

Santa Fe Independent School District

District Improvement Plan

2024-2025

Board Approval Date: October 15, 2024
Public Presentation Date: October 15, 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 2023-2024, SFISD had an enrollment of 4,337 students at Fall PEIMS Snapshot.

Economic Disadvantaged

55.5% Economic Disadvantaged

Ethnicity

Comprised of approximately 68% White students, 28% 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 2023-2024.

Graduation and Drop-Out Rates

Published graduation rates lag by one year so our most current 4 year graduation rate is 97.0% in 2023.

4 year graduation rates for the various student groups in the graduating class of 2023 are listed below:

All - 97.0

Hispanic - 97.1

White - 96.8

Economic Disadvantaged - 96.1

Special Education - 86.7

The federal graduation target is 90%.

The drop out rate in 2023 was 0%.

College, Career, Military Readiness

90% of our class of 2023 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.

38 % Industry-based certifications.

Student Achievement

Student Achievement Summary

Elementary Reading:

Grade 3 - 82% AGL, 55% Meets, 22% Masters

Grade 4 - 81% AGL, 57% Meets, 27% Masters

Grade 5 - 82% AGL, 56% Meets, 31% Masters

Elementary Math:

Grade 3 - 79% AGL, 49% Meets, 17% Masters

Grade 4 - 81% AGL, 55% Meets, 23% Masters

Grade 5 - 87% AGL, 62% Meets, 29% Masters

Elementary Science:

Grade 5 - 76% AGL, 43% Meets, 18% Masters

Junior High Reading:

Grade 6 - 75% AGL, 50% Meets, 19 % Masters

Grade 7 - 71% AGL, 51% Meets, 28% Masters

Grade 8 - 78% AGL, 54% Meets, 28% Masters

Junior High Math:

Grade 6 - 63% AGL, 25% Meets, 4% Masters

Grade 7 - 55% AGL, 31% Meets, 7% Masters
Grade 8 - 53% AGL, 18% Meets, 4% Masters
Algebra - 98% AGL, 68% Meets, 32% Masters

Junior High Science and Social Studies:

8th Science - 61% AGL, 32% Meets, 7% Masters
8th Social Studies- 58% AGL, 31% Meets, 18% Masters

High School:

English 1- 68% AGL, 57% Meets, 12% Masters
English 2 - 76% AGL, 63% Meets, 7% Masters
Biology - 89% AGL, 48% Meets, 6% Masters
Algebra - 71% AGL, 29% Meets, 8% Masters
US History- 96% AGL, 72% 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 addition, CharacterBuilders was purchased for the 2024-2025 school year to help teach violence prevention to Elementary students. This curriculum also has a Character education component that will give elementary schools an additional resource.
- 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.
- 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 2022-2023 TAPR Report)

Total Staff: 664

Professional Staff

- Teachers: 398
- Professional Support: 90
- Campus Administration (School Leadership): 23.5
- Central Administration: 12.5

Educational Aides: 66

Auxiliary Staff: 198

Total Minority Staff: 137

Teachers by Ethnicity and Sex

- African American: 4
- Hispanic: 33
- White: 230
- Males: 47
- Females: 224

Teachers by Highest Degree Held

- Bachelors: 225
- Masters: 40
- Doctorate: 0

Years of Experience

- Beginning Teachers: 26
- 1-5 Years Experience: 86

- 6-10 Years Experience: 57
- 11-20 Years Experience: 79
- Over 20 Years Experience: 34

Number of Students per Teacher: 16

Average Years Experience of Teachers: 10 yrs.

Average Years Experience of Principals: 9 yrs.

Average Years Experience of Assistant Principals: 5.5 yrs.

Turnover

Turnover rate for teachers: 22.3%

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 2024-2025 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.

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.

