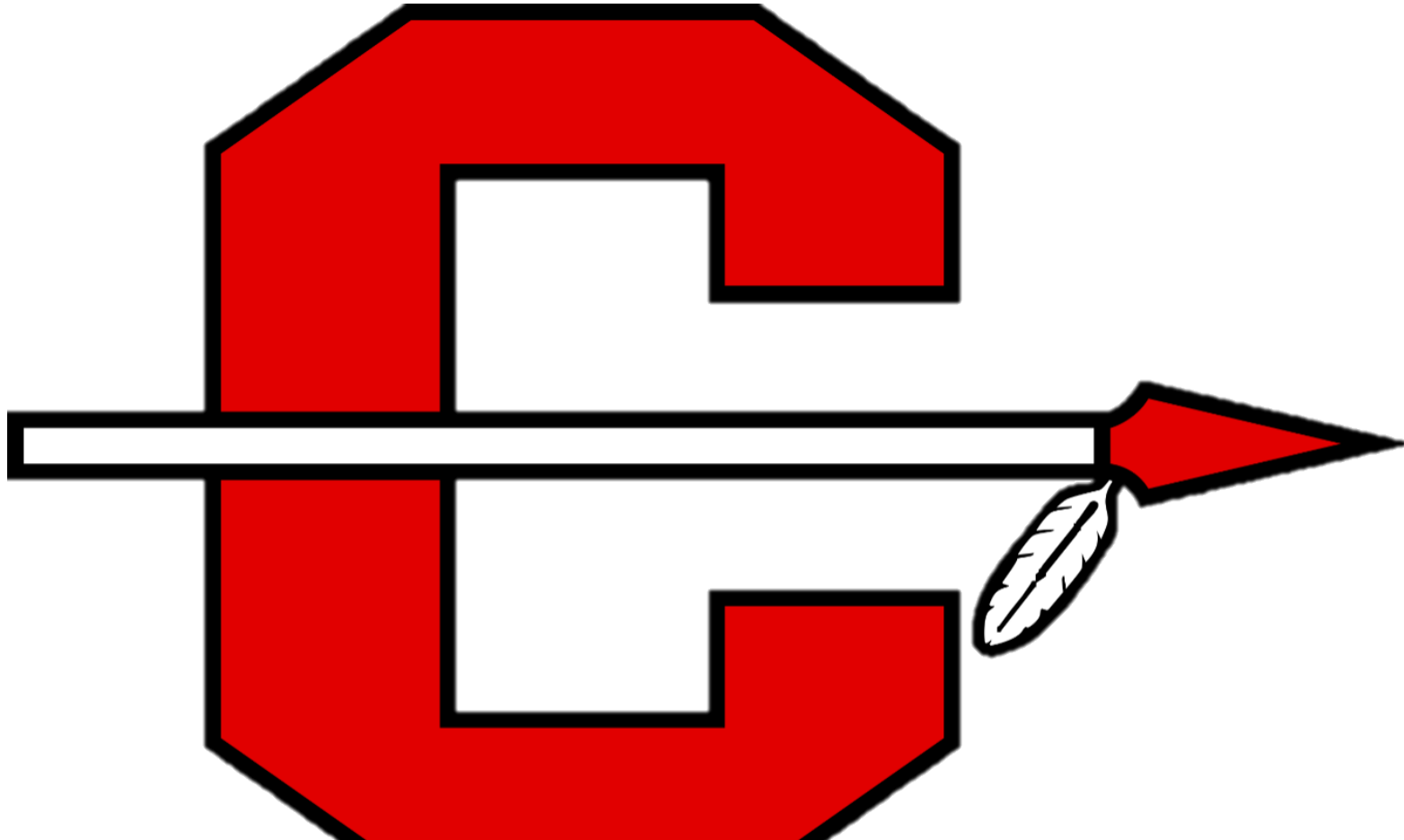# Cleveland Independent School District

Santa Fe Elementary

2022-2023 Campus Improvement Plan

Board Approval Date: November 14, 2022
Public Presentation Date: November 14, 2022

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Santa Fe Elementary Campus is the newest elementary school in Cleveland ISD. The campus will open in August of 2022 with approximately 950 students from two existing elementary schools in CISD. The campus will serve PK - 5 grades. The CNA committee met twice and the meetings are summarized below.

