

Sanford-Fritch Independent School District



Sanford-Fritch Jr. High School

2026-2027 Campus Improvement Plan

Mission Statement

District Mission Statement: "Through a caring and collaborative learning community, the Sanford-Fritch Independent School District ensures that each student attains intellectual and personal excellence."

Campus Mission Statement: "At Sanford-Fritch Junior High, we learn with heart, work with courage, and lead with pride."

This plan is viewable at www.sfid.net.

Translation available upon request.

Value Statement

Be a Leader and do your best.

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Comprehensive Needs Assessment

School Processes & Programs

Summary

All JH students have access to attend a 30 minute tutorial before, during, or after school to work on skills to improve STAAR scores. Teachers use a variety of programs such as IXL or individualized tutoring to help improve areas that they are weak in academically. Students who did not pass a math or reading STAAR in the previous year are enrolled in HB4545 classes to remediate the areas in which they struggle unless parents opted them out.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Campus assessment data indicates that current instructional and intervention practices are not consistently producing expected levels of academic growth, particularly in Mathematics. In 2026, 58% of students demonstrated academic growth in Reading compared to the 63% interim target, while only 48% demonstrated academic growth in Mathematics compared to the 67% interim target.	Systems for consistently analyzing student data, monitoring individual student growth, and using assessment results to provide timely, targeted differentiation and intervention have not been implemented with consistency across all classrooms and content areas.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Sanford-Fritch Junior High has been identified for Additional Targeted Support (ATS) due to academic performance gaps within the White student group. Student achievement and academic growth in Reading and Mathematics have not consistently met state accountability targets, indicating a need for additional targeted instructional support to improve student performance.

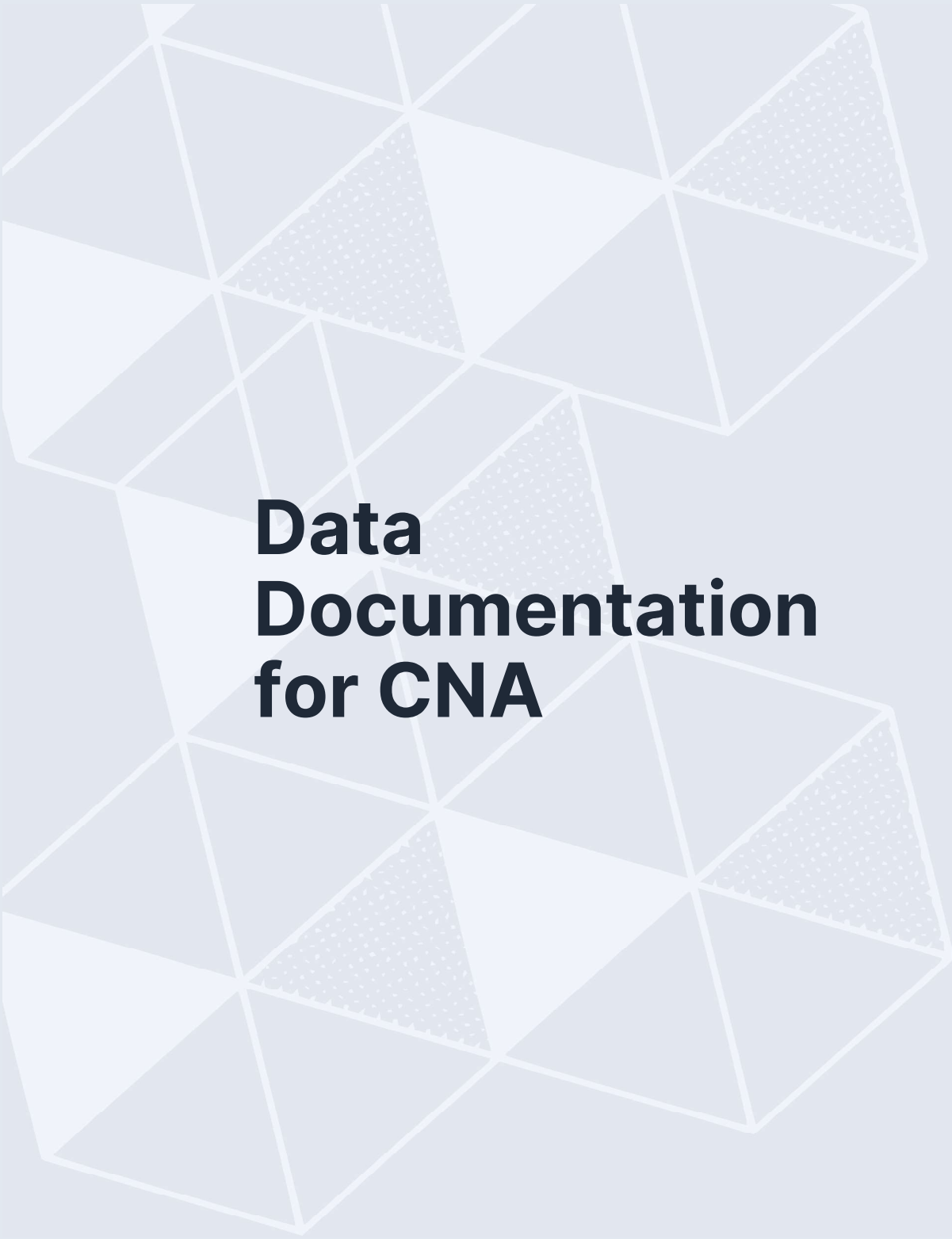
While campus-wide instructional interventions and data analysis practices are in place, a more focused and systematic process is needed to identify White students performing near STAAR achievement thresholds, address individual TEKS weaknesses, and monitor the effectiveness of targeted classroom instruction.

2★

Campus assessment data indicates that current instructional and intervention practices are not consistently producing expected levels of academic growth, particularly in Mathematics. In 2026, 58% of students demonstrated academic growth in Reading compared to the 63% interim target, while only 48% demonstrated academic growth in Mathematics compared to the 67% interim target.

