



Cahn

**DISTINGUISHED
PRINCIPALS FELLOWSHIP**

**Fostering a Calibrated
Sense of Belonging
at Fox Tech High School**

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2022 Cahn Cohort

ABSTRACT

Fox Tech's 2021-2022 Social, Emotional, Academic, Development (SEAD) Survey, a district student Social-Emotional Learning (SEL) survey, indicated that while 92% of students (n=379) participated in the survey, only 35% (n=144) of them denoted a favorable response to questions regarding their sense of belonging at Fox Tech High School.

During the data presentations of these indicators, teachers were overwhelmingly alarmed at the results as they believed that they had established strong connections with students in their work to build and maintain relationships with students. The data being reviewed was actually a 5% decrease from the 2020-2021 survey results and the downward spiral had begun at the conclusion of the 2019 school year, pre-Covid.

Our project focuses on the work of creating systems for building student's sense of belonging so that our socio-emotional performance matches our academic performance. We spent the last three years developing a plan of action and implementing a HOUSE system to increase student choice, student voice and student's sense of belonging. The HOUSE System has not only increased our student culture but has also contributed to positive teacher and staff relationships.

INTRODUCTION

Fox Tech High School is the oldest high school in San Antonio, established in 1882. Our downtown location means easy access to work-based learning opportunities at hospitals and courthouses. We have strong partnerships with San Antonio College (SAC), The University of Texas at San Antonio (UTSA), and The University of Texas at Austin (UT) where students can earn up to 62 hours of college credit and participate in traditional high school experiences such as UIL sports, fine arts, and a variety of student clubs. We are a great choice for students interested in health and law, who are looking for a university experience, the traditions of a comprehensive high school and the feeling of a tight, close knit family. **Our mission is to graduate all students prepared for success in higher learning. We do this through positive relationships, rigorous instruction, and innovative teaching.**

Fox Tech High School offers an academic model including a health magnet pathway, a law magnet pathway, college and career exploration, and academic and college support systems. Our model directly aligns to our campus mission and specifically addresses our need for SEL support. Downsides to our academic model is our specific niche. We do not cater to a wide variety of educational pathways, therefore, students who want to attend Fox Tech, especially legacy students, do not always have a passion for health or law. Legacy students are students that derive from families who have historically attended our school as a part of their family legacy. In order to mitigate this challenge, we try to engage students in other offerings

via online instruction and general college preparation, so that we can retain students at our school but assist with enrichment opportunities in areas they enjoy. We have a student population of approximately 500 and our demographics are as follows: 93% Hispanic, 4% African American, 2% White, 87% Economically Disadvantaged, 13% English Language Learners, 57% At-Risk, 9% Special Education, 11% Gifted and Talented.

The Health Professions Magnet challenges students with a rigorous academic curriculum that includes learning through innovative practices, lab activities, interactive classrooms, visits to professional settings and senior clinical rotations. Students receive hands-on lessons in the school's state of the art medical simulation facility; students are able to participate in educational visits to local hospitals, nursing homes and healthcare facilities. These real-world learning opportunities are a key element of the curriculum allowing students to witness firsthand how textbook knowledge is applied in a professional setting at hospitals, university facilities, research laboratories and clinics. Students develop learning relationships with health professionals throughout the community via educational visits, contact with visiting physicians and participation in seminars, summer camps and summer volunteer programs within the health sector. The health magnet introduces students to health careers and provides a foundation for careers in medicine, including physician's assistant, pharmacy, nursing, forensics and microbiology. Students are given opportunities to earn health certifications in Patient Care Tech (PCT), EKG, Pharmacology, and Phlebotomy.

Healthcare Pathways Technology Early College High School (H-TECH), a P-TECH model, debuted in 2020-2021 and has a focus on preparing students with the skills, credentials and an industry-specific associate degree necessary for high-demand careers in nursing and healthcare. H-TECH at Fox Tech partners with San Antonio College within the Alamo Colleges District, Metropolitan Methodist Hospital and University Health Systems. Through San Antonio College, H-TECH students earn an Associate of Science Degree within 4-6 years upon enrollment as a freshman depending on the track. Students also complete work-based training through internships, apprenticeships or other job-training programs. Seniors are provided opportunities to solidify learning in health by conducting clinical rotations and applying skills at local hospitals as certified technicians.