Santa Fe Elementary met on May 9, 2022 at 4:00 via Zoom. The committee convened to discuss the Campus Needs Assessment. Principal Stacey Baughn-Hunt presented the committee with:

1. The purpose of the Campus Needs Assessment process

2. Current campus demographics (E-School 2021,2022) from the receiving campuses in CISD

3. Current assessment data (STAAR 2021) from the receiving campuses in CISD

4. No discipline data is reported for either campus in E-School

5. Description of the planning process

To conclude the meeting Stacey Baughn-Hunt shared next steps, the survey information for review at the next meeting and provided contact information in the event there were any questions.

The second committee meeting convened on May 19 at 4:00 via Zoom. During this meeting the committee:

1. reviewed the surveys collected via Google forms from the current staff and other stakeholders on the CNA committee.

2. discussed strengths and weaknesses using the survey data and the previously discussed demographics and assessments data.

3. had in depth conversations about student achievement gaps, parent and community engagement, and a shared positive school culture and climate.

To conclude the meeting Ms. Baughn-Hunt shared next steps, contact information and asked for questions or clarifications.

Demographics

Demographics Summary

Santa Fe Elementary is a new school that will open for the 2022-23 school year. It is located in Grand San Jacinto Subdivision within the Colony Ridge subdivision in southwest Liberty County. Santa Fe is a neighborhood school serving students within a 2-3-mile radius in Pre-kindergarten through fifth grade, including some students who currently attend two other elementary campuses (Cottonwood and Pine Burr) in Cleveland ISD. The student enrollment in the district continues to increase each school year as it manages being one of the fastest growing districts in the state.

Student Enrollment:

Enrollment: 950 students

Student Distribution:

Hispanic-Latino ~96%

White ~4%

African American ~1%

At Risk ~86%

EB ~79%

Economically Disadvantaged ~88.5%

Special Education ~10%

Attendance:

Cottonwood - 93.28 (2020 - 2021)

              91.75 (2021 - 2022)

Pine Burr - 91.59 (2021- 2022)

Staff:

Santa Fe Elementary has 125 staff members. (Currently, not all staff members are in place)

60% of classroom teachers have 5 years or less experience

33% of classroom teachers have 6 to 19 years experience

1% of classroom teachers have 20+ years experience

80% of classroom teachers are new to Cleveland ISD

Demographics Strengths

Students zoned to Santa Fe Elementary live within a 3 mile radius from the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance average for incoming Santa Fe Elementary students is 90%, which is below the district expectation of 94% **Root Cause:** Inconsistency in monitoring and addressing students who have excessive absences.

Student Learning

Student Learning Summary

EOY K-2 Running Records

Kinder 100% at grade level in English and Spanish

1st grade 93% in Spanish and 73% in English at grade level.

2nd grade 91% in Spanish and 84% in English at grade level.

STAAR 3-5 (2021)

3rd grade Math = 52% Approaches, 23% Meets, and 5% Masters

3rd grade Reading = 61% Approaches, 22% Meets, 10% Masters

4th grade Math = 46% Approaches, 28% Meets, 15% Masters

5th grade Reading = 54% Approaches, 19% Meets, 9% Masters

5th grade Math = 59% Approaches, 25% Meets, 10% Masters

5th grade Science = 31% Approaches, 7% Meets, 2% Masters

Student Learning Strengths

Early childhood grade levels (K-2) are meeting district standards for EOY Reading assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause:** Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

Problem Statement 2 (Prioritized): Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause:** Teachers lack strategies in reading instruction differentiation.

Problem Statement 3 (Prioritized): Students are reading one or more grade levels behind. **Root Cause:** Students have no viable tracking system to monitor or track their own learning.

Problem Statement 4 (Prioritized): 31% of students are at APPROACHES on Science STAAR while the district level is at 56%. **Root Cause:** Students do not receive daily science instruction at K-5 classrooms.

School Processes & Programs

School Processes & Programs Summary

Santa Fe Elementary is a new campus which will serve a large EB (Emergent Bilingual) population, 80% of the students. SFE will also serve 92% Socio-Economically Disadvantaged students and 10% of the population will receive Special Education services. Currently, the required staff for the projected enrollment of 950 students is 125 staff members. Recruiting is achieved through job fairs, social media, on the district website and word of mouth. The support system in place for new teachers is provided through Instructional Coaches, RtI teachers, and instructional paraprofessional help in the classroom. Teachers will meet with Instructional Coaches and administrators weekly to plan lessons based on data ascertained throughout the instructional year. In order to retain staff, monthly climate building activities have been planned, along with teacher and student incentives. The campus administrative team is experienced with an average of 8 years administrative experience.