Systems for consistently analyzing student data, monitoring individual student growth, and using assessment results to provide timely, targeted differentiation and intervention have not been implemented with consistency across all classrooms and content areas.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- ☒ State and federal planning requirements

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

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
- ☒ Student failure and/or retention rates
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data

- ☒ Homeless data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

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



Goals

Goal 1

Sanford-Fritch Junior High will increase overall STAAR achievement, including achievement in Reading and Mathematics, through strong instructional leadership, high-quality TEKS-aligned instructional materials and assessments, and effective data-driven instructional practices.

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, Sanford-Fritch Junior High will increase overall student achievement on STAAR from 68% to 78% at the Approaches Level, from 39% to 49% at the Meets Level, and from 15% to 21% at the Masters Level, as measured by the 2027 STAAR results.

Evaluation Data Source: 2027 STAAR results, DMAC assessment and progress-monitoring data, NWEA BOY/MOY/EOY data, TFAR assessment data, classroom and common assessments, and campus data dialogue documentation.

Strategy 1

Teachers and campus administration will utilize DMAC assessment data to regularly analyze student performance, monitor individual student progress, identify learning gaps, and adjust instruction and interventions. Students will track their individual assessment data to increase ownership of their academic progress. Teachers and the principal will participate in regular data dialogue meetings to review student performance and determine appropriate instructional responses.

Strategy's Expected Result/Impact: Consistent analysis of individual and disaggregated student data will allow teachers to identify learning gaps, adjust instruction, and provide timely, targeted support for all students. The campus expects these practices to increase overall STAAR Academic Achievement from 68% to 78% at Approaches Level, from 39% to 49% at Meets Level, and from 15% to 21% at Masters Level.

Staff Responsible for Monitoring: Principal, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will implement high-quality, TEKS-aligned instructional materials and assessments to ensure instruction is aligned to grade-level standards and the rigor of STAAR. Teachers will utilize the TEKS Resource System and district-adopted instructional resources to plan and

deliver TEKS-based instruction. Assessments will be used throughout the instructional cycle to monitor student mastery of the TEKS and identify standards requiring reteaching, intervention, or enrichment.

Strategy's Expected Result/Impact: Consistent implementation of TEKS-aligned instructional materials and assessments will strengthen alignment among curriculum, instruction, and assessment and provide students with consistent opportunities to demonstrate mastery of grade-level standards. The campus expects these practices to contribute to increased overall STAAR achievement at the Approaches, Meets, and Masters Grade Level standards.

Staff Responsible for Monitoring: Principal, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Teachers will implement the Fundamental 5 instructional framework and effective research-based instructional practices to provide rigorous, engaging, TEKS-aligned instruction for all students. Teachers will utilize differentiation, purposeful questioning, checks for understanding, and opportunities for higher-level thinking to respond to individual student needs and increase levels of student mastery. Campus administration will conduct classroom walkthroughs and provide feedback to support consistent implementation of effective instructional practices.

Strategy's Expected Result/Impact: Consistent implementation of rigorous and effective instructional practices will increase student engagement, strengthen mastery of grade-level TEKS, and support students in progressing beyond minimum proficiency. The campus expects these practices to contribute to increased overall STAAR achievement at the Approaches, Meets, and Masters standards.

Staff Responsible for Monitoring: Principal, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Science and Social Studies teachers will attend Pacing and TEKS Deep Dive professional learning sessions at the regional education service center each six weeks. Teachers will use the

knowledge and resources gained through these sessions to strengthen TEKS alignment, instructional pacing, rigor, and classroom instruction. Campus administration will support teachers in implementing and monitoring instructional practices and resources gained through the professional learning.

Strategy's Expected Result/Impact: Ongoing, content-specific professional learning will strengthen Science and Social Studies teacher capacity and increase the consistent implementation of rigorous, TEKS-aligned instruction. Improved teacher knowledge of the TEKS, instructional pacing, and effective instructional practices is expected to contribute to increased student achievement in Science and Social Studies.

Staff Responsible for Monitoring: Principal, Science Teachers, Social Studies Teachers

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 5

The principal will participate in four instructional coaching training sessions at the regional education service center throughout the 2026-2027 school year. The principal will apply strategies and practices learned through the training to strengthen instructional leadership and provide ongoing coaching, feedback, and support to teachers to build instructional capacity and improve classroom practices.

Strategy's Expected Result/Impact: Increased principal capacity in instructional coaching will strengthen campus instructional leadership and the support and development provided to teachers. Through effective coaching, feedback, and follow-up, teachers will strengthen instructional practices and their ability to respond to student needs, contributing to increased student achievement at the Approaches, Meets, and Masters standards.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 Additional Targeted Support Strategy

In order to address the Additional Targeted Support (ATS) identification for Sanford-Fritch Junior High, core subject teachers will utilize DMAC assessment data to increase the number of students in the identified student group performing near the next STAAR achievement level (Approaches, Meets, or Masters). Teachers will develop and implement individualized instructional plans targeting specific TEKS weaknesses through differentiated classroom instruction, small-group instruction, and focused reteaching. Student progress will be reviewed

following each six-week assessment, and instructional plans will be adjusted as needed to improve academic achievement and growth within the identified student group.

Strategy's Expected Result/Impact: By identifying students in the identified student group performing near the next STAAR achievement level (Approaches, Meets, or Masters) and providing targeted classroom instruction, individualized instructional plans, and six-week progress monitoring, SFJH expects to increase identified student group STAAR achievement from 69% to 79% at Approaches, 40% to 50% at Meets, and 16% to 22% at Masters, supporting progress toward exiting ATS identification. Specifically, we will improve the identified student group performance from 63% to 73% in RLA and 54% to 64% in Math at the Approaches level; 41% to 51% in RLA and 26% to 36% in Math at the Meets level; and 17% to 22% in RLA and 8% to 14% in Math at the Masters level. Achieving these performance targets will also result in the campus overall performance improving from a D to a C rating. Existing instructional and teacher planning time will be prioritized for targeted instruction and progress monitoring, utilizing current staff and instructional resources with no additional funding, staffing, or instructional periods required. If sufficient improvement is not demonstrated on the 2027 STAAR assessments, district and campus leadership will evaluate the effectiveness of the strategy, revise instructional practices for the following school year, provide additional professional development and instructional coaching as needed, and consider adjustments to instructional time, staffing, and resources.