The Judge Andy Mireles Law Magnet, the first magnet program of its kind in South Texas, provides students with a rigorous curriculum that is infused with current political events and public policies that impact our daily lives. Students are introduced to and given a foundation for careers in law, including legal studies, criminology, social work, politics, court reporting and other law related professions. With the help from the University of Texas at San Antonio's Criminal Justice program and the Bexar County Women's Bar Association, students learn criminal, civil and constitutional law and court procedures as part of their focused instruction. Instruction is delivered through traditional lectures, interactive classrooms, courtroom simulations, field observations, research and analysis projects and for seniors, internships in a

chosen area of interest. This area of study requires extensive reading, writing and analysis. Students are able to observe and interact with professionals at City Hall, local law firms and county, municipal and federal courthouses. They also receive valuable experience participating in Mock Trial, each year our team earns a state seat at competition which proves to be remarkable performance. All law students who are TSI ready are able to earn 2 years of a Bachelor of Politics & Law degree from UTSA, leaving them with only 2 years to complete once they graduate from high school. Seniors are provided opportunities to solidify learning in law by interning at local courthouses or law firms.

All students are enrolled in an academic mentoring course that is based on AVID strategies and teaches time management, social emotional learning through Leader in Me Curriculum, stress management, organization, note taking, reading and writing strategies. Students meet in academic mentoring twice a week for 90 minutes. Teachers hold students accountable for grades; students meet with college representatives on our campus and learn about the college process, FAFSA, scholarship opportunities; students attend tutorials specific to their dual credit, dual enrollment needs, etc. This course prepares all students including Special Education, English Language Learners and at-risk students with the skills necessary to bridge the gap between high school expectations and the reality of college coursework and classwork management.

In addition, Fox Tech High School is a Network school part of the The Alamo Collegiate Network which comprises three high rated schools, Fox Tech High School for Health and Law Professions, St. Philip's Early College High School, and Travis Early College High School, each with excellent achievement records and each an in-district charter school. The mission of the three schools **is to change the life trajectory of underrepresented students by providing them excellence and access in a college setting leading to a career of their choice and a new legacy. The vision is to cultivate leaders who advocate and serve to develop a better tomorrow.** We believe that the network has the capacity to increase the number of options offered to students and that the work of three high performing schools will enhance the performance for all students across the network. The network consistently reviews data, student needs and workforce demands together to identify and address opportunity gaps and to graduate students who are ready for academia and the workforce.

STATEMENT OF THE PROBLEM

In the fall of 2019, the SEAD survey was administered campus wide and we collected 422 responses from students at Fox Tech. Sixty nine percent of students (n=291) responded favorably to being physically and psychologically safe at Fox Tech, which was 11% above the national average. While students felt safe at Fox Tech only 38% (n=160) responded that they felt like a valued member of the school community in the *sense of belonging domain* which was

sixteen percent below the national average. This data showed strengths and needs in our school's climate and culture that started five years ago. Our academic data in 2019, showed the opposite of the socio-emotional data. That same year, we earned an A-Rating from the Texas Education Agency (TEA) and received seven out of seven distinction designations which is the highest rating any high school can receive in the state. It was quite a conundrum to have such high ratings academically and such low ratings on our socio-emotional survey conducted from the same exact students.

This downward spiral in SEAD survey data continued; in 2020 the pandemic occurred and the following two years proved challenging with similar survey data results. In 2021, 41% (n=129) of our students responded favorably in the sense of belonging domain and in 2022, the sense of belonging domain reached an all time low with only 35% (n=144) of students feeling like a valued member of the school's community. The classroom needs to be a place where teachers and students work collaboratively to achieve success for students both academically and socio-emotionally. After a review of SEAD survey data with student leadership, it became evident that most students have a low sense of belonging as a result of having low self-esteem, low self-confidence and not enough self-love. This analysis by students led to conversations and actions around building systems within student groups to encourage self-worth; student leaders made it clear that they are committed to building this out campus wide with the support of our counselors.

The academic magnet model was originally designed in 2010 to be purely academic with no focus on social emotional needs of students and their families. Due to the changes in data, we saw an immediate need to build strong SEL skills among administrators, staff and students. Since the pandemic, more students are identified as needing support for trauma, abuse, depression, anxiety, and substance abuse. Students at all academic levels are consistently making outcries to counselors or teachers and seeking help at school. In addition, our discipline data also increased dramatically since 2019. The number of student suspensions has increased by 400% and the number of reported incidents has increased by 100%. It is clear that our campus culture changed and we needed to implement better systems for building a positive and inclusive student culture. Our problem was clearly identified in the data and we have spent the last few years analyzing, planning, and implementing strategies to improve students' sense of *belonging* at Fox Tech High School.

