

Santa Fe Independent School District
Santa Fe High School
2024-2025 Campus Improvement Plan



Board Approval Date: October 15, 2024
Public Presentation Date: October 15, 2024

Mission Statement

We will inspire students to learn, grow, and build relationships, and achieve success.

Vision

SFHS will have collective responsibility for all students, model and teach a growth mindset, teachers will use best practices ensuring student engagement so we can positively impact student achievement.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

On June 25, 2024, the Campus Improvement Committee, made of representatives from all stakeholder positions, met at the High School Building. They reviewed the following:

- Discipline Data
- Culture Data
- Attendance Data
- Culture goals

The committee discussed revisions for the 24-25 school year based on last year's data.

The second needs assessment took place on September 11, 2024 at the High School. EOC data was reviewed, as well as, CCMR and graduation rate data. CIP goals were finalized after identifying strengths and weaknesses. The committee decided on priority problem statements and wrote goals aligned to these needs using a root cause analysis.

Demographics

Demographics Summary

Enrollment

SFHS had an average enrollment of 1374 at the Fall 2023-2024 PEIMS Report.

Economic Disadvantaged

SFHS had a 45% Economic Disadvantaged rate in 23-24.

Ethnicity

White: 70%

Hispanic: 26%

Two or more races: 1.0%

Black/African American: 1.3%

Student Groups

SFHS had 5.46% EB students, 10.77% special education, and 64% at-risk.

Graduation and Drop-Out Rates

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

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

All - 96.5

Hispanic - 97.1

White - 96.2

Economic Disadvantaged - 96

Special Education - 96.3

The federal graduation target is 90%.

The dropout rate decreased in 2021-2022 as compared to 2020-2021 by 1.4%.

College, Career, Military Readiness

90% of our class of 2023 seniors earned credit for College, Career, and Military Readiness. Industry certifications were offered to students and more students took college-prep assessments such as ACT, SAT, TSIA, and Advanced Placement.

119 students earned an Industry Based Certification

239 students met TSI criteria in both Reading and Math

24 met criteria on AP exams. 36 met criteria for dual credit courses

9 students earned an Associate's Degree.

Student Achievement

Student Achievement Summary

High School Reading, Writing, Science, Social Studies, and Math:

English 1: 68% AGL, 57% Meets Grade level, and 12% Masters Grade level.

English 2: 76% AGL, 63% Meets Grade level, and 7% Masters Grade level.

Algebra 1: 71% AGL, 29% Meets Grade level, and 8% Masters Grade level.

Biology: 89% AGL, 48% Meets Grade level, and 6% Masters Grade level.

USH: 96% AGL, 72% Meets Grade level, and 36% Masters Grade level.

District Culture and Climate

District Culture and Climate Summary

Core Values

- *Create a student-centered environment**
- *Inspire learning**
- *Cultivate a "we" culture**
- *Strive toward excellence through continuous improvement**
- *Build meaningful, trusting relationships**

Professional Learning

SFHS has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- All campuses utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are now utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms

- Implementation of new Math curriculum
 - Cengage Learning

School Climate

SFHS has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022.
- Threat assessment teams 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 are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- 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.

Problem Statement 1: Students & staff are not involved in the school culture.

Root Cause: Students & Staff have not returned to their normal involvement after COVID.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SFISD experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. Staff new to the district are assigned a buddy for support and guidance. In addition, SFHS offers high quality job embedded professional learning opportunities within collaborative setting, teacher leadership opportunities, and a campus culture that helps to retain teachers and improve instruction.

Instructional coaches are available to support and help grow staff and provide expert assistance and guidance in PLCs. All teachers have a voice and SFHS administration works hard to build a strong close-knit team.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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, Backwards Planning Guides (BPG)- provide a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides (IPG) –provide 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: 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.

During the 2024-2025 school year, the District will continue the implementation of the STR. Students learn within the framework of structured literacy and grow as a readers, writers, speakers, and listeners. The STR model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. Reading Language Arts curriculum and instruction documents are created from best practices.