Family and Community Engagement

Family 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 Organization

District 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, Danielle Derouen

William F. Barnett

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

Santa Fe Junior High

- Principal, Sara Ryan
- Assistant Principal, Melissa Ward
- Assistant Principal, Ashley Hardage
- Assistant Principal, Kristen Lawrence
- Counselor, Brittany Shultz
- Counselor, Open

Santa Fe High School

- Principal, Karlee Custer
- Assistant Principal Karla Rodriguez
- 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 her device to and 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.**

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) 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 released test questions
- 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
- PSAT
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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		
Strategy 1: Athletics will continue to promote a positive culture of winning with the "Believe" campaign. All head coaches are incorporating this motto into their culture. Strategy's Expected Result/Impact: Students will feel more positive about their teams and teams will show increases in wins. Staff Responsible for Monitoring: Athletic Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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		
Strategy 1: Continue to provide, repair and maintain a climate controlled, clean learning space for all students and staff that supports a productive learning atmosphere. Strategy's Expected Result/Impact: Student achievement and positive staff feedback. Reduced preventative and corrective maintenance costs and less down time to learning spaces. Staff Responsible for Monitoring: Director of M&O	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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		
Strategy 1: 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% Strategy's Expected Result/Impact: Increased ability to learn and retain information, better test scores, improved student behavior. Staff Responsible for Monitoring: YUM! Nutrition Staff, Managers, Supervisor and Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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		
Strategy 1: Encouraging campus officers to proactively reach out to students by initiating communication when opportunities arise to develop a positive relationship with the police department. Strategy's Expected Result/Impact: Officers would have the opportunity to gain information pertinent to safety and security along with providing mentorship in making wise and responsible decisions, provide advice in developing good decision-making skills, anti-bullying preventions or defenses and drug and alcohol abuse prevention. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Promoting the "Tribal Tips" Anonymous Tip Program Strategy's Expected Result/Impact: This allows students, staff and parents to anonymously report safety and security concerns directly to the police department without fear of retaliation or repercussions. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Encouraging Campus Officers and Campus Safety Assistants to maintain a high sense of alertness being proactive in identifying and addressing any potential safety and security risks. Strategy's Expected Result/Impact: This strategy increases the chances of preventing safety and security threats therefore enhancing the positivity of the learning environment.	Formative		
	Nov	Feb	May
 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 Alerts and Monitoring, Digital Citizenship awareness

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to utilize Linewize monitoring and alerts to provide students with a safe and secure online environment. Strategy's Expected Result/Impact: Provides safe and secure online environment for students and staff. Staff Responsible for Monitoring: Technology Department Staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide digital citizenship awareness hub for parents and students that provides resources to promote safe, responsible, and ethical online behavior. Strategy's Expected Result/Impact: Provides a Digital Citizenship information resource for Students and Parents Staff Responsible for Monitoring: Technology Department Staff	Formative		
	Nov	Feb	May
0% No Progress 100% 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		
Strategy 1: By training bus drivers and bus monitors to be engaged with proactive measures and techniques to manage behaviors on the bus, to include safe bus rider practices and expectations. Staff Responsible for Monitoring: Luis Montes-Suares, Ruben Chapa, Steven Shaffer	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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		
Strategy 1: Provide support to students with disabilities through a behavior coaching model. Strategy's Expected Result/Impact: Reduction of OSS/ISS referrals of students with disabilities Increase student engagement Increase student performance on district and state assessments Staff Responsible for Monitoring: Director and Coordinator Special Education Instructional Coach Results Driven Accountability	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Services department will facilitate professional learning targeting: -Tier one behavior strategies for students with disabilities -Crisis prevention intervention (CPI) for challenging behaviors posing a harm of safety to self and others -Student specific training to support behavior needs of students with disabilities Strategy's Expected Result/Impact: Professional support through behavior coaching model Required annual Crisis Prevention Institute (CPI) training Increase student engagement Increase student performance on district and state assessments Staff Responsible for Monitoring: Director of Special Services Coordinator of Special Services Special education Instructional Coach District Certified CPI trainers	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a full MTSS System including Response to Intervention (RtI)/PBIS and a Mental Health Tiered Support system. The Multi-system approach will target behavior, social emotional needs, as well as academic supports. Strategy's Expected Result/Impact: Decrease office/discipline referrals Increase in student engagement Increase student performance on district and state assessments Staff Responsible for Monitoring: District C&I Administration Executive Director Special Education Campus Principals Campus Interventionists Teachers	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Career & 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. Strategy's Expected Result/Impact: The high school nurse will have fewer visits from students in industrial classes who have injuries in the lab. Staff Responsible for Monitoring: Coordinator of CTE Funding Sources: Personal Protective Equipment (PPE) - Perkins-CTE, - CTE-Local	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Students at the secondary level will learn how to avoid and prevent drug abuse and Fentanyl over-dosing by participating in two assemblies. Strategy's Expected Result/Impact: Students will be referred to programs for prevention and intervention more, and referred less to DAEP for drug related offenses. Staff Responsible for Monitoring: Lead Counselor and Principals Funding Sources: Health Books and "The Right Choice" Curriculum - IMA - \$4,000	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: The SFISD Counselors along with stakeholders will complete a review process to update the district's suicide prevention protocols, the conflict resolution protocols and curriculum, sexual abuse policy, trauma-informed care policy and training, violence prevention programs, and implementation of the comprehensive school counselor program. Strategy's Expected Result/Impact: Increase awareness and training Decrease violence and conflict Staff Responsible for Monitoring: Chief Academic Officer District Lead Counselor	Formative		
	Nov	Feb	May