METHODS

In an effort to meet the socio-emotional needs of students, we decided to form a committee of teacher leaders who researched over fifteen SEL curriculums that are used in secondary schools nationwide. This committee then vetted programs that aligned to the needs of our campus based on the SEAD survey given to students. From the list, faculty were able to

narrow the search down to two programs: *RULER* and *Leader In Me*. An SEL committee was formed to conduct further research on these two programs, conduct site visits at local schools and report findings to faculty for final voting of an SEL program. By May 2020, we chose one program to implement campus wide and in August 2020, we implemented the *Leader In Me* program. We decided to implement and adapt this social-emotional learning curriculum to better support all of our students with the challenges they face in their life. Through the data, we were able to identify specific places where our students are struggling emotionally. The implementation of the SEL curriculum allows us to target specific social and emotional challenges our students are facing that keep them from reaching their full potential.

Fox Tech Health and Law Magnet should be a place where students, staff and families look forward to being a part of the school community and who find a sense of belonging. In order to meet that goal, we also researched programs that are inclusive and provide positive community relationships through building character and school spirit. In 2020, we reviewed the Ron Clark Academy (RCA) HOUSE system and were intrigued by the dynamic nature of the HOUSE system and decided to visit RCA to learn more. Unfortunately, due to the pandemic, travel was banned from 2020-2021. In the fall of the 2021-2022 school year, we sent a small group of teacher leaders to RCA to experience the learning environment and to gain insight into the HOUSE system. They were overjoyed and excited about what they witnessed and returned with great enthusiasm to plan together and begin implementation of a HOUSE system at Fox Tech. We further decided to send 90% of our teachers and staff to RCA so that everyone shared the same level of excitement and sense of urgency for implementing HOUSES at Fox Tech. This strategy allowed us to speak the same language and work on common priorities based on our survey data. We began meeting in groups bi-weekly to discuss how we would sort staff, sort students, how we would engage families, what changes we would make in our daily master schedule to accommodate HOUSE meetings, etc. We analyzed all prior surveys and found alignment in the HOUSES system with our *Leader In Me* curriculum so that we continued to build on the *7 Habits of Successful Students*.

The first agenda item was to determine the values we wanted to build within our school. After reviewing all of the prior SEAD survey data, the leadership team determined that we needed to focus on the following values: respect, high expectations, and a sense of belonging to our community. In regards to respect, we thought it would be important to teach students how to believe in themselves, how to eliminate negative self-talk and how to add positive talk in their daily speech. So we created the Three B's: Believe in Yourself, Believe in your Classmates, and Believe in Fox Tech. We built lessons around the Three B's so that students could learn and implement these strategies in each HOUSE. In order to encourage high expectations, we focused on the phrase "carpe diem" and taught students how to participate to the best of their ability in all activities, to show up and be present, and make the most of each day and opportunity. To build a sense of belonging to our community, we taught students that even

though we have Six HOUSES, we are ONE familia. We enforced the concept of supporting each other, eliminating trash talking between HOUSES, to congratulate each other when another HOUSE wins or is successful and that BE is the first part of the word belong and we want everyone to belong to our community. Afterall we are Six HOUSES, Una Familia.

In the 2022-2023 school year, we implemented the HOUSE system after a year-long planning and research season. We started the year with a HOUSE leaders trip to Ron Clark Academy to their first ever HOUSE Conference in July of 2022. This was the beginning of the development of the formal leadership team. On the last day of the conference, each teacher was asked to choose the HOUSE that most aligned to their values and we created our first HOUSE leadership team with six different leaders for six HOUSES. These were the only teachers and administrators that were able to pick a HOUSE, everyone else moving forward would be sorted at random. During that trip, we took the opportunity to plan out implementation for teacher sorting and student sorting that we would begin in August of 2022. We coined the term, "*Six HOUSES, Una Familia*" as our tagline for our HOUSE System. We decided to keep with the original HOUSE names that RCA created and we chose the following six HOUSES: Reveur (House of Dreamers), Protos (House of Success), Amistad (House of Friendship), Nukumori (House of Kindness), Isibindi (House of Courage) and Altruismo (House of Givers). These HOUSES best aligned to our school values and mission so we were sold on using these same themes so that our students could feel a part of the greater HOUSE community on a local and national level.

During the teacher's first day back to school, we planned a teacher scavenger hunt that led them on a journey to learn about each HOUSE before they arrived at a location that was decorated with all of the HOUSE colors and had music blaring as teachers arrived. We then began the HOUSE sorting using a randomized electronic spinner in order to sort teachers. Each teacher then grouped with their new HOUSE to learn their chant and perform to earn the very first HOUSE points given to teachers. We had such a great time and our entire staff was involved in the process which brought all of our staff together.