Staff Responsible for Monitoring: The principal will monitor implementation through six-week DMAC data reviews, teacher instructional plans, and classroom walkthroughs. Core subject teachers will document identified student needs, targeted instructional strategies, and student progress. District leadership will review campus implementation and student performance data throughout the school year to ensure the strategy is being implemented as intended.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority**

By the end of the 2026-2027 school year, Sanford-Fritch Junior High will increase Reading STAAR Academic Achievement from 77% to 87% at the Approaches Level, from 50% to 60% at the Meets Level, and from 20% to 30% at the Masters Level, as measured by 2027 STAAR results.

Evaluation Data Source: 2027 Reading STAAR results, DMAC assessment and progress-monitoring data, NWEA BOY/MOY/EOY Reading data, and campus data dialogue documentation.

Strategy 1

RLA teachers will regularly analyze DMAC and NWEA student performance data to identify student strengths, learning gaps, and instructional needs. Teachers and the principal will participate in regular data dialogue meetings to review student performance, monitor progress toward Reading achievement goals, and determine appropriate instructional responses, interventions, reteaching, and enrichment.

Strategy's Expected Result/Impact: Regular analysis of Reading performance data and collaborative data dialogues will strengthen instructional decision-making, allow teachers to identify learning gaps in a timely manner, and ensure instruction and intervention are adjusted based on student need. These practices will support progress toward the campus Reading STAAR achievement targets.

Staff Responsible for Monitoring: Principal, RLA teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

RLA teachers will provide differentiated instruction based on identified student needs. Students who demonstrate skill gaps will receive additional instructional support through classroom intervention, tutorials, and supplemental resources as appropriate.

Strategy's Expected Result/Impact: Differentiated instruction and targeted intervention will provide students with additional opportunities to strengthen identified skills, close learning gaps, and increase mastery of grade-level TEKS, resulting in increased performance at the Approaches, Meets, and Masters Level.

Staff Responsible for Monitoring: Principal, RLA Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

RLA teachers will provide rigorous, TEKS-aligned reading instruction that emphasizes comprehension, analysis, written response, academic vocabulary, evidence-based thinking, and higher-level questioning. Students will engage with grade-appropriate texts and tasks that require them to analyze, infer, evaluate, synthesize, and support responses with textual evidence.

Strategy's Expected Result/Impact: Increased exposure to rigorous texts, higher-level questioning, and evidence-based reading and writing tasks will strengthen students' ability to apply reading skills at increasingly complex levels and increase the percentage of students achieving at the Approaches, Meets and Masters Level on STAAR.

Staff Responsible for Monitoring: Principal, RLA teachers, Curriculum Director

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Reading/ELA teachers will meet with students regularly to review individual Reading assessment data, establish academic goals, and discuss progress toward those goals. Students will track their performance on NWEA and DMAC, identify areas of strength and growth, and reflect on their progress throughout the school year.

Strategy's Expected Result/Impact: Regular student-teacher conferences, individual goal setting, and student progress tracking will increase student understanding of their academic performance and promote greater ownership of learning. Students will be able to identify their individual strengths and areas for growth and monitor their progress toward Reading achievement goals, contributing to increased academic growth and achievement.

Staff Responsible for Monitoring: RLA Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

SFJH will recognize and celebrate students who demonstrate academic growth and progress in Reading as measured by NWEA and DMAC. Recognition will emphasize individual growth, effort, and progress toward academic goals, providing opportunities for students at all achievement levels to experience success and be recognized for improvement.

Strategy's Expected Result/Impact: Recognizing and celebrating academic growth will promote a positive culture of learning, increase student motivation and engagement, and reinforce the value of effort, perseverance, and academic progress. Students will be encouraged to take greater ownership of their learning and continue working toward individual and campus Reading achievement goals.

Staff Responsible for Monitoring: Principal, RLA teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

RLA teachers will participate in targeted professional learning, collaboration, and instructional support based on student achievement data and identified instructional needs. Professional learning will focus on strengthening teachers' capacity to provide rigorous, TEKS-aligned Reading instruction, differentiate instruction, use assessment data effectively, and address identified student learning gaps.

Strategy's Expected Result/Impact: Targeted professional learning and instructional support will strengthen teacher capacity and increase the consistent implementation of effective Reading instructional practices. Increased teacher effectiveness will support improved student performance at the Approaches, Meets, and Masters Level.

Staff Responsible for Monitoring: Principal, Curriculum Director, RLA Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3 High Priority

By the end of the 2026-2027 school year, Sanford-Fritch Junior High will increase Mathematics STAAR Academic Achievement from 65% to 75% at the Approaches Level, from 31% to 41% at the Meets Level, and from 10% to 15% at the Masters Level, as measured by 2027 STAAR results.

Evaluation Data Source: 2027 Mathematics STAAR results, DMAC assessment and progress-monitoring data, NWEA BOY/MOY/EOY Mathematics data, and campus data dialogue documentation.

Strategy 1

Math teachers will regularly analyze DMAC and NWEA student performance data to identify student strengths, learning gaps, and instructional needs. Math teachers and the principal will participate in regular data dialogue meetings to review student performance, monitor progress toward Math achievement goals, and determine appropriate instructional responses, interventions, reteaching, and enrichment.

Strategy's Expected Result/Impact: Regular analysis of Math performance data and collaborative data dialogues will strengthen instructional decision-making, allow teachers to identify learning gaps in a timely manner, and ensure instruction and intervention are adjusted based on student need. These practices will support progress toward the campus Mathematics STAAR achievement targets.

Staff Responsible for Monitoring: Principal, Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Math teachers will provide differentiated instruction based on identified student needs. Students who demonstrate skill gaps will receive additional instructional support through classroom intervention, tutorials, and supplemental resources as appropriate.