School Processes & Programs Strengths

Administrative and Instructional Coaching staff are experienced and have the ability to provide instructional support for teachers. The district provides a large number of support staff personnel that is uncommon in surrounding districts and a strong viable curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff have communicated that communication needs to be consistent and improved **Root Cause:** Campus handbooks did not include written systems, expectations, procedures, and important school information that staff are able to refer to throughout the school year

Problem Statement 2 (Prioritized): Parents have communicated a need for multiple modalities of communication on a consistent basis. **Root Cause:** Communication is inconsistent.

Perceptions

Perceptions Summary

Santa Fe Elementary is a new campus and will promote ongoing learning for teachers and staff. This will be achieved through professional development and implementation of Professional Learning Communities. The focus will be high levels of achievement for all students.

Students and staff that transferred to Santa Fe will have an understanding of the district expectations. The teachers have been trained in Professional Learning Communities and will be a support throughout the school year for the new staff from out of the district, as well as first year teachers who are new to the PLC process.

Perceptions Strengths

The master schedule for Santa Fe includes a protected time for each grade level/department to meet collaboratively during PLC time, focusing on the essential skills for different content areas and using the 4 guiding PLC questions. The schedule also includes a built in time where each grade level has an intervention/enrichment time to provide more intensive support during small group instruction, enrichment time, time for special programs to provide required implementation of special programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Insufficient time was allotted for move in at the beginning of the school year negatively impacting campus climate. **Root Cause:** Teachers did not have sufficient time for classroom set up prior to school starting.

Problem Statement 2 (Prioritized): Teachers report not having input into processes and procedures thus negatively impacting school culture and climate. **Root Cause:** Surveys or questionnaires are sent out with little to no follow up or change.

Priority Problem Statements

Problem Statement 1: Student attendance average for incoming Santa Fe Elementary students is 90%, which is below the district expectation of 94%
Root Cause 1: Inconsistency in monitoring and addressing students who have excessive absences.
Problem Statement 1 Areas: Demographics

Problem Statement 3: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES.
Root Cause 3: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 3 Areas: Student Learning

Problem Statement 7: Staff have communicated that communication needs to be consistent and improved
Root Cause 7: Campus handbooks did not include written systems, expectations, procedures, and important school information that staff are able to refer to throughout the school year
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Insufficient time was allotted for move in at the beginning of the school year negatively impacting campus climate.
Root Cause 8: Teachers did not have sufficient time for classroom set up prior to school starting.
Problem Statement 8 Areas: Perceptions

Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES.
Root Cause 2: Teachers lack strategies in reading instruction differentiation.
Problem Statement 2 Areas: Student Learning

Problem Statement 6: Parents have communicated a need for multiple modalities of communication on a consistent basis.
Root Cause 6: Communication is inconsistent.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 9: Teachers report not having input into processes and procedures thus negatively impacting school culture and climate.
Root Cause 9: Surveys or questionnaires are sent out with little to no follow up or change.
Problem Statement 9 Areas: Perceptions

Problem Statement 4: Students are reading one or more grade levels behind.
Root Cause 4: Students have no viable tracking system to monitor or track their own learning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 31% of students are at APPROACHES on Science STAAR while the district level is at 56%.

Root Cause 5: Students do not receive daily science instruction at K-5 classrooms.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 1: Student achievement scores will meet or exceed district average on Math STAAR on the May 2023 test administration.

    Evaluation Data Sources: Benchmark Data, STAAR

Strategy 1 Details	Reviews			
Strategy 1: In order to provide a WELL ROUNDED EDUCATION for ALL STUDENTS, teachers will be be provided training in the use of math instructional strategies for effective Tier I instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will gain a deeper content knowledge leading toward mastery of skills because lessons will be better aligned with the state standards as evidenced by consistent positive growth throughout the instructional year.
    Staff Responsible for Monitoring: Campus administration, Instructional Coaches, and Teachers,
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1
    Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

Strategy 2 Details	Reviews			
Strategy 2: To meet the needs of ALL STUDENTS, teachers will provide TEKS aligned instruction that follows the district curriculum, which includes the essential learning skills identified through collaborative meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student academic achievement meeting at state average or higher. **Staff Responsible for Monitoring:** Campus Administrative Team, Instructional Coaches, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