We then worked to implement student sorting by building up a marketing campaign for one and a half months to teach all of the six HOUSES to each student and build up excitement and knowledge of the HOUSES throughout the school. During that campaign, we found that our seniors needed more attention as they did not necessarily buy-in to the concept. So we held a separate pep rally for them at an off-site location and then they were sold. We had music, games, confetti, decorations and lots of fun. By the time we returned, they were ready to lead the charge with our underclassman. We held our first HOUSES sorting in September of 2022 and finished the day with a HOUSE pep rally and each HOUSE competed for HOUSE points with their HOUSE chant, cheer and HOUSE dance. Students also engaged in a HOUSE door decorating contest and it was a very joyous occasion for both students and staff.

We continued to build our HOUSE system weekly with the focus of building strong positive bonds through community and friendly competition. Once students were sorted, we created HOUSE teams during mascot time, a designated 55 minute period, so that HOUSES could begin creating their identities and work toward community activities every other day. We engaged in five pep rallies throughout the year and at each event, HOUSES demonstrated a collective and positive attitude along with synergy within their HOUSES. Each HOUSE also designed their own student leadership hierarchy which allowed for several students to lean into their strengths. HOUSES had leaders as choreographers, artists, spirit leaders, etc. which allowed for many students to engage in their HOUSE community in ways they might not have otherwise. HOUSES built Remind 101 communication groups so that they could stay informed with HOUSE activities and communicate with each other regarding their plans. HOUSE activities occurred before and after school, led mostly by students and included celebrations, team building, team planning, etc. In addition, one of our teachers created a HOUSE podcast highlighting each HOUSE and their leaders. This podcast has become a staple of our school and students, teachers and staff enjoy hearing themselves on a podcast and enjoy listening to the various stories that are shared on the podcast. It is a new concept in the making but it certainly has gathered interest from students and families. We look forward to further development of this podcast this year. We also purchased HOUSE flags and paraphernalia for each HOUSE so that students and teachers could participate in HOUSE Spirit days and show their HOUSE colors and HOUSE pride around campus.

The HOUSE system is based on a point concept. Students are encouraged to earn HOUSE points during the day and throughout the school year. We built rules for HOUSE point distribution, we decided that points could NOT be revoked. We also determined that extra points could be earned for 100% attendance in order to encourage daily attendance. Students also earned points by exemplifying the Essential 3 B's, demonstrating good citizenship, kindness, great academic performance, showing positivity, great attendance, etc. Teachers were allowed to give out five points a day and administrators were encouraged to give out points as well. These points were captured in a google form last year and were calculated cumulatively throughout the year for an end of year total that led to our first HOUSE champion of the 2023 school year. This year, we are using the official HOUSE application to track student points which is more interactive and allows for both students and parents to engage in point tracking and allows teachers to access points and give points from any device using the application.

At the end of the year, we conducted a HOUSE Olympics event in which we had a huge HOUSE party with a professional DJ, conducted OLYMPIC games and everyone wore their HOUSE shirt. Our HOUSE leadership created our very first HOUSE awards and determined six awards for the following: Leadership Award, Fearless Award, Hype Award, Carpe Diem Award, Familia Award, The Three B Award (Believe in Yourself, Believe in Your Classmates, & Believe in Fox Tech), Top Earner Award and the HOUSE Value Award. Each HOUSE leadership team

selected one awardee for each category and award medals were ordered and given out at the end of year (EOY) HOUSE event. Students were shocked and honored to receive awards, some did not expect to receive them and were excited. Our HOUSE EOY Event was conducted at San Antonio College on Friday, May 26, 2023. We bussed our entire campus to this site so that we could utilize their facilities all day long. We had a catered lunch, cupcakes, lots of snacks and plenty of water for the festivities. We spent the morning playing olympic games, had lunch outside, conducted our awards ceremony after lunch and then had a HOUSE party with our live DJ. Even our SAC partners joined us and danced along with our scholars. It was EPIC!

RESULTS

In 2022-2023, our SEAD Survey data indicated that 41% of students (N=45) have a sense of belonging to our school. It has increased slightly but not to the extent that we would like. Due to the late timing of the survey which was released by the district in mid-May, we only had 45 students respond. Historically, this survey is released by the district in February or March and we have plenty of time, uninterrupted by testing, to ensure the majority of our students complete the SEAD Survey. We did not have that luxury this past school year. We also have anecdotal evidence that supports our HOUSES system as successful. Two students that have struggled in various ways have shared highlights of their HOUSE and the impact it has had on their life the last year. The fact that they were willing to give a video vignette is in itself such a win. In addition, we have seen a great impact on our staff culture due to our HOUSES implementation. They LOVE HOUSES and have shown up in various ways due their roles in HOUSE leadership.