Strategy's Expected Result/Impact: Differentiated instruction and targeted intervention will provide students with additional opportunities to strengthen identified skills, close learning gaps, and increase mastery of grade-level TEKS, resulting in increased performance at the Approaches, Meets, and Masters Grade Level standards.

Staff Responsible for Monitoring: Principal, Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Math teachers will provide rigorous, TEKS-aligned instruction that emphasizes mathematical reasoning, problem solving, conceptual understanding, application of skills, and justification of mathematical thinking. Teachers will incorporate purposeful questioning, checks for understanding, and opportunities for students to apply mathematics in increasingly complex and unfamiliar situations.

Strategy's Expected Result/Impact: Increased instructional rigor and opportunities for mathematical reasoning and problem solving will strengthen students' ability to apply grade-level Mathematics TEKS at increasingly complex levels. These practices are expected to increase the percentage of students achieving at the Meets and Masters Grade Level standards on STAAR.

Staff Responsible for Monitoring: Principal, Curriculum Director, Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Math teachers will meet with students regularly to review individual assessment data from NWEA and DMAC assessments to evaluate mastery of grade-level TEKS, establish individual academic goals, and monitor progress toward those goals. Students will maintain individual data trackers, identify areas of strength and need, and reflect on their academic progress throughout the school year.

Strategy's Expected Result/Impact: Regular review of assessment results, individual goal setting, and student progress tracking will increase students' understanding of their Math performance and promote greater ownership of learning. Students will use assessment results to identify areas of need and monitor progress toward individual and campus Math achievement goals.

Staff Responsible for Monitoring: Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

SFJH will recognize and celebrate students who demonstrate academic growth and progress in Math as measured by NWEA and DMAC. Recognition will emphasize individual growth, effort, and progress toward academic goals, providing opportunities for students at all achievement levels to be recognized for improvement.

Strategy's Expected Result/Impact: Recognizing and celebrating academic growth will promote a positive culture of learning, increase student motivation and engagement, and reinforce the value of effort, perseverance, and academic progress. Students will be encouraged to take greater ownership of their learning and continue working toward individual and campus Math achievement goals.

Staff Responsible for Monitoring: Principal, Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

Math teachers will participate in targeted professional learning, collaboration, and instructional support based on student achievement data and identified instructional needs. Professional learning will focus on strengthening teachers' capacity to provide rigorous, TEKS-aligned Math instruction, differentiate instruction, effectively use assessment data, and provide targeted support for students at varying levels of achievement.

Strategy's Expected Result/Impact: Targeted professional learning, collaboration, and instructional support will strengthen teacher capacity and increase the consistent implementation of effective Math instructional practices. Increased teacher effectiveness will support improved student performance at the Approaches, Meets, and Masters Level.

Staff Responsible for Monitoring: Principal, Curriculum Director, Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 7

Students will participate in Spring Math for 15 minutes each instructional day in Study Skills classes as a targeted mathematics intervention. Study Skills teachers will collaborate regularly with Math teachers to review student performance, identify individual skill needs, monitor student growth, and adjust intervention based on student progress.

Strategy's Expected Result/Impact: Consistent participation in Spring Math, combined with collaboration between Study Skills and Math teachers, will provide targeted support based on individual student needs. Students will demonstrate growth in identified mathematics skills and increased mastery of grade-level concepts, contributing to improved Math achievement at the Approaches, Meets, and Masters.

Staff Responsible for Monitoring: Principal, Math Teachers, Study Skills Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 2

Sanford-Fritch Junior High will foster a positive, safe, and engaging school culture that promotes consistent attendance, student involvement, leadership, and a strong sense of belonging for all students and staff.

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, SFJH will increase the overall student attendance rate from approximately 92% to at least 95%, as measured by district attendance records.

Evaluation Data Source: ASCENDER attendance reports, six-week attendance reports, grade-level attendance data, and end-of-year campus attendance data

Strategy 1

SFJH will monitor student attendance regularly and promote consistent attendance through weekly campus and grade-level attendance tracking, six-week attendance recognition, surprise attendance incentive days, and timely identification of students demonstrating attendance concerns.

Strategy's Expected Result/Impact: Increased awareness of attendance, positive recognition, and early identification of attendance concerns will encourage consistent student attendance and contribute to an increase in the overall campus attendance rate from approximately 92% to at least 95%.

Staff Responsible for Monitoring: Principal, Teachers, Attendance Personnel

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Campus staff will regularly monitor individual student attendance and identify students demonstrating patterns of absences. Staff will communicate with parents and guardians through ParentSquare, direct contact, and other appropriate methods to address attendance concerns and provide individualized support when needed.

Strategy's Expected Result/Impact: Early identification of attendance concerns and timely communication with families will help reduce excessive absences, improve individual student attendance, and support progress toward the campus attendance goal of 98%.

Staff Responsible for Monitoring: Principal, Teachers, Attendance Personnel

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

By the end of the 2026-2027 school year, SFJH will increase student engagement and school connectedness by providing ongoing opportunities for student participation, leadership, recognition, and involvement in campus activities, as evidenced by student participation records, recognition programs, and campus activity documentation.

Evaluation Data Source: Student participation records, extracurricular and UIL participation, Student Council participation, Eagle Elite recognition records, campus activity documentation, and student discipline/attendance data as appropriate.

Strategy 1

SFJH will provide opportunities and supports that strengthen students' connection to the school community and promote readiness to learn. Students will have opportunities to participate in athletics, UIL academics, Student Council, leadership opportunities, and other campus activities. The campus will recognize positive student and staff contributions through Eagle Elite and other recognition activities. SFJH will also connect students with available campus, district, and community resources, including the Snack Pack program and appropriate supports for students who are economically disadvantaged, experiencing homelessness, or have other identified needs, to help remove barriers to attendance, participation, well-being, and academic success.

Strategy's Expected Result/Impact: Providing opportunities for involvement, leadership, recognition, and access to student supports will strengthen students' sense of belonging and connection to school, promote positive relationships and school pride, reduce barriers to participation and learning, and contribute to a positive and supportive campus environment.