Strategy 3 Details	Reviews			
Strategy 3: To meet the needs of AT RISK students, analyze data in a uniform way after common formative assessments, common based assessments, and benchmarks to drive the lesson planning and differentiation of instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Gaps in learning for AT RISK students will decrease by 10% **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, and Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

Strategy 4 Details	Reviews			
Strategy 4: In order to provide a WELL ROUNDED EDUCATION for ALL STUDENTS, purchase supplies, materials and digital resources such as, but not limited to: Discovery Ed, Eduphoria, Brain POP, Lead4ward, Canvas, research-based resources such manipulatives for use in the classroom to master concepts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Multiple and varied resources will provide support to diverse learners and decrease the learning gap between student groups, as evidenced by an increase of 10% or more in formative and summative assessment scores. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Teachers, and Support Staff, **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 2: Student achievement scores will meet or exceed district average on Reading STAAR on the May 2023 test administration.

    Evaluation Data Sources: Benchmark, STAAR

Strategy 1 Details	Reviews			
Strategy 1: In order to provide a WELL ROUNDED education for all students, teachers will be provided training in Tier I instructional strategies for implementation of research based initial instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Quality initial instruction resulting in higher academic achievement after the first teaching cycle. Teaching cycle will result in less than 10% of students requiring reteaching. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Teachers, and RtI Support Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 2 Details	Reviews			
Strategy 2: Provide and implement instruction through tutorials and intervention block for AT-RISK students to achieve grade level reading standards.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement of 10% or more based on BOY to EOY reading inventories. **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, and RtI Support Staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 3: Student achievement scores will meet or exceed district average on Science STAAR on the May 2023 test administration.

  Evaluation Data Sources: Benchmark, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Conduct engaging science labs at least 40% of the time to enrich the science curriculum for ALL STUDENTS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase achievement in science by 10% or more on district assessment for 3rd - 5th grade. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, and Teachers, **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	**Nov**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: 31% of students are at APPROACHES on Science STAAR while the district level is at 56%. **Root Cause**: Students do not receive daily science instruction at K-5 classrooms.

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 4: By the end of 2022-2023 school year, 75% of students in Pre-Kindergarten through 2nd grade will perform on grade level during the EOY Reading Universal Screener.

    Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: In order to identify students at AT-RISK, administer universal screeners at BOY and utilizing the data ascertained, provide small group instruction, targeted instruction for students AT-RISK	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Closing of achievement gap for students AT-RISK by 10% or greater.
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, RtI Teachers, Campus Testing Coordinator, and Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1
    Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 2 Details	Reviews			
Strategy 2: All Pre- Kindergarten, Kindergarten and 1st grade teachers, along with instructional coaches and campus administration, will complete the Texas Reading Academies that are required by TEA.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will gain background knowledge and understand the expectations for implementation of Science of Teaching Reading taught by the Texas Reading Academy that will be taken throughout the school year. Increase the number of students reading on or above grade level by 10%. **Staff Responsible for Monitoring:** Campus Administration and Curriculum Directors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - Title I, Part A - Improving Basic Programs				

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided a WELL ROUNDED EDUCATION through TEKS aligned instruction that follows the district curriculum, which includes the essential learning skills identified through collaborative meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: TEKS based instruction based deeper content knowledge will increase student achievement by 10% or more. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Teachers, and Support Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development on utilization of data for quality Tier I instruction including, but not limited to progress monitoring and how to use data to drive initial instruction, evaluate data and placement of students in appropriate groups based on leveling of ALL students reading ability in order to effectively track and monitor progress consistently and proficiently to impact student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers, along with instructional coaches, will create a data wall to track and monitor student progress, which will support in grouping students for small group instruction during guided reading or intervention/enrichment time. Increasing the number of students mastering grade level reading expectations. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Teachers, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 5 Details	Reviews			
Strategy 5: Support students by aligning special programs, such as Special Education, 504, Bilingual/ESL, Dyslexia, RtI, and G/T. Professional development and calendared meetings on how to refer, evaluate, monitor and identify students in special programs will be held throughout the instructional year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the number of students meeting their individual goals by 10% or higher. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Teachers, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc., - Title III, Part A - English Language Acquisition, - State: Gifted and Talented, - State: Special Education				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 5: By the end of the 2022-2023 school year, 75% of students identified as Emergent Bilinguals will improve by at least one proficiency level as measured on the TELPAS state assessment.

   Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: In order to support At Risk Emergent Bilingual students in listening, speaking, reading and writing, all teachers and staff will attend professional development on using the ELPS to enhance instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase 75% of AT RISK Emergent Bilingual Students by one proficiency level based on EOY TELPAS **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, LPAC Liaisons, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				

Strategy 2 Details	Reviews			
Strategy 2: In order to support AT RISK Emergent Bilingual students, purchase supplies, materials, digital resources such as, but not limited to, Big Books by George, Okapi dual language leveled readers and instructional supplies to increase language development skills.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase literacy and language development skills for AT RISK students during read alouds, small groups and whole group instruction by 10% or higher **Staff Responsible for Monitoring:** Campus Administration and Instructional Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.

Goal 1: Santa Fe Elementary will provide a student centered educational environment in which students are expected to meet or exceed state standards in all areas.

Performance Objective 6: By the end of the 2022-2023 school year, Santa Fe Elementary will hold at least 2 events that will promote College, Career and Military Awareness.

    Evaluation Data Sources: School calendar, flyers, social media posts

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly opportunities for students to wear college or military shirts to promote college and military awareness thus providing a WELL ROUNDED Education.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Student awareness of post secondary options will increase by 25% or higher based on an EOY survey. Awareness of post secondary options will increase academic achievement as evidenced by CFA's, CBA's, Benchmarks, and STARR scores.
     Staff Responsible for Monitoring: Campus Administration, Counselors, and Teachers
 	
     Title I:
 2.4, 2.5, 2.6
  - TEA Priorities:
 Build a foundation of reading and math, Connect high school to career and college
  - ESF Levers:
 Lever 3: Positive School Culture
     Problem Statements: Student Learning 1, 2, 4
     Funding Sources: - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Hold a Career Day event that includes community members that can provide awareness for ALL students on the variety of opportunities for career, college and military.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will learn at least two options available to them upon high school graduation.
     Staff Responsible for Monitoring: Campus Administration and Counselors
 	
     Title I:
 2.5
  - TEA Priorities:
 Connect high school to career and college
  - ESF Levers:
 Lever 3: Positive School Culture
     Funding Sources: - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: In order to better serve students AT RISK, hold transition meetings with students and parents for students transitioning from elementary to middle school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student readiness for seamless transition to a grade that has different expectations and scheduling as evidenced by fewer students arriving tardy to class. **Staff Responsible for Monitoring:** Campus Administration and Counselors **Title I:** 2.5, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 4: 31% of students are at APPROACHES on Science STAAR while the district level is at 56%. **Root Cause**: Students do not receive daily science instruction at K-5 classrooms.

Goal 2: Santa Fe Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Professional development opportunities will be offered to all staff, including classroom teachers, support staff, paraprofessionals/aides, clerical and administrative staff for a minimum of 40 hours for the 2022 -2023 school year.

    Evaluation Data Sources: Sign in sheets, certificates. Strive CPE log, Professional Development Catalog

Strategy 1 Details	Reviews			
Strategy 1: The leadership team will plan and create a professional development calendar for the campus during the summer for the 2022-2023 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: All staff will be aware of upcoming opportunities for professional development.
     Staff Responsible for Monitoring: Campus Administration and Instructional Coaches
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
     Problem Statements: School Processes & Programs 1 - Perceptions 2
     Funding Sources: - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for administrators and staff to attend out of district training in order to obtain resources to improve professional practices and responsibilities to meet the individual needs of the students. Such as but not limited to Sped, 504, GT, RtI, EB.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased academic achievement by 10% or more for students in special programs **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - Title III, Part A - English Language Acquisition, - State: Special Education, - Title II, Part A - Supporting Effective Instruc.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.
Problem Statement 4: 31% of students are at APPROACHES on Science STAAR while the district level is at 56%. **Root Cause**: Students do not receive daily science instruction at K-5 classrooms.

School Processes & Programs
Problem Statement 1: Staff have communicated that communication needs to be consistent and improved **Root Cause**: Campus handbooks did not include written systems, expectations, procedures, and important school information that staff are able to refer to throughout the school year

Perceptions
Problem Statement 2: Teachers report not having input into processes and procedures thus negatively impacting school culture and climate. **Root Cause**: Surveys or questionnaires are sent out with little to no follow up or change.

Goal 2: Santa Fe Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: Professional Learning Community will be developed to support various campus roles who impact student learning that include, but not limited to classroom teachers, administrative staff, support staff, and all special programs that address the needs of ALL students.