In addition, our attendance rate has increased from 82% ADA to 86% in 2023 and at the beginning of this school year we are at 92.5%. Our goal is to keep the 92% rate all year by using attendance as an incentive for HOUSE points. When we engage students in activities that they enjoy and when they feel they are valued and respected, they show up.

Between the Leader In Me curriculum and the HOUSES system, we will close the academic and social emotional gaps that keep our students from being successful in high school, college and beyond. This also allows us to focus on the whole person. This process is just that, a process that will continue as we build our HOUSE legacy at Fox Tech High School. Even though we don't have the impact we want in our data just yet, we are seeing great gains in our student body culture, our staff culture and our overall performance in attendance, grades, etc. We have complete confidence that we will regain our A-Rated status and our seven distinction designations and increased attendance with further development of our HOUSE system. The journey has been long but the process has been so rewarding in many ways.

FUTURE PLANS

Six HOUSES, Una Familia will hopefully be around for a long time. This year, we are planning to engage families by sorting them into HOUSES and building our parent involvement in our activities in October and throughout the year. As we work on that goal of full community engagement, we have started with our seven college professors that teach at our site. During our SAC professor orientation, we were able to sort visiting professors into HOUSES and they now speak the same language and also give out HOUSE points to students as they engage academically. Bridging this gap only speaks to the collaboration and support we receive from our college partner and how we all have our scholar's best interest in mind. So my hope is that HOUSES becomes part of our legacy, part of our school culture that builds and builds overtime and grows into even more beautiful engagements with students and strong relationships with staff, students, families and our community.

CAHN FELLOW REFLECTIONS

As I, Jennifer Benavides, think about our journey that started right before COVID, I am amazed at how far we have come in the past five years. In many ways, I want to shout and say, "We did it!" We have survived and overcome such challenges and struggles that we could have never foreseen. I'm grateful for my journey through and with Cahn Fellows. I've been supported by colleagues that have shown such grace and determination through the hardest times in education. As we have shared stories and stressors, it has been great to experience this journey together and learn together. Cahn Fellows has taught me to learn more about myself so that I can contribute better to my staff, students and community. At the beginning of my Cahn journey, I learned how to listen holistically and become "others focused" in order to motivate and mentor others successfully. Post-COVID, listening to others has become even more important in our work in education. I have also learned what inspires peak performance and analyzed different individual motivators that work for me as a leader. I have used these indicators to drive my work more intentionally. One motivator that resonates with me with this particular work on building student culture was "challenge". I knew getting complete buy-in and commitment from my teams would be hard and take time, money, resources, etc. I was motivated by that challenge and it has helped me in guiding the path for our teams to be successful. I have also used the feedback cycle to provide insight into the work pre, during and post activities. The debrief and follow-up have been great in making appropriate adjustments and enhancing systems.

My most valuable learning experience was during Cahn Fellows in Atlanta and Chicago. An entire day was focused on self-care and awareness in motion. This session allowed me to recognize how important weaving self-care into the day for just 15 minutes can alter anxiety and

provide clarity and strength to my body. Breathing is so important and effective; scheduling small amounts of time to take deep breaths, inhaling and exhaling, provides oxygen to flow to my brain and helps release stress. During the awareness in motion session, we learned several strategies to use at work throughout the day and we spent time navigating and practicing these techniques together as a team. That same weekend, we had a session with Barbara McKeon called Leading with Wellness. This session most resonated with me due to some personal heartaches I experienced the last few years after COVID. Prior to becoming a Cahn Fellow, I was reaching a point of burn-out and I attribute my renewed spirit to each fellow, professor, leader, colleague that helped fill my cup through Cahn. Barbara taught me so much through her experience and story, it allowed me to also share my story which was the beginning of a healing process for me. Responsibility is one of my top five strengths and it is difficult for me to prioritize myself when there is always so much work to be done at school. However, this new learning and Barbara's vulnerability to share her personal story has given me a different perspective and has forced me to want to do better for myself so that I can be a great leader to others. I am beyond grateful for this session and for the opportunity to grow and become a much better version of myself.

One last experience was meeting and getting to know phenomenal leaders and principals from around the nation who are now my forever "Cahn Family". There are eight fellows and allies that I have personally gotten to know on a deep level. I am inspired by their dedication as leaders, by their commitment to excellence and by their personal stories of how they successfully managed COVID and persevered. These friendships amongst colleagues are priceless. These relationships come at a much needed time in my career and I have no doubt that we will continue to learn together, support each other and remain "Cahn family" for many years to come. And for this I am eternally grateful to the Cahn Fellows Program and organization, Dr. Barbara McKeon, senior program director and founder, Charles Cahn. Thank you!