Staff Responsible for Monitoring: Principal, Counselor, Teachers, Coaches, UIL Sponsors, Student Council Sponsor, Campus Staff, Community Partners

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

SFJH will strengthen positive relationships among students, families, and school staff through consistent positive communication. Each teacher will make at least one positive student/family contact per week by phone or handwritten note card, while campus administrators and counselors will make at least two positive contacts per week. Contacts will recognize student effort, growth, leadership, character, achievement, or other positive contributions.

Strategy's Expected Result/Impact: Consistent positive communication will strengthen relationships between students, families, and school staff, increase students' sense of belonging and recognition, promote positive student behavior and engagement, and strengthen family connections with the campus.

Staff Responsible for Monitoring: Principal, Counselor(s), Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3

Sanford-Fritch Junior High will recruit, develop, support, and retain high-quality staff by providing meaningful professional learning, instructional support, collaboration, mentoring, recognition, and opportunities for professional growth.

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, 100% of instructional staff will participate in ongoing professional learning, collaboration, and instructional support aligned with identified campus and student needs, as evidenced by professional development records, data dialogue participation, classroom walkthroughs, and implementation of effective instructional practices.

Evaluation Data Source: Professional development records, sign-in sheets/certificates, data dialogue documentation, classroom walkthrough data, teacher feedback, and administrative documentation.

Strategy 1 Additional Targeted Support Strategy

Teachers will participate in ongoing professional development and collaborative learning opportunities aligned with content-area needs, student performance data, instructional resources, differentiation, assessment practices, and effective instructional strategies. Campus administration will conduct classroom walkthroughs and provide feedback to support implementation of the Fundamental 5 and other effective instructional practices.

Strategy's Expected Result/Impact: Ongoing professional learning, classroom feedback, and collaboration will strengthen teacher effectiveness, increase consistency in high-quality instructional practices, and improve teachers' ability to respond to identified student needs, contributing to increased student achievement and academic growth.

Staff Responsible for Monitoring: Principal, Teachers, District/Campus Instructional Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

SFJH and district leadership will support the recruitment and retention of high-quality staff through active participation in recruitment opportunities, new staff orientation, mentoring for new employees, Teacher Incentive Allotment opportunities, staff recognition and morale-building activities, and continued efforts to maintain a positive and supportive working environment.

Strategy's Expected Result/Impact: Intentional recruitment, mentoring, recognition, and staff support will assist new employees in successfully transitioning into the district, promote staff satisfaction and professional growth, and support the recruitment and retention of effective educators.

Staff Responsible for Monitoring: Principal, Superintendent/District Administration, Mentor Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 4

Sanford-Fritch Junior High will strengthen partnerships with families and the community through consistent communication, meaningful opportunities for involvement, and collaborative activities that support student success.

Performance Objective 1

By the end of the 2026-2027 school year, SFJH will provide ongoing opportunities for family and community engagement through campus events, parent-teacher communication, conferences, and community involvement, as evidenced by communication records, participation documentation, and campus event records.

Evaluation Data Source: ParentSquare communication records, Parent-Teacher Conference Day documentation, Meet the Teacher participation, family event participation, positive-contact documentation, and campus/community event records.

Strategy 1

SFJH will maintain consistent communication and strengthen partnerships with families through ParentSquare, campus social media, positive parent contacts, Meet the Teacher, and a dedicated Parent-Teacher Conference Day. Teachers will communicate student progress, celebrate student successes, address academic or behavioral concerns, and provide families with opportunities to collaborate in supporting student success.

Strategy's Expected Result/Impact: Consistent and positive communication will strengthen relationships between families and school staff, increase parent awareness of student progress and campus activities, and provide opportunities for families and teachers to collaboratively address student needs and celebrate student success.

Staff Responsible for Monitoring: Principal, Teachers, Counselor, Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

SFJH will provide opportunities for families and community members to participate in the school experience through campus events, including the annual family luncheon and other family-focused activities. The campus will also seek opportunities to involve community members in activities that expose students to careers, community resources, and real-world experiences, such as Career Day when available.

Strategy's Expected Result/Impact: Providing meaningful opportunities for family and community involvement will strengthen relationships between the school, families, and community, increase family connection to the campus, and provide students with additional opportunities for support, encouragement, and exposure to future educational and career pathways.

Staff Responsible for Monitoring: Principal, Counselor, Teachers, Campus Staff, Community Partners

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November January March June

Goal 5

Sanford-Fritch Junior High will maintain a safe, secure, and supportive learning environment through proactive safety practices, emergency preparedness, prevention education, and programs that promote responsible decision-making and student well-being.

Performance Objective 1 High Priority

Throughout the 2026-2027 school year, SFJH will maintain a safe and secure campus by implementing required safety procedures, conducting required emergency drills, and reviewing campus safety practices to ensure students and staff are prepared to respond appropriately to emergency situations.

Evaluation Data Source: Emergency drill documentation, campus safety records, safety meeting/documentation records, and district/campus safety procedures

Strategy 1

SFJH will implement campus safety procedures and conduct required emergency drills throughout the school year. Campus administration and staff will review safety expectations and procedures with students and staff and address identified safety concerns in a timely manner.

Strategy's Expected Result/Impact: Consistent implementation and review of safety procedures will increase student and staff preparedness, promote appropriate responses during emergency situations, and contribute to a safe and secure learning environment.

Staff Responsible for Monitoring: Principal, Teachers, Campus Staff, District Administration as appropriate

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

SFJH staff will receive required training regarding the recognition, prevention, and reporting of suspected child abuse and neglect and will follow district procedures and state reporting requirements when concerns are identified.

Strategy's Expected Result/Impact: Staff will demonstrate increased awareness of the signs of possible child abuse and neglect, understand their individual reporting responsibilities, and follow required procedures to support the safety and well-being of students.

Staff Responsible for Monitoring: Principal, Counselor, All Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Throughout the 2026-2027 school year, SFJH will provide students with ongoing safety, prevention, and guidance education, including counselor guidance lessons at least once every six weeks and campus-wide drug and safety prevention activities, to promote healthy choices, responsible decision-making, and student well-being.