Other core content areas, Math, Science and Social Studies, will continue to focus upon 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.

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. CTE courses will continue using resources aligned with their content. Many of the CTE courses will use the iCEV platform Texas CTE Resource Center, and other platforms.

Various learning cohorts and academies were formed within the district to strengthen and reinforce our leaning systems for academic success.

Family and Community Engagement

Family and Community Engagement Summary

SFHS promotes activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Remind account for the campus
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Booster Clubs
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, STEM Night, College Night
- Career Fair
- CTE Advisory Boards

District Organization

District Organization Summary

Santa Fe High School

- Principal, Karlee Custer
- Assistant Principal, Karla Rodriguez
- Assistant Principal, Nikolette Cook
- Assistant Principal Tammi Pickering
- Assistant Principal Beth Yorlano
- Counselor, Sarah Luna
- Counselor, Rhonda Price
- Counselor, Holly Bankston
- Counselor, Keri Grayson

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, CTE Student Organizations, and athletics
- 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
- Participation in 15 CTE programs of study
- Many Industry Based certifications offered
- Increased offerings in AP and Dual Credit courses at the high school
- Collegiate High School Cohort
- Dual Credit Teachers employed by SFHS
- Threat Assessment team
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- 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

- All campuses provide Professional Learning Community (PLC) meeting, learning, and planning time for teachers. SFHS has PLC time built into the school day.
- Instructional Coaching
- Dyslexia Intervention

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Santa Fe High School will ensure an exceptional learning experience for all students in a safe and positive learning environment.

Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: The School Resource Officers and our Security Officer will regularly check security features, including doors, outside perimeter entrances, and campus cameras. They will respond to irregularities immediately. Strategy's Expected Result/Impact: Perimeter Checks Abiding by District Safety Policies Staff Responsible for Monitoring: Campus Resource Officers Campus Security Officer	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will enter through metal detectors upon entry to campus each morning. Students will re-renter through the metal detectors if they leave campus during the day. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: In the morning, we have staff members assigned to all three metal detector stations, as well as a police officer. After 7:20 a.m., the front door is the only entry and is operated by our campus security officer and police officers.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: An alert system and door alarms monitor our campus doors. Students and staff members are trained on all campus designated entrance and exit points. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus Police and Campus Security	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Our campus police officers and administration staff regularly engage with our students to build rapport and trust. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus Police Officers & Administration	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Students have access to our Tribal Tips reporting system through QR codes posted around campus, a link in their Class Link, and by visiting personally with an officer or administrator. This allows students to report when they see or hear something on campus that violates campus policy. Students are encouraged with, "See something, Say something." Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus and District Police monitor Tribal Tips	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Create and improve learning systems focused on LEP/EB, SPED, and Eco Dis in literacy.

High Priority

Evaluation Data Sources: Copies on Learning Designs; Teacher Lesson Plans; assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve education for our SPED population by creating healthy clusters and giving the Instructional Support teacher and Gen Ed teacher planning time during the day. Strategy's Expected Result/Impact: Student success in assessments Staff Responsible for Monitoring: SFISD SpEd Director, ARD Facilitatory, Instructional Support Teachers, SFHS Administration ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide "push-in" support for LEP and EB students to increase TELPAS and STAAR scores Strategy's Expected Result/Impact: Increase TELPAS and STAAR Scores Staff Responsible for Monitoring: Instructional Coaches; HS Administrator, SFISD District Staff ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers and instructional Paras with professional learning activities aimed at ensuring the educational success of students receiving special services, ESL, and At-Risk students. Strategy's Expected Result/Impact: Students in the named categories will improve in tested areas. Staff Responsible for Monitoring: SFISD Special Education Staff, HS Administration, Instructional Coaches ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure the Sheltered Instruction training is given to teachers through embedded PLC's. The teachers and paras performing the "push-in" support will collaborate during planning time to promote sheltered instructional strategies that will directly impact students. Strategy's Expected Result/Impact: Increase TELPAS and STAAR Scores Staff Responsible for Monitoring: LEP team and HS Admin ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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

Performance Objective 2: Ensure that CTE students meet CCMR targets. 100% of all Seniors enrolled in CTE courses will receive a CCMR point.