As a principal, I have also seen my ally develop her strengths and recognize her weaknesses so that she can be a more effective leader at our school. Not only has she developed the ability to delegate and communicate effectively, she has also grown in her confidence as a leader and is able to take charge and utilize her strengths and new knowledge gained to support her decisions as a leader. This new learning has enhanced her leadership skills and has allowed our campus to improve because of her initiative on several projects.

CAHN ALLY REFLECTIONS

Being a reflective leader and ally, I, Veronica Valdovinos, am always thinking of ways to improve my leadership skills; I am always seeking to learn. As I think back to the first Summit, I knew this journey would have a great impact on me. Every learning experience was eye

opening. In December, I was able to hear stories from peers who were leaders during 09.11. These educators were able to share their experiences of bringing a community together in a delicate, difficult situation for our entire nation. I remember thinking, “Could I be that leader? Am I knowledgeable enough to be in the room with my peers who are great leaders from all over the nation?”

I was able to reflect on the Strengthsfinder Assessment as a way to capitalize on my weaknesses. How could I grow my weakest area? For example, I wanted to learn how to improve my communication skills so that I was able to effectively communicate with all stakeholders in my campus community. This is an essential skill for a leader. Another take away from my Cahn learning experience is the importance of self-care. It’s important as a leader to maintain a healthy work-life balance. In order to serve others, you must ensure that you take care of yourself too. The tips that I learned from Cahn helped me to build daily/weekly/monthly schedules to ensure that I am getting the support I need from my network of friends and family. This network also included my new Cahn family. It was clear that there are others doing the same work I am doing, that I can lean on and learn from. My new Cahn family can serve as a source of support, in the form of a thought partner. I am not alone, I will always have someone to collaborate with.

My goal is to ensure that I am utilizing my strengths to help our staff realize their full potential. Through consistent reflection, I will be able to use my Trinity log to help me track my implementation of my strengths. I can log examples aligned to the Principal Standards and reflect on how to improve, so that I can reach the specificity of the standard.

ACKNOWLEDGEMENTS

Our HOUSE journey would not have happened without the dedication and commitment of our HOUSE leadership team. Mr. Graves, Ms. Rocha, Ms. Casanova, Ms. Parsons, Coach Harvey, Mr. Morgan and Mrs. Oursland were the original HOUSE leaders that started this HOUSE legacy and poured so much time, energy and effort into our students, community and staff. Without their support and hard work, we would not be where we are today. Mr. Morgan also contributed with the HOUSE podcast, organizing our student leaders and spending countless hours editing and producing sound bites. Dr. Goodloe, Mr. Cortez, Ms. Lopez and Ms. Segovia also contributed this year as an extended leadership team of the original group and they have been outstanding supporters of our HOUSE system.

Ms. Valdovinos and Ms. Nelson have also led the work the past two years, ensuring that our logistical plans were efficient and that all students and staff were included. As assistant principals, they rarely get noticed or appreciated and I am eternally grateful for their amazing leadership with HOUSES and their dedication to our vision of building a sincere sense of belonging at Fox Tech in daily interactions with students, teachers and parents.

Finally, we want to thank the Ron Clark Academy leadership, team and students for supporting our work and teaching us how to dream big, how to go above and beyond to make magic happen for students and how to develop such great systems that lead to building strong, loving environments for students. We are forever grateful for your continued work and the example you provide to educators at our school and in our nation.

APPENDIX

Fox Tech SEAD Data Fall 2019

FOX TECH HIGH SCHOOL
Fall 2019 Student Supports and Environment, Grades 6-12



FOX TECH HIGH SCHOOL
Fall 2019 Student Supports and Environment, Grades 6-12

Sense of Belonging

Your average

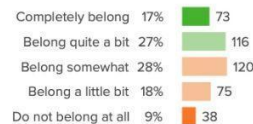
38%

422 responses

District average: **40%** SAISD

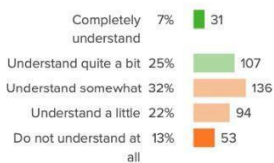
How did people respond?

Q.5: Overall, how much do you feel like you belong at your school?



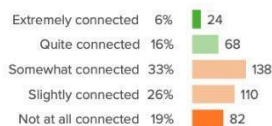
Favorable: **45%**

Q.1: How well do people at your school understand you as a person?



Favorable: **33%**

Q.2: How connected do you feel to the adults at your school?



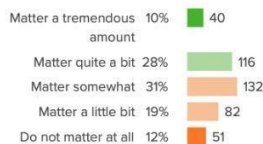
Favorable: **22%**

Q.3: How much respect do students in your school show you?



