Santa Rosa Independent School District

Santa Rosa High School

2025-2026 Improvement Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

Santa Rosa High School is dedicated to providing a safe and supportive learning environment where all students are challenged to achieve academic excellence, develop into productive citizens, and are fully prepared for success in postsecondary education and career pathways.

Vision

Our vision is to empower every student to reach their highest potential, fostering lifelong learning, responsible citizenship, and readiness for college, career, and meaningful contributions to society.

Value Statement

As Santa Rosa Warriors, we rise above challenges, strive for excellence, and support one another in achieving our highest potential.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Discipline records
- Enrollment trends

Employee Data

- State certified and high quality staff data

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Santa Rosa High School will provide quality and effective instruction, coupled with high expectations and rigor.

Performance Objective 1: By the end of the academic year, 90% of Santa Rosa High School students will show proficiency or improve by at least one performance level in core academic subjects, as measured through standardized tests and classroom evaluations, demonstrating the impact of high-quality instruction aligned with rigorous expectations.

High Priority

Evaluation Data Sources: Common formative Assessments, Benchmarks and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: The Bluebonnet curriculum has been implemented in our Algebra I classes to provide a structured, TEKS-aligned program designed to strengthen students' foundational math skills. This curriculum emphasizes conceptual understanding, problem-solving strategies, and real-world applications, while also offering scaffolded support and enrichment opportunities to meet the diverse learning needs of our students. By incorporating Bluebonnet, our goal is to ensure consistency in instruction, close achievement gaps, and better prepare students for success on state assessments and future math courses. **Strategy's Expected Result/Impact:** Increase student proficiency, Growth in student performance, close the gaps, consistency in instruction and improve student confidence. **Staff Responsible for Monitoring:** Principal, Dean of Instruction and C&I director **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: The campus will implement a structured strategy where teachers receive training and collaborative planning time to develop lesson plans with objectives that are manageable, measurable, distinct, and rigorous, supported by feedback, coaching, and regular monitoring to ensure alignment with standards and student growth. **Strategy's Expected Result/Impact:** This strategy is expected to result in more consistent, high-quality lesson plans with clear and rigorous objectives that improve instructional alignment and lead to measurable gains in student achievement. **Staff Responsible for Monitoring:** Principal and Dean of Instruction. **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Santa Rosa High School will provide quality and effective instruction, coupled with high expectations and rigor.

Performance Objective 2: Teachers will engage in professional development aligned to HQIM materials and curriculum, to deliver rigorous, high-quality instruction with high expectations for all students. Success will be measured through lesson alignment, classroom observations, and student performance growth.

High Priority

Evaluation Data Sources: Common formative Assessments, Benchmarks, TELPAS and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Provide ongoing professional development through Region One ESC to build teacher expertise in implementing HQIM (Bluebonnet). Teachers will engage in structured lesson internalization sessions once every six weeks to strengthen planning and instructional delivery. Campus leaders will conduct regular HQIM-focused walkthroughs to monitor implementation, provide feedback, and ensure alignment to rigorous, high-quality instruction. **Strategy's Expected Result/Impact:** Teachers will consistently plan and deliver instruction using HQIM (Bluebonnet) with fidelity, supported by Region One ESC PD and six-week lesson internalization. Walkthroughs will reflect high expectations, rigor, and continuous teacher growth, leading to stronger student engagement and improved performance on assessments. **Staff Responsible for Monitoring:** Campus Principal, Dean of Instruction, Director of Curriculum and Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Santa Rosa High School will support teachers (not with bluebonnet) in internalizing new lesson plans and instructional strategies through a structured professional learning approach. This will include collaborative planning sessions, where teachers review, discuss, and adapt lessons to fit their classroom needs; peer observations to see strategies in action and provide constructive feedback; and modeling by instructional coaches or master teachers to demonstrate best practices. Teachers will also engage in reflective practice through post-lesson debriefs, sharing successes, challenges, and adjustments. The goal is for all teachers to gain confidence and consistency in implementing rigorous, measurable, and manageable objectives that align with campus-wide academic expectations. **Strategy's Expected Result/Impact:** By engaging in this process, teachers will demonstrate greater instructional consistency, improved lesson delivery, and increased confidence in using effective teaching practices. This will lead to higher student engagement, stronger academic outcomes, and a more cohesive and high-performing instructional culture across the campus. **Staff Responsible for Monitoring:** Administration, Dean of Instruction and Department chairs. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 3: Implement SummitK12 to strengthen instruction and language development for EB students. Provide ongoing professional development and coaching to ensure teachers are well-versed in the program, supported through regular planning sessions, and using it with fidelity. Conduct SummitK12-focused walkthroughs to monitor implementation, reinforce high expectations, and measure impact on EB student progress. **Strategy's Expected Result/Impact:** Teachers will effectively integrate SummitK12 into daily instruction with fidelity, providing targeted support for EB students' language development and content mastery. Walkthroughs and student data will reflect consistent implementation, resulting in increased English proficiency levels, improved academic performance, and stronger progress toward reclassification. **Staff Responsible for Monitoring:** Campus Principal and Dean of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Santa Rosa High School will provide quality and effective instruction, coupled with high expectations and rigor.