    Evaluation Data Sources: Weekly Sign-In Sheets; Agenda/Notes; Common Benchmark Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: A WELL ROUNDED EDUCATION will be provided for students based on the use of a Professional Learning Community model.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Learning goals will be met by 75% or more of students based on data collected and disaggregated during the PLC process
    Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Student Learning 1, 2, 3, 4
Funding Sources: - Title I, Part A - Improving Basic Programs				

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.
Problem Statement 4: 31% of students are at APPROACHES on Science STAAR while the district level is at 56%. **Root Cause**: Students do not receive daily science instruction at K-5 classrooms.

Goal 2: Santa Fe Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 3: Santa Fe Elementary will retain 90% of the teachers by the end of the 2022-2023 school year.

    Evaluation Data Sources: Human Resources staffing reports

Strategy 1 Details	Reviews			
Strategy 1: Provide a Year at a Glance , weekly communications, and a campus Google calendar that include important dates or events, meetings and training for a WELL ROUNDED EDUCATION.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will know expectations and processes as evidenced by 10% or less discipline referrals for the year
    Staff Responsible for Monitoring: Campus Administration, Counselor, and Teachers
 	
    Title I:
2.5
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 2
    Funding Sources: - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Create a positive culture and climate for A WELL ROUNDED EDUCATION for ALL STUDENTS by conducting an MOY and EOY climate and culture survey.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The information will help improve the climate of the campus, as well as				

identify the different supports that are needed. This will result in an increase of 25 % or higher positive culture and climate satisfaction for ALL STUDENTS.

Staff Responsible for Monitoring: Campus Administration

Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 2

Funding Sources: - Local Funds

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff have communicated that communication needs to be consistent and improved **Root Cause**: Campus handbooks did not include written systems, expectations, procedures, and important school information that staff are able to refer to throughout the school year

Perceptions
Problem Statement 2: Teachers report not having input into processes and procedures thus negatively impacting school culture and climate. **Root Cause**: Surveys or questionnaires are sent out with little to no follow up or change.

Goal 2: Santa Fe Elementary staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 4: Student and staff attendance will maintain or exceed at least 94% by the end of the 2022-2023 school year.

    Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: To assist students AT RISK, track student attendance and provide monthly incentives for those who have at least 94% or above during a given cycle.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student attendance to 94%				
Staff Responsible for Monitoring: Assistant Principals, Teachers, and Attendance Clerks				
Title I: 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Provide ALL STUDENTS with a highly qualified teacher in the classroom for at least 95% of instructional days. (Move to Student Achievement)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student attendance to 94% and academic achievement by at least 10%.				
Staff Responsible for Monitoring: Campus Administrators and Attendance Clerks				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - Local Funds				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Student attendance average for incoming Santa Fe Elementary students is 90%, which is below the district expectation of 94% **Root Cause**: Inconsistency in monitoring and addressing students who have excessive absences.

Goal 3: Santa Fe Elementary parents, community, and business partners will strengthen their involvement in our students' education.

Performance Objective 1: Santa Fe Elementary will hold monthly opportunities for parents, community and business partners to participate in school-wide events, training and/or meetings that involve school/community connections.

    Evaluation Data Sources: Flyers, sign-in sheets, agendas, school programs

Strategy 1 Details	Reviews			
Strategy 1: Parent information will be disseminated on a consistent basis to communicate campus events though such platforms as REMIND, Classroom Dojo, School Website or other platform regarding all school wide events, training, and/or meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parents will be communicated through different modes of communication. This will increase parent participation in their child's education creating a positive school partnership **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Title I, Part A - Improving Basic Programs				

Strategy 2 Details	Reviews			
Strategy 2: A minimum of two parent training will be held to educate parents on how to be actively involved in their child's education and educate staff on the utility and contributions of parents in their child's learning.	Formative			Summative
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: Increased student achievement, attendance and parent engagement by 10% or more in all areas
    Staff Responsible for Monitoring: Campus Administration, Counselors, Instructional Coaches, RtI staff, and Teachers
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 2
    Funding Sources: - Title I, Part A - Improving Basic Programs				

Strategy 3 Details	Reviews			
Strategy 3: Santa Fe Elementary will have scheduled academic nights for parents, guardians and community stakeholders to support the campus initiatives and learning process for ALL students to ensure a WELL-ROUNDED education.	Formative			Summative
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: Well attended Family/Parent Meetings and Events; increase in at home reading minutes; increase in the number of students performing at or above grade level
    Staff Responsible for Monitoring: Campus Administrators, Counselors, Instructional Coaches, and Teachers
 	
