

Santa Fe Trail High School

Building Goals 2014-15

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Use Data to Drive Instructional Decisions	Instructional decisions will be based on valid and authentic student data.	Data from the selected multiple assessment measures will be collected: Compass/Assess Test Aspire (ACT) Work Keys State Assessments	Student data sources will be consistent. A record of student data will be available to our staff.	Data entered in charts and spreadsheets	Test Results Assessment scores District-created collection formats.	On-going As assessment pieces are completed
		During collaboration sessions, data from the selected sources will be analyzed.	Content area teachers will meet to determine the needs of their students. Data will be available in a contained format on a class and individual student level.	Collaboration notes Completed spreadsheets / reporting formats provided to administration	Collaboration time Completed spreadsheets / reporting formats	On-going As assessment pieces are completed
		Instruction will be structured around the data analysis.	Increased attention to group and individual needs Classroom instruction will change to address strong and weak data points.	Lesson plans Discussions between faculty and administration BYOC updates	Planning / collaboration time Completed spreadsheets / reporting formats	On-going As assessment pieces are completed

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Align and Map Course Curriculums	Students will receive instruction on a planned scope of knowledge acquisition.	Teachers will complete the first run of the BYOC process.	The BYOC documents for each subject/grade level will be published for public use and made "live."	The ability for the public to access the current curriculum document.	Collaboration time between teachers and administration to review the documents District curriculum and supplemental materials	Live publication by December 19, 2014
		Teachers will use collaboration time to plan for simultaneous instruction of standards-based lessons.	All students will receive instruction on the same curricular standards as their grade level peers on the same schedule. The collaboration process will lead to improved instruction.	Lesson plans Classroom observations Data	Access to the CCRS Collaboration time	Regular collaboration sessions from Aug. 2014 – May 2015
		The BYOC document will be updated as teachers supplement the basic curricular plan.	As new instructional activities are added, the BYOC document will be current.	Comparison from beginning draft to current version of the curriculum.	Continued access to the BYOC website	On-going

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Effective Use of Evaluation Tool (McREL)	To continue staff familiarization and building implementation of the McREL model for teacher evaluation	Review of information and discussion about the use of formal and informal observations at August and subsequent faculty meetings.	All teachers will have a working familiarity with the McREL teacher evaluation system.	Active participation in the discussions at faculty meetings and conferences with administration Faculty meeting agendas	Electronic access and/or paper copy of the McREL evaluation tool Time during faculty meetings	August 2014-April 2015
		Staff to be evaluated this year will be trained on the evaluation process and tool.	Staff on the evaluation cycle for 2014-2015 will be evaluated using the McREL teacher evaluation tool.	Sign-off sheet of training Completed goal-setting, teacher evaluations and required conferences	Electronic access and/or paper copy of the McREL evaluation tool	August 2014
		Faculty will complete their annual goal-setting, based on self-reflection, utilizing the McREL form.	All teachers will use the McREL model self-reflection and goal-setting.	Completed goal-setting forms and conference with administrator	Electronic access and/or paper copy of the McREL evaluation tool	September 1, 2014

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Communicate Effectively with all Stakeholders	Improved lines of communication from faculty and administration to students, parents and the SFT communities.	Monthly telephone, email, postal and face-to-face communications regarding student academic and behavioral progress between faculty and parents	Stakeholders will be aware of situations involving their interests.	Positive feedback regarding communication efforts of the faculty towards stakeholders Teacher record of communication efforts	Parent and stakeholder contact information Updated Power School information regarding contact information and student grades	On-going, with end-of-month deadlines
		Professionally drafted newsletters will be published monthly from the administrative offices	Increased stakeholder knowledge of building academic and extra-curricular activities Improved public perception of CAC	Positive feedback regarding communication efforts of the school administration towards stakeholders Monthly newsletter archives	Teacher-supplied updates of classroom activities Monthly meetings between building administration and activities directors	On-going, with end-of-month deadlines
		In addition to the two regularly scheduled parent-teacher conferences, teachers will meet with parents upon requested or when necessary.	Improvement in student academic performance and decrease in student misbehaviors Improved public perception of SFTHS faculty	Student progress reports Positive feedback regarding teacher image	Parent contact information Updated Power School information regarding contact information and student grades	August 2014-May 2015

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Develop as Professionals	All building staff will continue personal development in their professional role.	Teachers will pursue professional development opportunities in and out of district in their content area.	Increased knowledge of academic content and instructional strategies Teacher share of knowledge and ideas gained from professional development activities	Application of knowledge and implementation of strategies in the classroom Faculty meeting agendas	Professional development budget Information about professional growth opportunities	August 2014 - May 2015
		All staff will conduct themselves in accordance with the Kansas Educator Code of Conduct	Teacher responsibilities to students, the district, and the profession will be maintained and promoted. Classified staff will adhere to building expectations.	No disciplinary action towards staff, beyond general reprimand, will be necessary.	Copies of Kansas Educator Code of Conduct Staff Handbook	August 2014 August 2014 -May 2015
		All staff will dress in a professional manner appropriate to their role and planned activities.	All staff will maintain a high standard of professional image.	No general reprimands made.	Staff Handbook	August 2014