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		
Strategy 1: Coaches will create and input grade and discipline checks will all student athletes. Strategy's Expected Result/Impact: Student athletes will remain eligible and pass all grade checks and report card reporting periods.	Formative		
	Nov	Feb	May
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 continue to 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		
Strategy 1: Continue to develop and maintain 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. Strategy's Expected Result/Impact: Completed documents to support student achievement Staff Responsible for Monitoring: Instructional Coordinator, Instructional Coaches, Campus Administration, Chief Academic Officer, Executive Director of CTE	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increased student achievement for all students. Staff Responsible for Monitoring: Instructional Coordinator Instructional Coaches Campus Administration Chief Academic Officer Funding Sources: Science Curriculum--SAAVAS & HMH - IMA - \$95,000	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Instructional Coordinator Instructional Coaches Campus Administrators Chief Academic Officer	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Gifted and Talented - Teachers will encourage literacy and challenge students beyond their grade level through student participation in enrichment lessons in grades K-5 and advanced courses in grades 8-12. Strategy's Expected Result/Impact: 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). Staff Responsible for Monitoring: Director of Alternative Learning, Teachers K - 8	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Santa Fe High School will promote student College readiness through TSI support and testing. All Juniors will take the TSIA2 and Junior teachers will incorporate the learning into their subjects. Strategy's Expected Result/Impact: The percentage of students earning a passing grade on the TSIA2 will increase. Dual Credit will increase as Seniors. Staff Responsible for Monitoring: C & I Staff HS Principal	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase ESL student academic success in the classroom by developing reading, writing, listening, and speaking skills using effective language objectives and utilizing Summit K12. Strategy's Expected Result/Impact: Increased academic performance in the classroom, on STAAR, and on TELPAS. Staff Responsible for Monitoring: Administrators Director of Alternative Learning Results Driven Accountability Funding Sources: - ESL-Local	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: 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). Strategy's Expected Result/Impact: 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 TSIA2 Testers Staff Responsible for Monitoring: Executive Director of Federal and State Programs, high school administrators, SFISD Lead Counselor, Exec. Director of CTE Funding Sources: - 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	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
Strategy 8: 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. Strategy's Expected Result/Impact: Data will be collected through coaching logs, student assessments, and IC Maps used in learning walks for measuring impact on student growth. Staff Responsible for Monitoring: Instructional Coordinator, Chief Academic officer	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: A Response to Intervention (RtI) will be implemented with Response to Intervention (RtI) team at each campus to provide tiered supports for students. Strategy's Expected Result/Impact: RtI will provide an opportunity for students with gaps to be successful with learning outcomes. Staff Responsible for Monitoring: Instructional Coordinator, Special Services, Chief Academic Officer	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: -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 Staff Responsible for Monitoring: Campus Principals Instructional Coaches Teachers ARD Facilitators Director of Special Services Coordinator of Special Services	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Career & Technical Education will update and modernize skills labs to make learning more relevant to the current workforce needs. Strategy's Expected Result/Impact: Increased aligned industry certifications earned, increased Program of Study completers Staff Responsible for Monitoring: Coordinator of CTE Funding Sources: Equipment - Perkins-CTE - \$15,000, Equipment and Furniture - CTE-Local	Formative		
	Nov	Feb	May