Performance Objective 3: By the end of the 2025-2026 school year, 85% of students identified as SPED, 504, or Emergent Bilinguals in 9th grade (English I, Biology, and Algebra I EOCs), 10th grade (English II EOC), and 11th grade (U.S. History EOC) will demonstrate measurable academic growth and close the gaps on EOCs that students are assigned to take in the 2025-2026 school year.

High Priority

Evaluation Data Sources: progress monitoring data, classroom assessments, and individualized support plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: We will provide teachers with targeted professional development, coaching, and collaborative planning opportunities to strengthen instructional practices, accommodations, and supports for Special Education, 504, and Emergent Bilingual students, ensuring improved performance and academic growth. **Strategy's Expected Result/Impact:** effective, research-based strategies and accommodations in their classrooms **Staff Responsible for Monitoring:** Principal, Dean of Instruction and SPED department chair. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Santa Rosa High School will implement a multi-tiered support system to help students in Special Education, 504, and Emergent Bilingual programs achieve success on STAAR EOCs. This will include targeted, data-driven instruction in small groups, scaffolded lesson plans aligned with STAAR standards, and individualized accommodations and modifications based on each student's IEP or 504 plan. Students will participate in after-school tutoring, intervention sessions, and review boot camps prior to testing, and will have access to practice assessments with feedback to monitor growth. Teachers will collaborate regularly with special education staff, content teachers, and instructional coaches to analyze assessment data, adjust instruction, and ensure every student receives the support needed to meet performance goals. **Strategy's Expected Result/Impact:** By implementing this strategy, students will demonstrate measurable academic growth, improved mastery of STAAR EOC content, and increased confidence in their abilities. This will lead to higher passing rates, reduced achievement gaps, and a more equitable learning environment where all students have the support needed to succeed. **Staff Responsible for Monitoring:** Administration, Dean Of Instruction, Special Education department and teachers. **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Santa Rosa High School will provide quality and effective instruction, coupled with high expectations and rigor.

Performance Objective 4: By the end of the 2025-2026 school year, SRHS will maintain an average student attendance rate of at least 92% through consistent monitoring, proactive engagement with students and families, and the implementation of strategies to reduce unexcused absences and tardies.

High Priority

Evaluation Data Sources: Attendance Reports and Truancy Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Santa Rosa High School will implement a comprehensive progress monitoring system for all grade levels by regularly collecting, analyzing, and reviewing student academic, attendance, and behavioral data. Staff will receive training on accurate PEIMS reporting to ensure all data is entered correctly and aligns with state statutes, district policy, and truancy prevention laws. The school will conduct weekly audits and data reviews to identify discrepancies, provide timely feedback to teachers and staff, and implement interventions for students at risk of truancy or academic decline. Collaboration between counselors, administrators, and teachers will ensure that all reporting and monitoring practices support student success and compliance with legal requirements. **Strategy's Expected Result/Impact:** Sustain a 92 Percent or higher attendance rate. **Staff Responsible for Monitoring:** PEIMS, Communities in Schools, Principal, Counselors and Dean Of Instruction. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: SRHS will provide incentives to all students to motivate participation and recognize those who demonstrate excellence in attendance, academic performance, or behavior programs. **Strategy's Expected Result/Impact:** Sustain a 92 Percent or higher attendance rate. **Staff Responsible for Monitoring:** PEIMS, Counselors, Principal and CIS **ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Santa Rosa High School will maintain a safe and orderly environment and supportive school culture in order to meet the physical, social and emotional well-being of all students and staff

Performance Objective 1: By the end of the 2025-2026 school year, Santa Rosa High School will reduce behavioral referrals and incidents by 15% compared to the previous year through consistent implementation of positive behavior interventions, reinforcement of campus-wide expectations, and proactive engagement with students and families.