Evaluation Data Source: Counselor guidance lesson documentation, lesson schedules, Drug-Free Week documentation, safety/drug-prevention program records, and campus activity records.

Strategy 1

The school counselor will provide guidance lessons at least once every six weeks addressing identified student needs, including positive decision-making, healthy relationships, character development, personal safety, and student well-being. SFJH will also provide age-appropriate drug and safety prevention education, including Drug-Free Week and the campus safety/drug-prevention program in October.

Strategy's Expected Result/Impact: Consistent guidance and prevention education will increase student knowledge of personal safety, healthy choices, and the risks associated with drug use; strengthen responsible decision-making; and contribute to a safe, supportive, and positive campus environment.

Staff Responsible for Monitoring: School Counselor, Principal, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

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June

Strategy 2

10% of each core teacher's salary as well as 100% of our HB4545 teacher's salary and classroom software will be paid for using SCE funds.

Strategy's Expected Result/Impact: Reduce disparity in performance on assessment instruments between educationally disadvantaged students, at-risk students, and all other students.

Staff Responsible for Monitoring: Business manager, curriculum director

Funding Sources: 199 - SCE,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June



Goal Tables

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	6	In order to address the Additional Targeted Support (ATS) identification for Sanford-Fritch Junior High, core subject teachers will utilize DMAC assessment data to increase the number of students in the identified student group performing near the next STAAR achievement level (Approaches, Meets, or Masters). Teachers will develop and implement individualized instructional plans targeting specific TEKS weaknesses through differentiated classroom instruction, small-group instruction, and focused reteaching. Student progress will be reviewed following each six-week assessment, and instructional plans will be adjusted as needed to improve academic achievement and growth within the identified student group.
3	1	1	Teachers will participate in ongoing professional development and collaborative learning opportunities aligned with content-area needs, student performance data, instructional resources, differentiation, assessment practices, and effective instructional strategies. Campus administration will conduct classroom walkthroughs and provide feedback to support implementation of the Fundamental 5 and other effective instructional practices.



State Compensatory Education

State Compensatory

Budget for Sanford-Fritch Jr. High School

Total SCE Funds: \$59,123.00

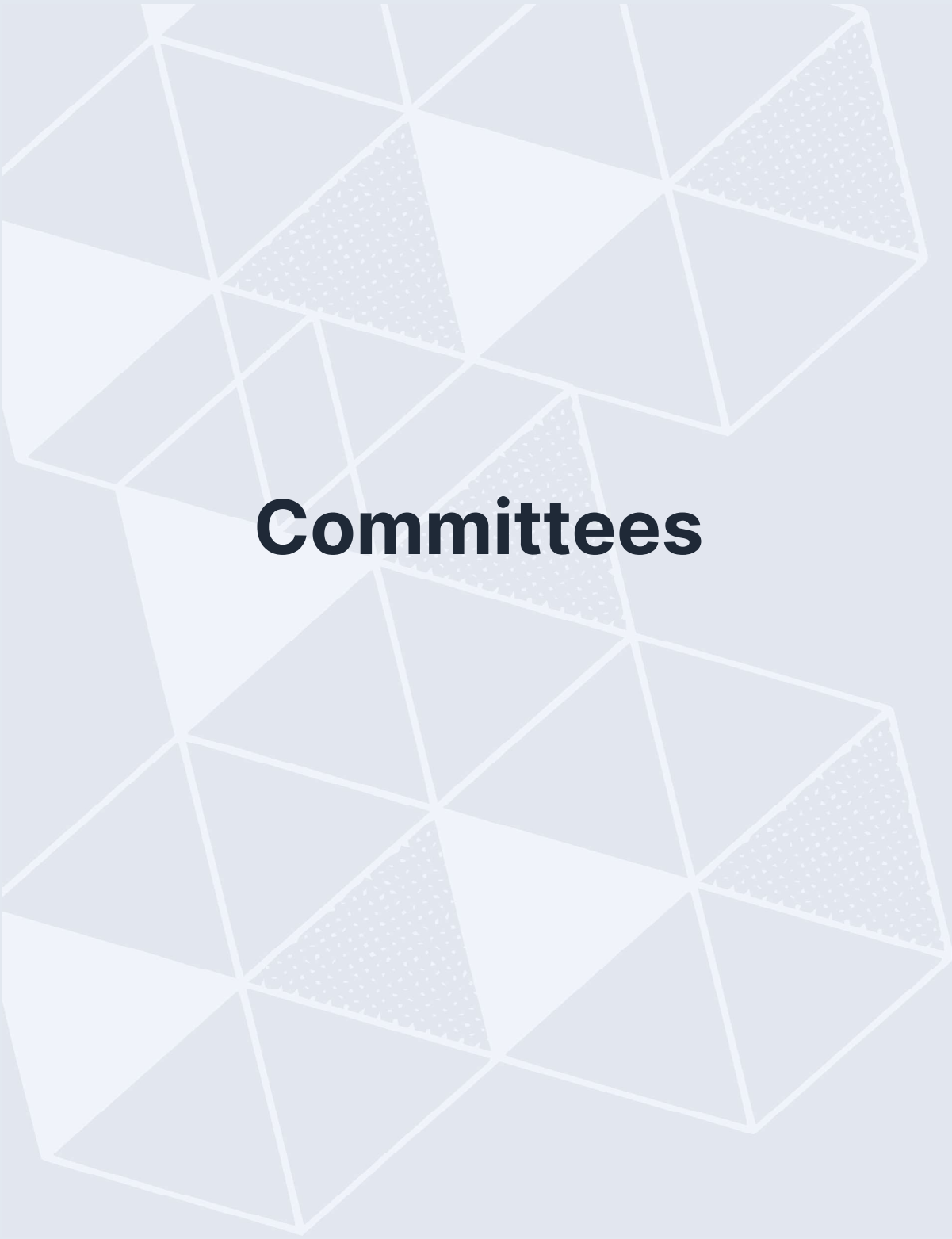
Total FTEs Funded by SCE: 0.98

Brief Description of SCE Services and/or Programs

\$2667 for Region 16 contract \$51,455 in salaries

Personnel for Sanford-Fritch Jr. High School

Name	Position	FTE
Brad Sellinger	Algebra	0.1
Kaitlyn Glosson	Life Skills/Resource	0.07
Malaki Deatherage	Math	0.1
Mallory Hale	Math	0.1
Melinda Broaddus	Counselor	0.07
Shanna Robinson	Science	0.1
Sharley Grady	Social Studies	0.1
Stephen Smith	Social Studies	0.1
Wendy Camp	RLA/Dyslexia	0.1
William Baldwin	Art	0.07
Zach Jewett	Study Skills/PIT	0.07