Favorable: **55%**

Q.4: How much do you matter to others at this school?



Favorable: **37%**

Fox Tech SEAD Data Spring 2021

Fox Tech High School
Spring 2021 Student SEL Survey, Grades 6-12



Fox Tech High School
Spring 2021 Student SEL Survey, Grades 6-12

Sense of Belonging

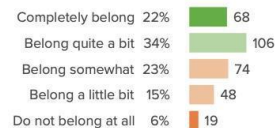
Your average
40%
315 responses

Change
▲ 2
since last survey

District average: **41%** SAISD

How did people respond?

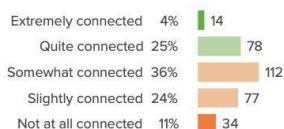
Q.5: Overall, how much do you feel like you belong at your school?



▲ 10 from last survey

Favorable: **55%**

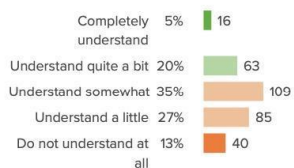
Q.1: How connected do you feel to the adults at your school?



▲ 7 from last survey

Favorable: **29%**

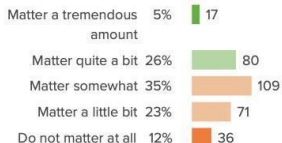
Q.2: How well do people at your school understand you as a person?



▼ 8 from last survey

Favorable: **25%**

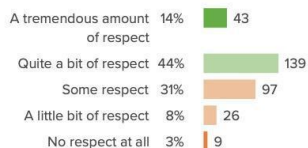
Q.3: How much do you matter to others at this school?



▼ 6 from last survey

Favorable: **31%**

Q.4: How much respect do students in your school show you?



▲ 3 from last survey

Favorable: **58%**

Fox Tech SEAD Data Spring 2022

Fox Tech High School
Spring 2022 Student SEL Survey, Grades 6-12



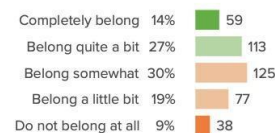
Fox Tech High School
Spring 2022 Student SEL Survey, Grades 6-12

Sense of Belonging



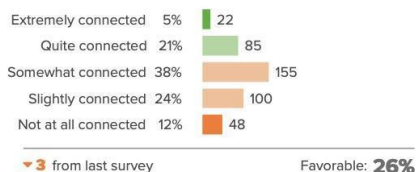
How did people respond? _____

Q.5: Overall, how much do you feel like you belong at your school?

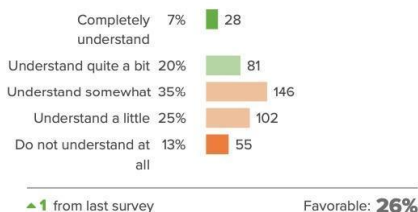


▼ 13 from last survey Favorable: **42%**

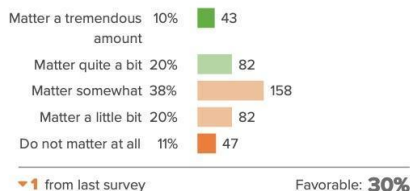
Q.1: How connected do you feel to the adults at your school?



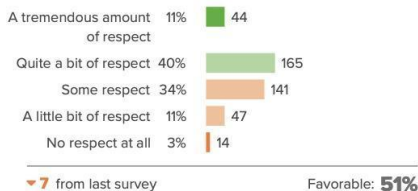
Q.2: How well do people at your school understand you as a person?



Q.3: How much do you matter to others at this school?



Q.4: How much respect do students in your school show you?