Evaluation Data Sources: CCMR Data Tracker, SBAs, UBAs, Interim, MOY, & STAAR EOC Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: SFHS CTE teachers, administrators, counselors, and the CTE district coordinator will meet regularly to review Career Craft reports to determine which students still need a CCMR point. Plans will be created so these students can receive a CCMR point. Strategy's Expected Result/Impact: 100% of all seniors will receive a CCMR point prior to graduation. Prior to their senior year, more than 50% of all juniors will have earned a CCMR point. Staff Responsible for Monitoring: SFHS Administrators, SFHS Counselors, SFHS CTE Teachers, SFISD CTE Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: CTE teachers will learn of students lacking a CCMR point by October 2024 and begin working with them to become industry-certified or to find another way for students to achieve their CCMR through campus opportunities. Strategy's Expected Result/Impact: Students who are determined to be CTE concentrators and lack an industry-based certification can test and earn certification by the end of their senior year. Junior students who are on track to become CTE completers will have the opportunity to test and earn an industry-based certification that pertains to their CTE pathway. Staff Responsible for Monitoring: SFHS CTE teachers, SFHS administration, SFISD CTE coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 3: SFHS will have a 10% increase in students earning a 3 or higher Students taking AP Exams.

Evaluation Data Sources: UBAs, College Bridge checkpoint exams, AP practice exams, and the AP exam

Strategy 1 Details	Formative Reviews		
Strategy 1: AP teachers will incorporate essays/writing in all Pre-AP and AP contents multiple times per week as well as improve their practice in active monitoring of student progress. Strategy's Expected Result/Impact: Students will do much better on the writing portions of the AP exams, thus increasing their scores to a level 3 or higher. Staff Responsible for Monitoring: SFHS Administrators	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All AP Teachers will complete a clear Year at a Glance & Weeks at a Glance for their courses with appropriate levels of rigor. These WAGs will guide them to ensuring they cover all content at the appropriate rigor level to prepare students for the AP Exams. Strategy's Expected Result/Impact: AP curriculum, scope, and sequence will be well aligned to the rigor of the AP exams, thus increasing their scores to a level 3 or higher. Staff Responsible for Monitoring: SFHS Admin Team	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: All AP Teachers will ensure that students are exposed to AP College Board Classroom on a weekly basis. Strategy's Expected Result/Impact: Increase participation and success on the AP test Staff Responsible for Monitoring: HS Admin	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 4: By the end of the 2024-2025 school year, SFHS English 1 students will perform at 86% Approaches grade level, 60% Meets grade level, and 30% Masters grade level.

High Priority

Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will learn and use Reading/Writing workshop model daily in all ELA lessons to ensure students are reading at their level and receiving small group instruction. Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase. Staff Responsible for Monitoring: HS Admin, Instructional Coaches; ELA Department chairs.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas. Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase. Staff Responsible for Monitoring: HS Admin, Instructional Coaches; ELA Department chairs.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Students who were not successful on the English I or II EOC in 2023, will be placed in an EOC remedial class. The class will ensure they are given close instruction in areas specific to their needs. Strategy's Expected Result/Impact: Retest scores will increase Staff Responsible for Monitoring: HS Admin; C & I	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: By the end of the 2025 school year, SFHS EOC math students will perform at 75% Approaches grade level, 30% Meets grade level, and 8% Masters grade level.

High Priority

Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate a standard curriculum for each class. (Big Ideas & Cengage for Advanced Classes) Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Math Department Chairs Funding Sources: Big Ideas Training & Cengage Training - Title II	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas. Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase. Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Math Department Chairs	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Students who are not successful on the Algebra I EOC in 2023 will be placed in Algebraic Reasoning for support. Strategy's Expected Result/Impact: Algebra Re-test scores will increase Staff Responsible for Monitoring: HS Admin; C & I	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: By the end of the 2025 school year, SFHS EOC science students will perform at 95% Approaches grade level, 55% Meets grade level, and 10% Masters grade level.

Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will ensure power standards are taught well by aligning curriculum based planning documents in PLC's. Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Science Department Chairs	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas. Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase. Staff Responsible for Monitoring: HS Admin, Instructional Coaches; Science Department Chairs	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: EOC Teachers will ensure the use of Discovery Learning in all Biology classes Strategy's Expected Result/Impact: STAAR Scores will increase Staff Responsible for Monitoring: HS Admin & C & I	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 7: By the end of the 2025 school year, SFHS EOC social studies students will perform at 97% Approaches grade level, 75% Meets grade level, and 40% Masters grade level.

Evaluation Data Sources: UBAs, SBAs, Interim data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will ensure power standards are taught well by aligning curriculum based planning documents in PLC's. Strategy's Expected Result/Impact: Lesson Plans will show alignment and scores will increase Staff Responsible for Monitoring: HS Admin, Instructional Coaches; History Department Chairs	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Principals will monitor performance data for UBAs, Interim Data, and SBAs and conduct coaching cycles and learning designs to improve needed instructional areas. Strategy's Expected Result/Impact: Classroom walk-throughs will improve and student data will increase. Staff Responsible for Monitoring: HS Admin, Instructional Coaches; History Department Chairs	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

Performance Objective 8: Promote data-driven instruction in EOC Professional Learning Communities.

Evaluation Data Sources: SBAs, UBAs, PLC Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement regular assessments to gauge student progress and identify areas for improvement. Use this data to inform instructional decisions and tailor interventions. Provide teachers with training on data analysis techniques to effectively interpret assessment results and adjust teaching strategies accordingly. Strategy's Expected Result/Impact: Increase STAAR Scores in all subjects Staff Responsible for Monitoring: HS Admin & Instructional Coaches	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide EOC teachers with a daily PLC to ensure they regularly meet, plan, and improve their practices.	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 9: Students will receive a well-rounded education by including strong programs in CTE, AP, Dual Credit, College Prep, and CHS opportunities.

Evaluation Data Sources: PEIMS Data; CCMR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will meet one on one with students to decide on scheduling for the next year. Counselors will present AP, Dual Credit, CTE, and CHS options to all students to support their decision making process. Strategy's Expected Result/Impact: Increase participation Staff Responsible for Monitoring: HS Admin	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: SFHS will have many outreaches for these programs including Social Media Posts and Parent Nights to help gain interest in them and answer questions for parents and students. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: HS Admin; CTE Director	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: SFHS will host a Career Fair during the day with representatives from each pathway present. Students will be able to see how their HS classes, college classes, and work experience fit together. Strategy's Expected Result/Impact: Increase participation and increase graduation rate. Staff Responsible for Monitoring: HS Admin & CTE Director	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Santa Fe High School now offers more dual credit opportunities to students on campus by certifying qualified teachers as professors through College of the Mainland. This allows students to have a larger variety of dual-credit courses to take on campus.	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 10: All junior students will receive TSIA2 preparatory instruction in their math and English classes and be able to take the TSIA2 on campus. This exam allows students to avoid taking remedial classes upon entry into college or university and provides them with their CCMR points.

Evaluation Data Sources: TSIA2 Data Reports through Accuplacer

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

Performance Objective 1: Ensure feedback is given to teachers directly and frequently to improve practices and support teachers.