    Title I:
2.5, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 2
    Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds				

Strategy 4 Details	Reviews			

Strategy 4 Details		Reviews			
Strategy 4: Create and publish a yearly calendar of events, monthly calendar of events, and distribute or post using campus website, social media, school messenger, marquee, and written communication.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased attendance in Parent/Family and school partner involvement and awareness in school events.					
Staff Responsible for Monitoring: Campus Administrator, Webmaster					
Title I: 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Problem Statements: School Processes & Programs 2					
Funding Sources: - Local Funds, - Title I, Part A - Improving Basic Programs					

Strategy 5 Details		Reviews			
Strategy 5: Host special events such as, but not limited to, Meet the Teacher Night, Open House, multicultural programs, Title I parent meetings, and workshops for parents with students served through special programs (GT, EB, Special Education, 504, Dyslexia, RtI) to build community and parent capacity to support their child's learning.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased attendance in Parent/Family Involvement in school events.					
Staff Responsible for Monitoring: Campus Administrators, Counselors, and Support Staff					
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2					
Funding Sources: - Title I, Part A - Improving Basic Programs, - Local Funds					

Strategy 6 Details	Reviews			
Strategy 6: Create and utilize a Parents Involved in Education (PIE) Committee to increase parent involvement and strengthen school community relationships	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase parent relationships, strengthen parental involvement, and create a positive school culture and climate **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and Counselors **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Approximately 52% of students are meeting expectations at the APPROACHES level on Math STAAR while district average is 79% APPROACHES. **Root Cause**: Teachers need training that will not only provide strategies, but provide them hands on experiences where they can apply the strategies in the classroom.
Problem Statement 2: Approximately 52% of students achieved APPROACHES on Reading STAAR while the district average was 69% APPROACHES. **Root Cause**: Teachers lack strategies in reading instruction differentiation.
Problem Statement 3: Students are reading one or more grade levels behind. **Root Cause**: Students have no viable tracking system to monitor or track their own learning.

School Processes & Programs
Problem Statement 2: Parents have communicated a need for multiple modalities of communication on a consistent basis. **Root Cause**: Communication is inconsistent.

State Compensatory

Budget for Santa Fe Elementary

Total SCE Funds: $1,000.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Cleveland ISD will use State Compensatory Education funds to provide: Materials, Resources, Personnel for: After school tutorials HB 4545 tutorials (during and after school) Summer School MTSS (RtI) Project RtI, 504, and Truancy to ensure proper coding and services are provided to all students Contracted Services for Algebra 1 EIC tutorials Other resources, supplies, and materials Personnel: RtI Teachers at Elementary and Secondary Instructional Coaches at Elementary and Secondary

Personnel for Santa Fe Elementary

Name	Position	FTE
Ashley Ricketts	SFE 3-5 Math Instructional Coach	1
Diego Anez-Chirino	SFE K-2 Math Instructional Coach	1
Kaylynn Polvado	SFE 3-5 Reading Instructional Coach	1
Maria Guise	SFE K-2 Literacy Instructional Coach	1
Omar Munguia	SFE Acc. Learning Instructional Coach	1
Piedad Lopez Velarde	SFE Pre-K Literacy Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is completed each April/May with the input from district and campus staff, parents, and community members. CISD utilizes surveys and questionnaires to gather information regarding achievement of students in relation to the State academic standards, particularly the needs of students who are failing, or at risk of failing, the challenging State standards.

CISD also utilizes the surveys and questionnaires to gather information from stakeholders regarding our progress in developing and implementing a well-rounded program of instruction to meet the academic needs of all students, including, but not limited to, Gifted and Talented, Honors, Advanced Placement, Dual Credit, Fine Arts, CTE, and other enrichment programs. The CISD CNA process includes gathering and reviewing information for all applicable state allocated funds and federal programs, including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The goal of the CNA is to determine the gaps between the current and desired performance of the campus. The CNA summary explains the conclusions drawn from an analysis of achievement indicators and other appropriate measures of performance. It includes key strengths and prioritizes problems. It is written in narrative format and is always verified with references to current data. The CNA also describes perceptions, reflections of school learning, and school processes. The CNA is a snapshot, as new data becomes available, a reassessment will occur to ensure that the strategies are effective.