Committees

Committees

Campus Advisory Team 26/27

Members

First Name	Last Name	Position	Committee Role
Lyndsey	Bryan	Community Member	Community Member
Jenny	Marshall	Parent of SFJH Student	Parent of SFJH Student
Stephen	Smith	Teacher	Teacher
Wendy	Camp	Teacher	Teacher
Dallas	Goodale	Attendance Clerk	Attendance Clerk
Brent	Drury	Assistant Principal	Assistant Principal
Ada	Schultz	Paraprofessional	Paraprofessional
Kristi	Brown	Principal	Principal
Mindy	Broadus	Counselor	Counselor

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Sanford-Fritch	Campus Name	Junior High	Superintendent	Jason Garrison	Principal	Jennifer Carr
District Number	117-903	Campus Number	117-903-041	District Coordinator of School Improvement (DCSI)	Kim Surles	ESC Number	16
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI		I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<Enter Name and Date>	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>		I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<Enter Name and Date>	
Principal		I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				<Enter Name and Date>	
DATA ANALYSIS							
Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2021-2022, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: We will increase student achievement by 10% for meets and masters on all state assessments for 2022-2023 school year. Rationale: An increase in Domain 1 will increase scores in all other domains. Domain 2B: We will increase the economically disadvantaged student score by 10%. Rationale: If target not met for reading and math in the 2022-2023 school year we will be identified for targeted school improvement. Domain 3: We will increase the student achievement by 10% for meets and masters on all state assessments for 2022-2023 school year. Rationale: In Domain 3 only 12 out of 31 targets were met.			
	What changes in student group and subject performance are included in these goals?			Domain 1: Improve scores by 10% in all subjects for the white, sped and eco dis sub populations. Domain 2B: Improve scores by 10% in reading and math for the white, sped and eco dis sub populations Domain 3: Improve scores by 10% in reading and math for the white, sped and edo dis sub populations			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			N/A			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Beginning Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3 - Beginning Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				3 - Beginning Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasdes.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasdes.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.3		5.1		4.1		

Rationale	Use formative and summative data to target weaknesses and provide target instruction to address areas of weakness	Daily driven lessons that assess mastery of content lead to lesson plans that are addressing student weaknesses based on formative daily assessment	Developing lessons that are aligned to the TEKS by utilizing YAG and sequence ensures alignment and assessment of grade level TEKS
How will the campus build capacity in this area? Who will you partner with?	Teachers will give formative and summative assessments and analyze the data collected through DMAC and data dialogues. Teachers are meeting with the principal at least one time each six weeks to evaluate and assess data for future planning.	Teacher planning based on daily formative assessments and lesson plans are turned in and evaluated weekly. The teachers and principal will monitor and assess lesson plans and implementation weekly	Teachers are including objectives that are aligned with the TEKS in lesson plans and are posting objectives daily. TEKS Resource is made available to all teachers to use as a scope and sequence.
Barriers to Address throughout this year	Teachers using DMAC for summative assessments each six weeks so that disaggregated data can be used to guide instruction and planning. Providing time to evaluate the data and plan. Change midset of passing from approaches to meets and masters for all state assessments.	Ensure that teachers are aggressively monitoring and collecting data daily to plan effectively. Teaching/assessing with rigor utilizing backwards planning so that instruction matches assessment.	Ensuring that teachers not following TEKS Resource have a year at a glance sequence they are following that is TEKS aligned.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication of priorities will be made through individual meetings, grade level meetings staff meetings, emails, data dialogue discussions and digital newsletters.	Communication of priorities will concerning formative assessment and	Communiuation of priorities will made through individual meetings, grade level meetings, staff meetings, emails, data dialogue discussions and digital newsletters
Desired Annual Outcome	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading
District Commitment Theory of Action	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.	Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2021 and 2022 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form Appr/Mast/Mas [for example, 40/20/30].

If you prefer to enter the data by each grade level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

For Domain 2A, you will enter the percentage of students for each area: did not meet, approaches, meets, and masters for the ALL student group for both reading and math. You will only need to enter 2022 STAAR results.

For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2021 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement-Track Meets Only?

If tracking Student Success (EVS), track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPS). You can adjust the data you provide, based on the data you campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