Evaluation Data Sources: SFTAS & HS walk-through charts

Strategy 1 Details	Formative Reviews		
Strategy 1: Admin will walk through each classroom of their appraisal list every day and track success. Strategy's Expected Result/Impact: Teachers will know that an administrator will be close at hand for support and to give feedback. Teachers will know that feedback given is consistent with what is seen on a normal basis. Staff Responsible for Monitoring: HS Admin Team	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Principal and Associate will additionally walk through all EOC classrooms and TINA(Teachers in Need of Assistance) teachers. Strategy's Expected Result/Impact: Improved feedback to teachers & ensure consistent support for struggling teachers. Staff Responsible for Monitoring: HS Admin Team	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Each HS Admin will create 5 positive notes for teachers each week. Strategy's Expected Result/Impact: Teacher will continue to increase the frequency of positive praise in a classroom Staff Responsible for Monitoring: HS Admin Team	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Admin will review written T-TESS walkthroughs with each other in order to be consistent with ratings and review specific feedback given to teachers for support/improvement. Strategy's Expected Result/Impact: Teachers will perform better in the classroom and students will increase achievement. Staff Responsible for Monitoring: HS Admin Team	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: HS Administration will create a communication system with the instructional coach to ensure they are both giving effective feedback for improvement. Strategy's Expected Result/Impact: Teachers will improve on their SFTAS scores and standardized data tests will show increased student achievement. Staff Responsible for Monitoring: HS Admin & Instructional Coach Coordinator	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Strengthening communication channels by using centralized online platforms (e.g., Facebook, Remind 101, Instagram, and the Website) for sharing school news, events, and updates. In addition to, implementing a regular newsletter (through S'more) that highlights student achievements, upcoming events, and parent/community engagement opportunities, keeping families and the community informed.

Evaluation Data Sources: None

Strategy 1 Details		Formative Reviews		
Strategy 1: Assigning administration to focus on continuous updates on social media, the website, and Remind 101 to keep stakeholders informed. Staff Responsible for Monitoring: Administration		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
Strategy 2: Sending a weekly newsletter through S'more. Staff Responsible for Monitoring: Principal		Formative		
		Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Santa Fe High School will provide regular employee surveys and feedback mechanisms to 'hear' our teachers.

Evaluation Data Sources: Surveys, Leadership Team Meetings, Department Head Meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Regularly solicit employee feedback through surveys, focus groups (Leadership Team & Department Team), and to assess job satisfaction and gather insights for improvement. Staff Responsible for Monitoring: Administration & Department Heads	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use employee feedback to make informed decisions and adjust the work environment and policies. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Foster a culture of open communication, mutual respect, and collaboration among all staff members. Staff Responsible for Monitoring: Administration & Department Heads	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Santa Fe High School will focus on recognizing our teachers' success and provide regular means of appreciation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement an employee recognition program (Staff Kudos & Teacher Shout Outs) that celebrates staff achievements, milestones, and exceptional contributions to the school community. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Organize regular staff appreciation events and acknowledge employees' hard work and dedication. We will do this through monthly staff gifts, treats, and themed pot-lucks at lunches. We also do this through parent organizations that connect with us to treat our staff. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished			
Continue/Modify Discontinue			

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

Performance Objective 3: Santa Fe High School will focus on teacher and staff leadership development, allowing staff members to become empowered on campus and feel heard in the decision-making process.

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and nurture leadership potential among staff members (Department Heads and Leadership Team), offering leadership training programs and opportunities to take on leadership roles within the school. Encourage administrators to provide constructive feedback and mentorship to aspiring leaders. Staff Responsible for Monitoring: Administration & Department Heads	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a chain of command system in which staff members see Department Heads as the 'go to'. This gives teachers one more embedded layer of support within their own system(s) on campus.	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Santa Fe High School will optimize our financial resources to benefit all stakeholders of Santa Fe High School by strategically allocating funds and implementing cost-effective measures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Department heads are responsible for collecting data on the needs of each department. The department heads then meet with the principal to discuss budgeted needs versus wants. The department head and the principal then make a collaborative decision on the final budget for each department based on previous years' allocation, future needs, and budget restrictions. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote cross-departmental collaboration to share resources and avoid redundant spending. Encourage departments to pool resources for joint initiatives and facilities, reducing costs while maximizing student benefits.	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

Performance Objective 2: Santa Fe High School will practice data-driven budget allocations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data analytics to make informed decisions about budget allocation. Analyze historical spending patterns, student demographics, and academic program needs to allocate funds where they will have the most impact. This approach ensures that resources are directed towards initiatives that directly benefit students.	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Big Ideas Training & Cengage Training		\$0.00
Sub-Total					\$0.00