Fox Tech SEAD Survey Data Spring 2023



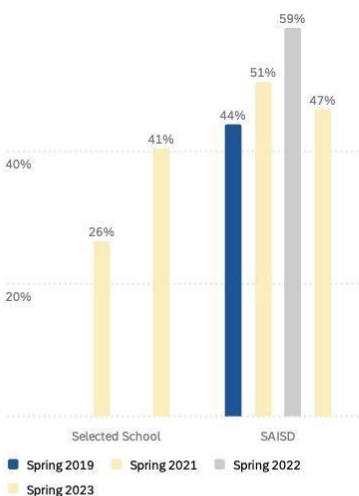
SEAD Student Survey

Sense of Belonging

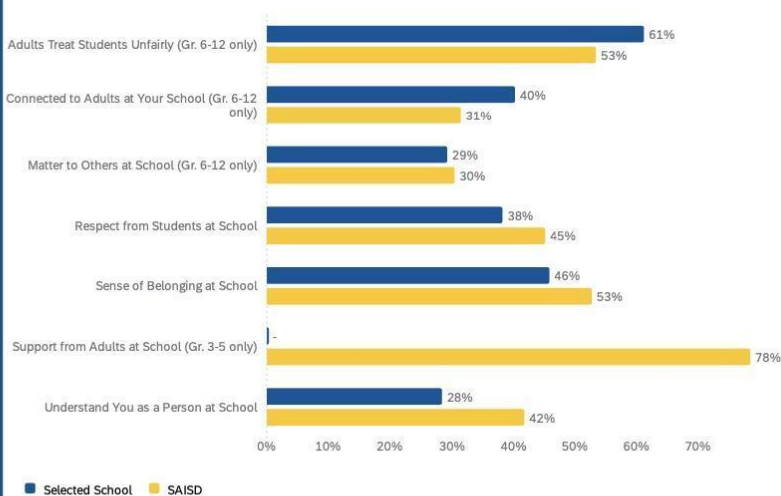
How much students feel that they are valued members of the school community.

Each survey question was scored on a scale of 1-5 with 5 being the most favorable answer and 1 being the least favorable. The charts below represent either the percent of favorable responses for the question/category or a breakdown of the percentage of students answering at each level.

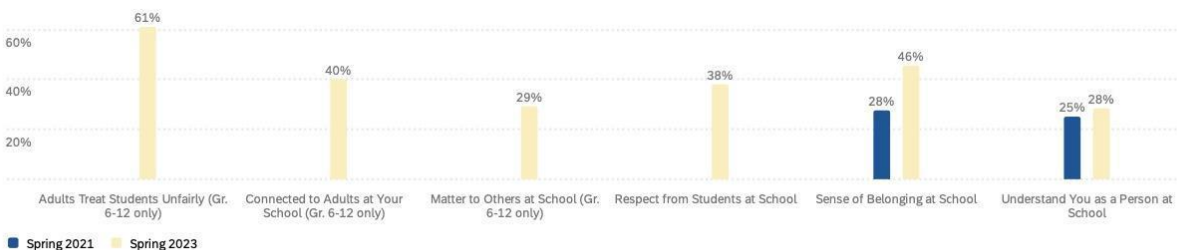
Sense of Belonging [△](#) [▽](#)

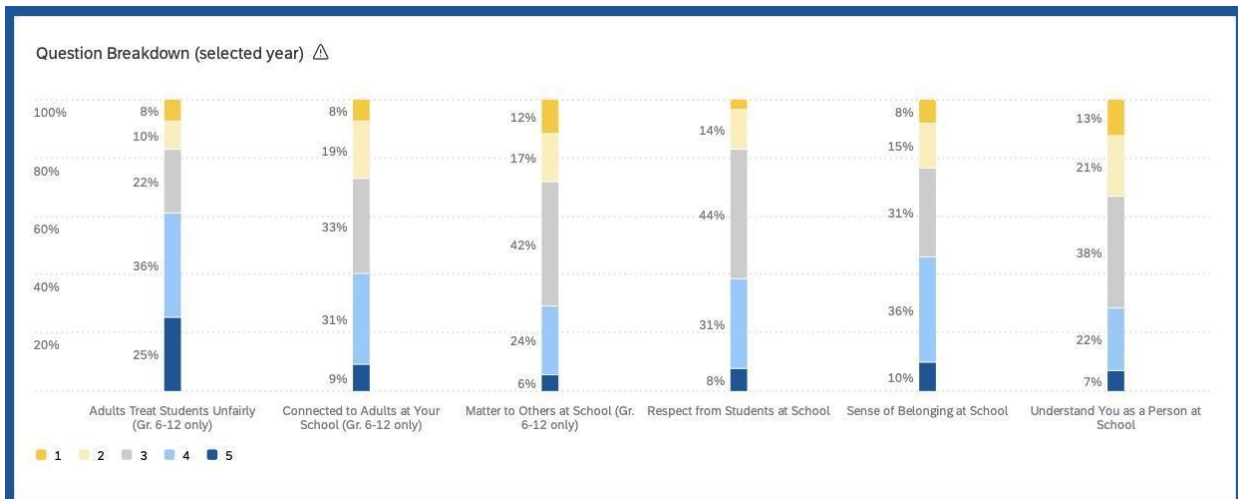


Percent Favorable by Question (selected year) [△](#)



Percent Favorable by Question - Yearly [△](#) [▽](#)





The charts below show the results of the survey broken down by demographic groups. The percent of favorable responses for the category is displayed. A **RED** arrow next to the score indicates that the score is significantly lower than the other scores. A **BLUE** arrow indicates that the value is significantly higher than other scores.