Evaluation Data Sources: Discipline Reports and Data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Santa Rosa High School will establish and implement clear, campus-wide expectations in every classroom and ensure that all teachers and staff consistently uphold school policies and procedures. **Strategy's Expected Result/Impact:** Consistency with the implementation of policies and procedures. **Staff Responsible for Monitoring:** Admin and Staff **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Santa Rosa High School will maintain a safe and orderly environment and supportive school culture in order to meet the physical, social and emotional well-being of all students and staff

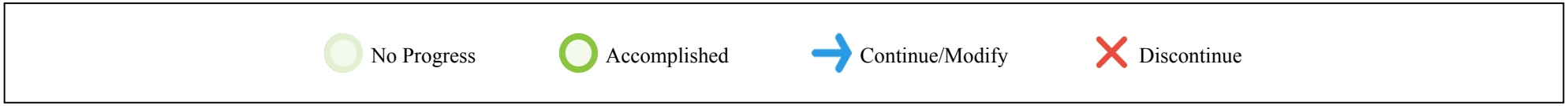
Performance Objective 2: By the end of the 2025-2026 school year, Santa Rosa High School will implement at least four guest speaker sessions and two campus-wide programs focused on Social-Emotional Learning (SEL). At least 90% of staff and 85% of students will participate in these initiatives, as measured by attendance records and program evaluations, in order to strengthen emotional resilience, improve interpersonal skills, and foster a more supportive school culture.

High Priority

Evaluation Data Sources: Sign in sheet for staff training and evidence of students learning about SELs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Santa Rosa High School will provide ongoing professional development for teachers focused on Social-Emotional Learning (SEL) through quarterly training sessions, interactive workshops, and collaborative planning opportunities. Training will include practical classroom strategies, de-escalation techniques, and trauma-informed practices that teachers can immediately apply. Additionally, teachers will participate in peer observations and coaching cycles to share best practices and strengthen consistency in implementing SEL across all classrooms. **Strategy's Expected Result/Impact:** Provide teachers with strategies that they can apply in the classroom. **Staff Responsible for Monitoring:** SEL Counselor, Administration and Dean of Instruction. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Santa Rosa High School will integrate Social-Emotional Learning (SEL) into the student experience by hosting monthly SEL-focused activities, incorporating SEL lessons into advisory or homeroom periods, and providing opportunities for students to engage in peer mentoring and leadership programs. Students will participate in workshops and assemblies led by guest speakers that emphasize self-awareness, responsible decision-making, and conflict resolution. In addition, small group sessions and counseling support will be available for students needing targeted interventions, ensuring all learners build the skills necessary for academic success and personal growth. **Strategy's Expected Result/Impact:** Expectation: Self-awareness, emotional regulation, decision making and a positive school culture. Impact: Improved behavior, reduce incidents support of the whole child. **Staff Responsible for Monitoring:** SEL counselor, Admin and Staff. **ESF Levers:** Lever 3: Positive School Culture				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Santa Rosa High School will maintain a safe and orderly environment and supportive school culture in order to meet the physical, social and emotional well-being of all students and staff

Performance Objective 3: Santa Rosa High School will maintain a safe and positive school environment where students, parents, employees, and community members are welcome and
engaged.