Strategy 12 Details	Formative Reviews		
Strategy 12: Adopt instructional materials through a collaborative process with teachers, the C & I department, and campus administration. Health k-5 Reading will be adopted in the 2024-2025 school year. Strategy's Expected Result/Impact: Teachers will utilize the textbooks and resources with more fidelity. Improve student achievement results. Staff Responsible for Monitoring: Chief Academic Officer, Coordinator of Curriculum Funding Sources: - IMA	Formative		
	Nov	Feb	May
Strategy 13 Details	Formative Reviews		
Strategy 13: SFISD personnel will conduct an internal 24.25 audit of our 504 program and student files to assure that all students are receiving the needed academic, social, and emotional supports to achieve success. This will include a mid-year "snapshot" of individual students being sent to guardians. Strategy's Expected Result/Impact: Alignment of 504 procedures will be completed by the end of the 24.25 school year; increase of student assessment scores; decrease in student discipline referrals Staff Responsible for Monitoring: Campus Counselors Director of Alternative Learning	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: 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 Strategy's Expected Result/Impact: All stakeholders will be able to collaborate with athletic coaches on a regular basis. Staff Responsible for Monitoring: Athletic Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase opportunities for parent voice and participation on campus as well as increasing support at home for extra curricular and academic growth on campuses. Staff Responsible for Monitoring: Chief Academic Officer Director of Alternative Learning	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Providing timely and adequate services and increased attendance as well as improved grades of the students impacted in the areas. Staff Responsible for Monitoring: District Social Worker Campus Registrars, Counselors Director of Alternative Learning	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: More students with disabilities graduating with community connects such as: community support resources, college connections, employment support, and independent living opportunities. Staff Responsible for Monitoring: Transition Coach High School Teachers Coordinator and Director of Special Services	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: 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, including a district-wide ESL Night. Staff Responsible for Monitoring: Director of Alternative Learning Funding Sources: - Title III	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 & 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. Staff Responsible for Monitoring: Counselors, CTE Teachers, Coordinator of CTE	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: CTE Faculty will focus on providing real-world and work-based learning opportunities for students by increasing community partnerships. Strategy's Expected Result/Impact: Increased Program of Study Completers, Increased Industry-Based Certifications aligned with Programs of Study Staff Responsible for Monitoring: Coordinator of CTE	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: SFISD's Indian Success Academy will work to build a more solid transition program from the school campus that leads to a successful graduate, including revamping ISA orientation procedures and monthly counselor in-person, one on one meetings with ISA students. Strategy's Expected Result/Impact: SFISD's Indian Success Academy will monitor feedback from campus administration, students, parents, and the number of ISA graduates Staff Responsible for Monitoring: Director of Alternative Learning	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: SFISD Alternative Learning Center will create a campus culture based high expectations for students in both the Discipline Alternative Education Placement (DAEP) as well as the Indian Success Academy (ISA) to begin at intake and orientation to the programs, respectively. Strategy's Expected Result/Impact: Data will be collected on number of incidents for programs as well as survey data with students attending program. Staff Responsible for Monitoring: Director of Alternative Learning	Formative		
	Nov	Feb	May

Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: Santa Fe ISD will see a 5% decrease in office referrals, suspensions, and alternative placements when each month is compared to the 2023-2024 school year Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Lead Counselor, Campus Counselors/Administrators	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: 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. Strategy's Expected Result/Impact: Documentation and support plans for any students posing a threat to the district or campus. Staff Responsible for Monitoring: Director of Alternative Learning	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: 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. Strategy's Expected Result/Impact: Collect feedback from 100% of students and staff and 70% of parents/guardians Staff Responsible for Monitoring: Chief Academic Officer Campus Administration	Formative		
	Nov	Feb	May

Strategy 13 Details	Formative Reviews		
Strategy 13: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Executive Director of Special Education	Formative		
	Nov	Feb	May
Strategy 14 Details	Formative Reviews		
Strategy 14: C & I will work with the Communications department to research and vet programs that will allow all campuses as well as the district to communicate on one platform there by making it easier on parents. Strategy's Expected Result/Impact: Increase communication and Family Engagement Decrease the amount of platforms schools are using. Staff Responsible for Monitoring: Chief Academic Officer Assistant Superintendent of HR and Communication	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: Collaborate with CTE Director and Instructor of Educational Teaching pathway to support and inform students interested in the teaching profession. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with community senior citizens through quarterly meetings which highlight district departments and students groups/organizations. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Communications Department	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Collaborate with local Realtors to provide district and campus information for them to utilize in their profession. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Communications Department	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with local businesses for employee appreciation. We deliver a "token of appreciation" to our staff at least four times a year. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: We support our employees with attendance incentives for perfect attendance every 9 weeks. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: We provide a "token of appreciation" each month when are employees roles are recognized. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: We continue to update our practices based on feedback from employees. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Spotlights and "shout outs" on social media. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Members of Nutrition Services will be visible and available to answer questions and provide excellent customer service. Staff Responsible for Monitoring: Nutrition Services Staff, Managers, Supervisor and Director	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Improved meal participation and student acceptability of menu items Staff Responsible for Monitoring: Nutrition Services Manager, Supervisor and Director	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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 web page, social media, menus, personal contact, district publications and through promotion of the school cafe app. Strategy's Expected Result/Impact: Positive interactions with our customers. Important program information is shared. Staff Responsible for Monitoring: Nutrition Services Meal Benefits Coordinator, Supervisor and Director	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 web page hosts links for nutrition education. Strategy's Expected Result/Impact: Healthy meal choices will be promoted that support student health and wellness. Staff Responsible for Monitoring: Nutrition Services Manager, Supervisor and Director	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

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		
Strategy 1: Campus officers will work with Law Enforcement Career and Technical Education teacher to provide instruction and to facilitate involvement with the SFISD Police Department to develop interest in Law Enforcement. Strategy's Expected Result/Impact: This strategy will promote a collaborative environment to build and maintain positive relationships between students and campus police officers. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents on Patrol Squad (POPS) Program Strategy's Expected Result/Impact: This will encourage buy-in from parents through active participation in campus safety and security initiatives. This will also encourage building relationships between campus officers and parents. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to further develop the Officer BEAR program focusing on elementary students to enhance self-confidence and positivity. Strategy's Expected Result/Impact: To establish positive relationships between campus police officers and students. This will afford Officer BEAR the ability to discuss and teach elementary students how to promote anti-bullying, anti-drug, improve interpersonal communication skills and to make responsible choices. Officer BEAR will teach students to Believe in themselves, Educate themselves, Abide by parents, teachers and police which will increase their ability to Rise above the challenges they may face. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Santa Fe ISD Employee Safety & Security Training Strategy's Expected Result/Impact: The police department will provide safety and security training for all full-time and part-time District employees including substitutes. The training courses will consist of 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. This training will prepare staff members on how to quickly react to a variety of safety hazards staff members may encounter while working in an educational facility. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Santa Fe Safety & Security Committee Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Community Outreach: Public Presentations Strategy's Expected Result/Impact: The Santa Fe I.S.D. Police Department offers the CRASE course to parents and community members, as well as private schools upon request. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Police Department will regularly update the departments website to assure the dissemination of pertinent and factual information in a timely manner. Strategy's Expected Result/Impact: Easy availability of timely and accurate information for district community stakeholders. Staff Responsible for Monitoring: Jennifer Smith	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Police Department will maintain and monitor the Police Department's Facebook page. Strategy's Expected Result/Impact: District community stakeholders and the general public will have an additional avenue to contact and share information with the police department staff. Staff Responsible for Monitoring: Jennifer Smith	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintaining open lines of communication with campus personnel, central administration, parents and students. Strategy's Expected Result/Impact: An increase in customer service approaches and practices. Staff Responsible for Monitoring: Luis Montes-Suares, Ruben Chapa, Steven Shaffer	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The maintenance and operations department will provide clean, secure, and climate-controlled spaces to the students, staff, and community that utilize our facilities. Strategy's Expected Result/Impact: Improved staff morale in regard to facilities and returning community facility rental spaces for events. Staff Responsible for Monitoring: Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 1: C&I recruits, retains, and supports a world class team of employees.

