CFAs) - student by student, standard by standard - and provide appropriate academic interventions through RTI as needed.</p> <p>Strategy's Expected Result/Impact: Increase scores in multiple areas</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>

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

Performance Objective 2: STUDENT GROWTH: Stratford High School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 6 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 72%/22% (Reading); 71%/41% (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 74%/44% (Reading); 80%/69% (Math) Baseline Year

Evaluation Data Sources: 2023 and 2024 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Measure academic progress of all students through the use of common formative assessments (CFAs) - student by student, standard by standard - and provide appropriate academic interventions through RTI as needed.</p> <p>Strategy's Expected Result/Impact: Increase Scores</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>

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

Performance Objective 3: CLOSING THE GAPS: By June 2025, Stratford High School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 6 component points.

2023-24: 22 of 32 Academic Achievement Points Met; 68.8% Component Points

2022-23: 22 of 32 Academic Achievement Points Met; 68.8% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Measure academic progress of all students through the use of common formative assessments (CFAs) - student by student, standard by standard - and provide appropriate academic interventions through RTI as needed.</p> <p>Strategy's Expected Result/Impact: Increase Scores</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 43%

2022-23: TELPAS Progress Rate 47% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: All EB students who are newcomers or have not successfully passed Eng 1 or Eng 2 EOC will participate in the Read180 reading or ESOL class.</p> <p>Strategy's Expected Result/Impact: Increased scores on Eng 1 or Eng 2 EOC and higher level of TELPAS exits</p> <p>Staff Responsible for Monitoring: Teachers, AP's, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>

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

Performance Objective 5: COLLEGE, CAREER, MILITARY READINESS (CCMR): By June 2024, Stratford High School will increase the percent of graduates achieving College, Career, Military Readiness status by at least 5 percentage points.

Class of 2023: 78% of graduates met CCMR indicator

Class of 2022: 74% of graduates met CCMR indicator

Class of 2021: 73% of graduates met CCMR indicator

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details

Strategy 1: Students who have scored below the post-secondary ready levels on SAT (480 in Evidence-Based Reading & Writing and 530 in Math) or ACT (composite score of 23 or higher; min 19 in English and Math) or TSIA-2 (351 in Reading, 350 in Math) will be provided multiple opportunities for intervention before taking the TSI test in late fall or the spring including enrollment in a CCMR study class. Students will take a pre-assessment in the fall and teachers will address areas of growth before administering the TSIA in late October.

Strategy's Expected Result/Impact: Increased CCMR Percentage

Staff Responsible for Monitoring: Teachers, Intervention Specialists, Counselors, AP's

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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

Performance Objective 6: GRADUATION: Increase the graduation rates of 4-year, 5-year, and 6-year cohorts by 3 percentage points or $\geq 98\%$.

Class of 2023: 4-year rate = 94.6%; 5-year rate = 93.6% (C/O 2022); 6-year rate = 95.2% (C/O 2021)

Class of 2022: 4-year rate = 92.8%; 5-year rate = 94.8% (C/O 2021); 6-year rate = 92.7% (C/O 2020)

Class of 2021: 4-year rate = 94.1%; 5-year rate = 92.7% (C/O 2020); 6-year rate = 93.1% (C/O 2019)

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Counselors will examine transcripts to better carry out decisions to place students into their necessary courses into order to earn credit.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates using accurate information to qualify students for re-classification or graduation.</p> <p>Staff Responsible for Monitoring: Counselors and Grade Level Principals</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

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

Performance Objective 7: POST-SECONDARY ENROLLMENT: For the graduating class, 76% of Stratford High School graduates will have enrolled successfully in a post-secondary option (T-2-4).

Class of 2023: 73% enrolled in fall following graduation

Class of 2022: 75% enrolled in fall following graduation

Class of 2021: 74% enrolled in fall following graduation

Evaluation Data Sources: National Student Clearinghouse (data reported as of the fall after graduation)

Strategy 1 Details
<p>Strategy 1: Students who have not met the Texas CCMR goal will be placed in a CCMR study class that will include strategies for TSAI2 and SAT/ACT. This will include but not limited to Texas College Bridge.</p> <p>Strategy's Expected Result/Impact: Increase % of students that will attempt a post-secondary option</p> <p>Staff Responsible for Monitoring: Study Class teachers, Intervention and Instructional Specialists, Counselors, AP</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Stratford High School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: Staff will work collectively to do the following: 1. Implement Spartan Time lessons every week (focus on citizenship, college readiness, etc.) 2. Bravo awards (teachers nominate students that have shown academic and/ or personal growth) 3. Big Day (a school wide, community- driven volunteerism project)

Strategy's Expected Result/Impact: Increase the guiding principles of SBISD's core characteristics in children by exposing them to opportunities to practice being ethical and service- minded.

Staff Responsible for Monitoring: Spartan Time Committee, Leadership Team, and Department Chairs

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

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

Performance Objective 2: POST-SECONDARY PLANNING: Stratford High School students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

Evaluation Data Sources: Naviance Reports, Skyward Reports

Strategy 1 Details
<p>Strategy 1: Any Senior who has not met CCMR criteria by Aug 2024, will be placed in a CCMR study class.</p> <p>Strategy's Expected Result/Impact: Seniors will become CCMR ready through TSI, SAT, ACT or Texas College Bridge if available</p> <p>Staff Responsible for Monitoring: Teacher, Intervention Specialist, AP, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Stratford High School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: SHS teachers will notify the appropriate AP and counselor when a student is absent more than 3 consecutive days or 3 days in a 2 week period.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Teachers, AP, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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

Performance Objective 4: DROPOUT PREVENTION: By June 2025, Stratford High School will increase the number of students on track to graduate with their cohort.

Evaluation Data Sources: Skyward data

Strategy 1 Details
<p>Strategy 1: Intervention Specialist, APs and Counselors will meet to create a list of At-Risk juniors and seniors in danger of not graduating with Cohort. Using this list, the Intervention specialist will meet with each student to create a plan for student to graduate with Cohort.</p> <p>Strategy's Expected Result/Impact: Increase number of students graduating with cohort.</p> <p>Staff Responsible for Monitoring: Intervention Specialist, Counselor, APs</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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

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

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

Strategy 1 Details

Strategy 1: Teachers were trained on the SHS Discipline Management program in the BOY. The school- wide expectation is to use the flowchart to perform the necessary disciplinary actions and for the administrators to follow-up.

Strategy's Expected Result/Impact: Assign and implement appropriate behavior interventions to increase student learning.

Staff Responsible for Monitoring: Leadership Team and teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

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

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committees</p>

Goal 4: FISCAL RESPONSIBILITY. Stratford High School will ensure efficient and effective fiscal management of resources and operations.

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

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

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$112,567.00
+/- Difference					\$112,567.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,340.00
+/- Difference					\$41,340.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,210.00
+/- Difference					\$2,210.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,200.00
+/- Difference					\$18,200.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$7,600.00
+/- Difference					\$7,600.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$79,800.00
+/- Difference					\$79,800.00
Grand Total Budgeted					\$261,717.00
Grand Total Spent					\$0.00
+/- Difference					\$261,717.00