High Priority

Evaluation Data Sources: SRP Training, Emergency Protocols in every room, Information throughout the school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Santa Rosa High School will maintain camera systems and replace non-working ones across the campus to enhance safety and security. **Strategy's Expected Result/Impact:** Create a safer environment for students and staff. Create time barriers for our school. **Staff Responsible for Monitoring:** SRISD PD, Admin and Technolgy director. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Santa Rosa High School will provide Standard and Response Protocol (SRP) training to all staff members at the start of the school year and offer refresher sessions quarterly. Training will include emergency procedures, lockdown drills, evacuation protocols, and proper use of safety equipment. Staff will also participate in scenario-based practice to ensure preparedness for various campus emergencies. Ongoing support and follow-up assessments will ensure all staff maintain knowledge of SRP procedures and can respond confidently to protect students and maintain a safe school environment. **Strategy's Expected Result/Impact:** By implementing this strategy, SRHS will foster a well-prepared and confident staff capable of responding effectively to emergencies. This will enhance overall campus safety, reduce response times during incidents, and create a secure learning environment for students, staff, and visitors. **Staff Responsible for Monitoring:** SRISD PD, Administration and Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 3: Santa Rosa High School will provide all students with Standard and Response Protocol (SRP) training at the start of the school year and during scheduled refresher sessions. Training will include age-appropriate instruction on emergency procedures, lockdown drills, evacuation routes, and proper response to various campus safety scenarios. Students will participate in regular drills and practice simulations to build familiarity and confidence in responding to emergencies. Counseling and debriefing sessions will be offered after drills to address questions, reduce anxiety, and reinforce safe behaviors. **Strategy's Expected Result/Impact:** By implementing this strategy, students will develop confidence and preparedness in responding to campus emergencies, which will reduce confusion and risk during actual incidents. This will contribute to a safer school environment, enhance overall campus security, and promote a culture of shared responsibility for safety among students and staff. **Staff Responsible for Monitoring:** SRISD PD, Administration and Staff **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Santa Rosa High School will maintain a safe and orderly environment and supportive school culture in order to meet the physical, social and emotional well-being of all students and staff

Performance Objective 4: By May 2026, at least 90% of staff will complete training on bullying prevention and social media awareness, at least 75% of students will participate in awareness activities each semester, parents will be provided with at least one informational resource, and the number of reported bullying incidents in campus discipline reports will decrease by 5% compared to the previous year.

Evaluation Data Sources: Discipline Reports and Anonymous reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Implement a campus-wide bullying prevention and social media awareness program through staff training, student engagement activities, parent resources, and consistent monitoring of incident reports to promote a safe and respectful learning environment. **Strategy's Expected Result/Impact:** Awareness and decrease in bullying on campus. **Staff Responsible for Monitoring:** Principal and Counselos **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Santa Rosa High School will recruit, hire and retain highly qualified competent and committed administrators, teachers and staff in all areas

Performance Objective 1: By the end of the 2025-2026 school year, Santa Rosa High School will improve teacher retention, support, and effectiveness by ensuring that at least 90% of teachers utilize professional development aligned with district and individual goals, participate in structured mentoring or follow-up coaching, and that all instructional positions are filled with highly qualified personnel at the start of the year. Additionally, the school will implement ongoing monitoring and evaluation of teacher support systems, including mentoring impact, substitute usage, and paraprofessional training, to enhance instructional consistency, reduce burnout, and ensure highly effective teachers are strategically matched with high-need students.

High Priority

Evaluation Data Sources: Staff Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Santa Rosa High School will strengthen mentoring and support systems by pairing every new teacher with a trained mentor within the first month of school, conducting monthly mentor check-ins with documentation submitted to administration, and administering semester feedback surveys to measure effectiveness and make necessary adjustments. **Strategy's Expected Result/Impact:** By implementing this strategy, new teachers will feel more supported, gain confidence in instructional practices, and experience smoother transitions into the classroom. This will improve teacher retention, reduce burnout, and strengthen overall instructional quality, leading to higher student achievement and a more stable, collaborative school culture. **Staff Responsible for Monitoring:** Administration, Dean and mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Santa Rosa High School will strengthen professional development by requiring 100% teacher participation in all district-aligned PD sessions per semester, implementing post-PD follow-up observations or coaching cycles to evaluate instructional application, and classroom walkthrough data to ensure training aligns with teacher needs. **Strategy's Expected Result/Impact:** By implementing this strategy, professional development will become more meaningful, consistent, and connected to both district goals and teacher needs. Teachers will strengthen their instructional practices, increase student engagement, and improve learning outcomes, while leadership will have measurable evidence of PD effectiveness to guide future planning. **Staff Responsible for Monitoring:** Principal and Dean **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 3: Santa Rosa High School will improve staff retention and morale by monitoring teacher leave usage quarterly to identify workload or burnout issues, providing wellness initiatives such as staff appreciation events, flexible planning periods, and wellness workshops, and conducting end-of-year retention surveys to gather staff input on workload, support, and overall job satisfaction. **Strategy's Expected Result/Impact:** By implementing this strategy, SRHS will improve teacher satisfaction, reduce burnout, and strengthen retention. A positive school culture will be fostered where staff feel valued and supported, leading to greater instructional consistency and improved student outcomes. **Staff Responsible for Monitoring:** Principal and Dean				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Santa Rosa High School will establish and maintain technology infrastructure and equipment to meet the communication and educational needs of students and staff