Strategy 1 Details		Formative Reviews		
Strategy 1: Continue to support 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. Strategy's Expected Result/Impact: Students graduating with either the Education Aide I or Community Health Worker certifications. Staff Responsible for Monitoring: Coordinator of CTE Funding Sources: Elementary Teaching Lab - Perkins-CTE		Formative		
		Nov	Feb	May
Strategy 2 Details		Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Alternate Learning Class (ALC) teacher -provides instruction in a self- contained classroom that support students with significant cognitive disabilities. 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. Early Childhood Special Education (ECSE) teachers- provide instruction to 3 and 4 year old's with social, self-help, communication, and cognitive deficits. Proactive Approach to Student Success (PASS) teachers- provide intermittent behavior support to students in the general education setting with behavior intervention plans. Staff Responsible for Monitoring: Campus Principals ARD Facilitators Executive Director of Special Education		Formative		
		Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Special services support teacher retention by providing professional learning communities using a cohort model to support specialized program needs through collaboration. Strategy's Expected Result/Impact: Quarterly cohort collaboration: -Cohort for Instructional Support Teachers -Cohort for Positive Approach to Student Success (PASS.) and Academic Behavior Class(ABC) teachers -Cohort for Alternate Learning Class Teachers (ALC) -Cohort for Dyslexia Teachers Staff Responsible for Monitoring: Campus Principals Executive Director of Special Education Coordinator of Special Services ARD Facilitators Special Education Instructional Coach	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Teachers with professional learning during the summer by utilizing an "Exchange 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. Strategy's Expected Result/Impact: Higher teacher retention and higher job satisfaction calculated through teacher surveys. Staff Responsible for Monitoring: Chief Academic Officer	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Increased teacher retention and increased student learning.	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Improve the filling of teacher school business days with substitutes by creating a system of approval and planning through C & I for all professional development days and extra-curricular days. Strategy's Expected Result/Impact: Reduce the cost of substitutes Reduce the unfilled sub number Staff Responsible for Monitoring: Chief Academic Officer	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: HR/Communications recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide in-service days to allow employees in an Alternative Certification Program to work on program requirements and prepare for test. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistently communicate the benefit of working for Santa Fe ISD. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Communications	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: We post to multiple job boards and attend job fairs as appropriate for recruitment purposes. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources and Communications department.	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Host substitute kick-off event and recruit substitutes at campus meet the teacher nights. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Human Resources Department	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 3: Maintenance and Operations recruits, retains, and supports employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide and administer quarterly training for all M&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 Strategy's Expected Result/Impact: Retaining highly trained and qualified staff that provide the district the best M&O services possible. Continue to hire staff from surrounding districts. Staff Responsible for Monitoring: Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