** To unfreeze panels, select the View tab and click the Freeze Panels button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2021 Results	2022 Results	% of Assessments	2022 Accountability Goal									
Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal							
1. Domain 1	% of Students at Approaches, Meets and Masters	AJ	All	Reading	Approaches	STAAR		21%	CMAC Assessment	28%		Interim Assessment	28%		Interim Assessment	28%		28%	
		AJ	All	Reading	Meets	STAAR		43%	CMAC Assessment	34%		Interim Assessment	33%		Interim Assessment	33%		33%	
		AJ	All	Reading	Masters	STAAR		31%	CMAC Assessment	34%		Interim Assessment	34%		Interim Assessment	34%		34%	
		AJ	All	Mathematics	Approaches	STAAR		43%	CMAC Assessment	30%		Interim Assessment	29%		Interim Assessment	29%		30%	
		AJ	All	Mathematics	Meets	STAAR		39%	CMAC Assessment	43%		Interim Assessment	43%		Interim Assessment	43%		43%	
		AJ	All	Mathematics	Masters	STAAR		18%	CMAC Assessment	21%		Interim Assessment	21%		Interim Assessment	21%		21%	
		AJ	All	Science	Approaches	STAAR		61%	CMAC Assessment	61%		CMAC Assessment	61%		Interim Assessment	61%		61%	
		AJ	All	Science	Meets	STAAR		34%	CMAC Assessment	28%		CMAC Assessment	25%		Interim Assessment	25%		25%	
		AJ	All	Science	Masters	STAAR		5%	CMAC Assessment	11%		CMAC Assessment	11%		Interim Assessment	11%		11%	
		AJ	All	Social Studies	Approaches	STAAR		61%	CMAC Assessment	61%		CMAC Assessment	61%		Interim Assessment	61%		61%	
		AJ	All	Social Studies	Meets	STAAR		33%	CMAC Assessment	34%		CMAC Assessment	33%		Interim Assessment	33%		33%	
		AJ	All	Social Studies	Masters	STAAR		18%	CMAC Assessment	33%		CMAC Assessment	33%		Interim Assessment	33%		33%	
2. Domain 2A	% of Students at Approaches, Meets and Masters	AJ	All	Writing	Approaches	STAAR													
		AJ	All	Writing	Meets	STAAR													
		AJ	All	Writing	Masters	STAAR													
		AJ	All	ELA	Did Not Meet	STAAR		N/A	38%	CMAC Assessment	33%		Interim Assessment	33%		Interim Assessment	33%		33%
		AJ	All	ELA	Approaches	STAAR		N/A	61%	CMAC Assessment	68%		Interim Assessment	68%		Interim Assessment	68%		68%
		AJ	All	ELA	Meets	STAAR		34%	CMAC Assessment	40%		Interim Assessment	40%		Interim Assessment	40%		40%	
		AJ	All	ELA	Masters	STAAR		18%	CMAC Assessment	20%		Interim Assessment	20%		Interim Assessment	20%		20%	
		AJ	All	Mathematics	Did Not Meet	STAAR		N/A	34%	CMAC Assessment	31%		Interim Assessment	31%		Interim Assessment	31%		31%
		AJ	All	Mathematics	Approaches	STAAR		N/A	21%	CMAC Assessment	28%		Interim Assessment	28%		Interim Assessment	28%		28%
		AJ	All	Mathematics	Meets	STAAR		N/A	34%	CMAC Assessment	40%		Interim Assessment	40%		Interim Assessment	40%		40%
		AJ	All	Mathematics	Masters	STAAR		N/A	34%	CMAC Assessment	33%		Interim Assessment	33%		Interim Assessment	33%		33%
		AJ	All	Mathematics	Masters	STAAR		N/A	34%	CMAC Assessment	33%		Interim Assessment	33%		Interim Assessment	33%		33%
3. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicator)	AJ	All	Mathematics-Whole Population	Meets	STAAR			CMAC Assessment	40%		Interim Assessment	40%		Interim Assessment	40%		40%	
		AJ	All	Reading - Whole Population	Meets	STAAR			CMAC Assessment	31%		Interim Assessment	31%		Interim Assessment	31%		31%	
4. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicator)	AJ	All	Mathematics-Eco Ds	Meets	STAAR			CMAC Assessment	31%		Interim Assessment	31%		Interim Assessment	31%		31%	
		AJ	All	Reading-Eco Ds	Meets	STAAR			CMAC Assessment	31%		Interim Assessment	31%		Interim Assessment	31%		31%	
5. Domain 3 Focus 3	ELP Competency	AJ	All	English Learners (SL)	TEILING	AJ		TEILING											

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	4.1
Desired Annual Outcome	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading
Desired 90-day Outcome	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading	10% increase in STAAR scores in math and reading
Barriers to Address During this Cycle	To insure all teachers are consitanly using DMAC to track student data. Insuring we plan time to have data dialogues with all core teachers.	Lack of teacher posting daily objective and products for the lesson and/or lack of making students aware of the daily objective.	Teachers not following the YAG and not ensure that all TEKS are covered in class.
District Actions for this Cycle	Principal and Curriculum Director will monitor the unit test, data dialogues and remediation plans.	Principal and Curriculum Director will conduct regular walkthroughs to determine if the daily objective and product are posted in the classroom visible to students	Principal will monitor teacher's Google Classrooms to ensure the YAG is being followed along with all TEKS being covered.
District Commitment Theory of Action	Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders provide training and ongoing support	Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. High-quality instructional materials are consistently used across	Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. High-quality instructional materials are consistently used across

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop assessment calendar for core classes	1	September 2022 - November 2022	Calender, DMAC	Principal, Core Teachers	assessment calendar	November 2022		
Train staff in unit test creation in DMAC and data dialogues	1, 2	September 2022 - November 2022	DMAC, Data Dialogue questions	Curriculum Director, Principal, Core	DMAC training material	November 2022		
Complete data dialogue on OER's at least 1 per class per 6 weeks	1,2,3	September 2022 - November 2022	OER completed	Curriculum Director, Principal	OER review	November 2022		
Guidelines set for OERs completed by all grade levels	1, 2, 3	September 2022 - November 2022	OER samples and admin guidelines set	Curriculum Director, Principal	OER Grades	November 2022		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps				New Action Steps			

CYCLE 2 90-DAY OUTCOMES (December-February)								
Essential Action: Pre-populates from the 'Foundations' tab. Desired Annual Outcome: Pre-populates from the 'Foundations' tab. For each Prioritized Focus Area, please complete the following sections: Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area. Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>. District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome. District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.								
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
Essential Action	5.3	5.1	4.1					
Desired Annual Outcome	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading	10 % increase in STAAR scores in math and reading					
Desired 90-day Outcome								
Barriers to Address During this Cycle								
District Actions for this Cycle								
District Commitment Theory of Action	Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why	Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.	Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. High-quality instructional materials are consistently used					
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation. For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected. At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps				New Action Steps			

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		
END OF YEAR REFLECTION								
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.								
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action								
Desired Annual Outcome								
Did the campus achieve the desired outcome? Why or why not?								

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]