Performance Objective 1: By the end of the 2025-2026 school year, Santa Rosa High School will strengthen technology integration by providing comprehensive training for 100% of teachers, equipping all staff with new laptops for instructional use, and replacing outdated student devices with Chromebooks, resulting in improved digital literacy, enhanced engagement, and increased instructional efficiency across all grade levels.

Evaluation Data Sources: PD Sessions, technology replacement, classroom integration.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Provide structured technology professional development by requiring all teachers to complete at least two district-aligned technology PD sessions per semester, followed by administrative walkthroughs to monitor and support the integration of digital tools into daily instruction. **Strategy's Expected Result/Impact:** Teachers will consistently integrate digital tools into classroom instruction, leading to increased student engagement, improved digital literacy, and more effective use of technology to support learning outcomes. **Staff Responsible for Monitoring:** Principal. Dean and Techs. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Ensure all teachers are equipped with updated technology by starting the process of distributing new laptops by the end of the 2025-2026 school year and providing ongoing IT support along with refresher training on productivity and instructional tools to maximize instructional efficiency. **Strategy's Expected Result/Impact:** All teachers will have reliable, up-to-date laptops that improve instructional efficiency and access to digital resources. With IT support and refresher training, teachers will demonstrate increased confidence and effectiveness in using technology, leading to smoother lesson delivery, stronger student engagement, and reduced instructional disruptions caused by outdated devices. **Staff Responsible for Monitoring:** Principal, Dean of Instruction and IT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 3: Enhance student learning by replacing 25% of outdated Chromebooks before the end of the 2025-2026 school year and monitoring device usage and functionality to ensure a reduction in technology-related disruptions by at least 20% compared to the previous year. **Strategy's Expected Result/Impact:** Students will have access to fully functional, up-to-date Chromebooks, leading to more consistent use of technology in the classroom, increased engagement in digital learning activities, and a measurable reduction in technology-related disruptions by at least 20% compared to the previous year. **Staff Responsible for Monitoring:** Principal, Dean of Instruction and IT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Santa Rosa High School will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications

Performance Objective 1: By the end of the 2025-2026 school year, at least 75% of eligible Santa Rosa High School students will be enrolled in dual enrollment, career and technical education (CTE) courses, or certification programs, with 95% of those students successfully earning college credit or industry-recognized credentials.

High Priority

Evaluation Data Sources: Enrollment records, Completions Records, Program Participation, Students progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: SRHS will use official school and district enrollment records to track and monitor the number and percentage of eligible students participating in dual enrollment, CTE, and certification programs, ensuring timely identification of students who may need additional support to access these opportunities. **Strategy's Expected Result/Impact:** Accurate tracking of student enrollment will ensure that at least 85% of eligible students participate in dual enrollment, CTE, or certification programs. This will allow staff to identify and support students who are not yet enrolled, increasing overall program participation and success rates. **Staff Responsible for Monitoring:** CCMR TEAM (Principal, Dean, Counselors, ROOTED). **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Maintain and review comprehensive completion records, including grades, transcripts, and certification reports, to track students who successfully earn college credit, industry certifications, or credentials, and to identify areas where additional support may be needed to ensure student success. **Strategy's Expected Result/Impact:** Students will successfully earn college credit, industry certifications, or credentials at a rate of at least 90% among participants. Staff will be able to identify and provide targeted support to students who are at risk of not completing their programs, improving overall program completion and success. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Santa Rosa High School will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications

Performance Objective 2: By the end of the 2025-2026 school year, Santa Rosa High School will increase parent participation in campus events and activities by at least 20%, with the goal of showcasing district and campus initiatives, strengthening school-family partnerships, and fostering greater community engagement.