Performance Objective 4: YUM! Nutrition Services recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Maintain an "A" inspection average with the Galveston County Health Department. Staff Responsible for Monitoring: YUM! Nutrition Services Staff, Managers, Supervisor, Meal Benefits Coordinator and Director	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Learning what is expected and how to perform in your job gives you confidence in your position. Staff Responsible for Monitoring: YUM! Nutrition Services Staff, Managers, Supervisor, Meal Benefits Coordinator and Director	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: The police department recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Locate and or provide specialized training specific to School Base Law Enforcement to enhance job knowledge and school policing skills. Strategy's Expected Result/Impact: Better training will result in higher confidence and better work quality which will enhance the professionalism of the police department. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage campus officer to build positive relationships with local agencies. Strategy's Expected Result/Impact: This will 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. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Transportation recruits, retains, and supports a world class team of employees.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued recognition and celebration of both small and large accomplishments to show appreciation for great job performance. Strategy's Expected Result/Impact: To have a better department culture, that in return, increases strong job performance and customer service. Staff Responsible for Monitoring: Luis Montes-Suares, Ruben Chapa, Steven Shaffer	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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		
Strategy 1: C&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. Staff Responsible for Monitoring: Chief Academic Officer Funding Sources: - Title I, - Title II, - Title III, - Local, - SCE	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: C&I utilizes a vetted process aligned with state requirements and district learning goals for the Instructional Material Selection Process. Staff Responsible for Monitoring: Chief Academic Officer	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Provide additional resources to increase student engagement and performance Staff Responsible for Monitoring: Director of Special Services	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Career & Technical Education will prioritize budgeting for community- and workforce-driven initiatives based on the Comprehensive Local Needs Assessment. Staff Responsible for Monitoring: Coordinator of CTE	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Improve Attendance by forming a committee to address three areas of need. The committee will address increasing enrollment, decreasing truancy, and increasing the average daily attendance. Strategy's Expected Result/Impact: Funding will increase as well as academic achievement. Staff Responsible for Monitoring: Chief Academic Officer Chief Financial Officer	Formative		
	Nov	Feb	May



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.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Finance Department will utilize community groups like DEIC and other Stakeholder committees to help improve the public's understanding of school finance and transparency. Strategy's Expected Result/Impact: Decrease misunderstandings and increase transparency. Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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		
Strategy 1: Continue to Computerized maintenance management 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. Strategy's Expected Result/Impact: Early detection of failing equipment, improved energy consumption and usage, and shorter equipment down times for corrective maintenance. Staff Responsible for Monitoring: Director	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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		
Strategy 1: 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 & expense reports to track spending. Strategy's Expected Result/Impact: Keep spending within budgeted amounts Staff Responsible for Monitoring: Nutrition Services Director, Meal Benefits Coordinator	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Close the gap between funds received for paid meals vs. funds received for free meals. Staff Responsible for Monitoring: Nutrition Services Director	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Maintain income from ala carte sales. USDA requires that non-program funds cover non-program expenditures. Staff Responsible for Monitoring: Nutrition Services Director	Formative		
	Nov	Feb	May
 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		
Strategy 1: To conduct adequate research on new safety and security equipment or enhancements. Strategy's Expected Result/Impact: This will ensure the district will receive the best value and best equipment for the funds being expended Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: This will allow Police Department personnel will be in compliance with state mandated training. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Police department will rely on funds generated through high school student parking permit sales to supplement operating budget. Strategy's Expected Result/Impact: Police department will have necessary funding to accomplish its mission. Staff Responsible for Monitoring: Chief Ruben Espinoza	Formative		
	Nov	Feb	May
 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continually seek out grant opportunities and any additional funding sources, review contracts annually, and look for ways to reduce annual operating costs. Staff Responsible for Monitoring: Director of Technology	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain an accurate Inventory of all equipment to minimize overspending. Staff Responsible for Monitoring: Director of Technology	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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		
Strategy 1: Evaluate software and commodity purchasing to find the most economical and effective option, to include evaluating products and purchases. Additionally, current and future projected costs will be evaluated to assess down-the-line costs. Strategy's Expected Result/Impact: Educational dollars spent wisely, protects the district's bottom line and gives the ability to address necessary needs for educational purposed needs. Staff Responsible for Monitoring: Luis Montes-Suares, Terry Dickey, Ruben Chapa, Steven Shaffer	Formative		
	Nov	Feb	May
0% No Progress 100% Accomplished Continue/Modify Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	7	1	Provide support to students with disabilities through a behavior coaching model.
2	2	6	Increase ESL student academic success in the classroom by developing reading, writing, listening, and speaking skills using effective language objectives and utilizing Summit K12.