High Priority

Evaluation Data Sources: Parent Attendance records , Presentations, College and Career fairs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Host College and Career Nights at SRHS to actively promote postsecondary options, providing students and parents with information about college programs, career pathways, and certification opportunities to increase awareness and engagement in postsecondary planning. **Strategy's Expected Result/Impact:** Increased parent and student participation in postsecondary planning events will lead to greater awareness of college and career options, stronger school-family engagement, and higher student enrollment in postsecondary programs and career pathways. **Staff Responsible for Monitoring:** Principal, Counselors, RootEd. **TEA Priorities:** Connect high school to career and college				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Santa Rosa High School will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications

Performance Objective 3: By the end of the 2025-2026 school year, Santa Rosa High School will increase student success on the TSIA by providing targeted TSIA testing opportunities and preparatory camps, ensuring that at least 90% of participating students meet or exceed TSIA and are prepared for postsecondary coursework.

Evaluation Data Sources: TSIA Scores and CCMR data tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: SRHS will offer targeted TSIA preparatory camps before each testing window to help students strengthen math, reading, and writing skills necessary to meet college-ready benchmarks. **Strategy's Expected Result/Impact:** Students will demonstrate improved readiness for the TSIA, with at least 90% of participants meeting or exceeding college-ready scores. **Staff Responsible for Monitoring:** Principal, Counselors, Dean, Rooted and ACE **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Provide multiple TSIA testing dates (Campus Calendar) and structured registration support throughout the school year to ensure all eligible students have access to the assessment. **Strategy's Expected Result/Impact:** Increased student participation in TSIA testing, ensuring that all eligible students have the opportunity to demonstrate college readiness. **Staff Responsible for Monitoring:** Principal, Counselors, Dean, Rooted and ACE **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

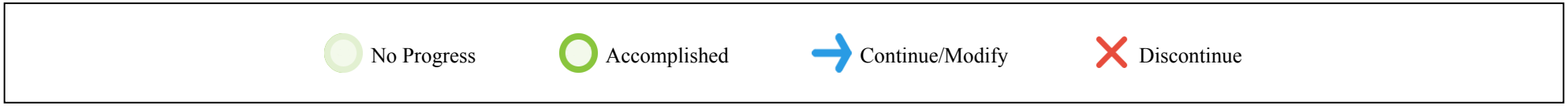
Goal 5: Santa Rosa High School will prepare students to succeed in post-secondary opportunities through dual enrollment, career and technical courses and certifications

Performance Objective 4: During the 2025-2026 school year, Santa Rosa High School will continue to participate in the Region 1 Rural District Career Pathways Collaborative by offering the Digital Media & Arts pathway, while collaborating with La Villa, Lyford, San Perlita, La Sara, and Monte Alto to share resources and provide students with access to additional industry-based certifications not available at SRHS.

Evaluation Data Sources: Enrollment by Career Pathway and Surveys for student interests in pathways.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 1: Provide parents with ongoing education about career pathways offered at SRHS and through the Region 1 Rural District Career Pathways (R-PEP) by hosting informational sessions during open houses, College & Career Nights, and parent meetings; distributing bilingual brochures and digital resources; and using multiple communication platforms (school website, newsletters, and social media) to ensure families are informed and engaged in supporting their child's pathway opportunities. **Strategy's Expected Result/Impact:** Parents will have a clear understanding of the pathways available at SRHS and through the Region 1 Rural District Career Pathways (R-PEP), resulting in increased parent engagement in academic and career planning. This will lead to higher student enrollment in pathway programs and stronger family support for students pursuing certifications, dual credit, and postsecondary opportunities. **Staff Responsible for Monitoring:** Principal, Dean, Counselor. **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	
Strategy 2: Educate incoming freshmen about career pathways at SRHS and opportunities through the Region 1 Rural District Career Pathways (R-PEP) by providing orientation sessions on available programs and organizing field trips to collaborative schools, allowing students to explore pathway labs firsthand and gain early exposure to industry-based learning environments. **Strategy's Expected Result/Impact:** Incoming freshmen will develop a clear understanding of the career pathways available at SRHS and through the Region 1 Rural District Career Pathways (R-PEP). Early exposure to pathway labs will increase student interest, encourage informed decision-making about pathway enrollment, and lead to higher participation rates in career and technical education programs throughout high school. **Staff Responsible for Monitoring:** Principals, Counselors and Dean Of Instruction **TEA Priorities:** Connect high school to career and college				


No Progress
Accomplished
Continue/Modify
Discontinue