Plan Notes

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures in Student Handbook**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

Teachers, administrators, and staff working at the junior high and high school level are trained yearly on the signs of teen dating violence and the reporting procedures.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

- Counseling will be provided to both the alleged victim and the alleged perpetrator during and after the investigation.
- Awareness education will be provided through our physical education classes or their substitutes twice a year. This training will require parent permission. Notes will be sent home 14 days prior to the date of instruction.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Perkins-CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Personal Protective Equipment (PPE)		\$0.00
2	2	7	Professional Development for CTE Teachers related to industry certifications, including CPR and Community Health Worker		\$2,000.00
2	2	11	Equipment		\$15,000.00
4	1	1	Elementary Teaching Lab		\$0.00
Sub-Total					\$17,000.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
CTE-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4			\$0.00
2	2	7	Professional Development for CTE Teachers related to industry certifications		\$0.00
2	2	11	Equipment and Furniture		\$0.00
Sub-Total					\$0.00
ESL-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6			\$0.00
Sub-Total					\$0.00
IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	5	Health Books and "The Right Choice" Curriculum		\$4,000.00
2	2	2	Science Curriculum--SAAVAS & HMH		\$95,000.00
2	2	12			\$0.00
Sub-Total					\$99,000.00
Title 4					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7			\$0.00
Sub-Total					\$0.00

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

District Police Department	To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.
Supervisory Authority	The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.
Jurisdiction	The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Police Authority and Duties	Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police officer shall: 1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District. 2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure. 3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions. 6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations. 7. Carry weapons as directed by the chief of police and approved by the Superintendent. 8. Carry out all other duties as directed by the chief of police or Superintendent.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

	A District police officer shall not be assigned routine classroom discipline or administrative tasks.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agreements that outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memoranda of understanding and other agreements at least once every year. All such agreements shall be approved by the Board.
<i>Interlocal Agreement for Mutual Aid</i>	While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
<i>Access to Recordings</i>	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Body-Worn Cameras	A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	Each District police officer shall receive at least the minimum amount of education and training required by law.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate. [See CKE(LEGAL) and CKEA(LEGAL)]
Employees and Board Members Authorized to Possess Firearms for Emergency Response	The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.
Purpose	
Authorization	Pursuant to its authority under state law, the Board may authorize specific District employees and Board members to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized employee and Board member shall have immunities as provided by law. Each specifically authorized employee and Board member shall be approved by action of the Board. The Superintendent shall issue

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

written authorization to each approved employee and Board member. The written authorization shall specify the District premises and other property where the employee or Board member is authorized to carry a firearm, as well as the means of carrying and storing the firearm.

Participation in this safety and security program shall be strictly voluntary.

Revocation

The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy. The Board may revoke a Board member's authorization at any time.

In addition, authorization for a specific employee or Board member to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason, or if the Board member resigns or otherwise no longer holds office as a Board member, regardless of the reason.

Duties

An authorized employee or Board member shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.

In an emergency an authorized employee or Board member shall:

1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District; and
2. Carry out all other lawful duties as directed by the Superintendent.

Handgun Licensees

Only a District employee or Board member who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.

A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).

Training

The District shall provide to each District employee or Board member who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situ-

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	ations, and other topics the Board may determine necessary or appropriate.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District’s emergency operations procedures.
Implementation	The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District’s emergency operations plan.