The information is reviewed by the CEIC along with assessment data (including CBA, STAAR, TELPAS, Renaissance, CLI, etc.), attendance data, discipline data, and other pertinent information in relation to students' achievement. The committee then uses the information and with timely and meaningful consultation of all stakeholders, creates problem statements that are in line with the Board Approved Goals and the TEA Strategic Goals. The committee of stakeholders then analyzes the problems to understand students' most pressing needs and to determine the root cause using the 5-Why method. The focus of this exercise is to determines ways that the campus can close achievement gaps and implement a well-rounded education to all students.

A District Comprehensive Needs Assessment is also completed through the same method with a review of district initiatives and programs. Information is gathered from surveys and questionnaires and data is reviewed by the DEIC along with the campus Comprehensive Needs Assessment.

2. Campus Improvement Plan

2.2: Regular monitoring and revision

The CEICs and the DEIC will conduct quarterly formative reviews of progress made for each strategy and will revise as necessary based on students' needs to ensure that all students are provided opportunities to meet the State academic standards. The process of monitoring and revision of the CIP and DIP occurs through timely and meaningful consultation with the required stakeholders. The formative reviews will occur in November, January, March, and May. Along with the May formative review, the CEICs and the DEIC will conduct a Summative evaluation and determine if the strategy should continue for the next school year. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the formative review and revision includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The formative reviews apply to plan strategies and include regular monitoring to determine whether they are resulting in intended impact at the desired rate. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the reviews:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and DIP/CIP development for the upcoming school year.

During each review the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The evaluation process is cyclical and includes:

- Reviewing the needs identified in the CNA,
- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

2.3: Available to parents and community in an understandable format and language

After being approved the plan is posted to the CISD/campus websites for parents and community members to review at a time convenient and can be provided in a language parents can understand. In CISD, the plan is made available in both English and Spanish. The formative and summative progress review will be documented within the plan that parents can access.

Parents, Staff, Community members, or other Stakeholders who disagree with portions of the CIP or DIP may address the concern with the CEIC/DEIC. If a timely response is not received the concern can be taken to the Campus Principal or Superintendent.

2.4: Opportunities for all children to meet State standards

The 2022-2023 CISD District Improvement Plan provides opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

The DIP provides strategies that use varying methods and instructional strategies that strengthen the academic program throughout the district, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum. The CISD DIP provides for these strategies through the use of MTSS including iStation, Renaissance and Reading by Design along with other programs that are used in a tiered program. The district and campuses provide for quality learning time by structuring the schedule so that instructional time can be optimized throughout each day. This includes scheduled time for in school tutorials and remediation. The district and campuses also allow time built into the day for enrichment and accelerated learning which provide for a well-rounded education. These times of enrichment include music, reading, STEM, career and technical education programs and more.

2.6: Address needs of all students, particularly at-risk

The District Improvement Plan addresses the needs of all students in the district, but particularly the needs of those at risk of not meeting the State academic standards. The following strategies are recommended by ESSA and included in the 2022-2023 CISD District Improvement Plan:

- Counseling, school-based mental health programs, specialized instructional support services, tutoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which includes career and technical education programs and broadening secondary school students; access to coursework to earn postsecondary credit while still in high school (AP or Dual Credit);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA;
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high needs areas; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The Title IV strategies included in the CIP/DIP are focused on students who are typically at risk of failing the challenging State academic standards due to lack of attendance, behavioral and discipline issues at school and who normally are not given the same opportunities and are underrepresented. The strategies will offer encouragement to increase their attendance rate, offer programs to help decrease behavioral and discipline issues and assist in keeping the students in the classroom to be part of the instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus and District Improvement Plans are evaluated annually through timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members.

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and CIP/DIP development for the upcoming school year. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the evaluation:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

 During the evaluation the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

 The evaluation process is cyclical and includes:

- reviewing the needs identified in the CNA,
- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

The Campus and District Improvement Plans are reviewed in coordination and integration with other Federal, State, and local services, resources, and programs, violence prevention programs, career and technical education programs, and schools implementing comprehensive support and improvement activities. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the annual evaluation includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The CEIC and DEIC with timely and meaningful consultation will create and agree upon a written parent and family engagement policy. The policy will be incorporated into a district plan, establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

- Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans.
- Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
  - Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.
- Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Not Applicable

Title I Personnel

Name	Position	Program	FTE
Caleb Roubieau	Santa Fe Elementary	Music Teacher	1

Campus Improvement & Needs Assessment Team

Committee Role	Name	Position
Principal	Stacey Baughn-Hunt	Principal
Other Campus Leaders	Rhonda Schwer	Assistant Principal
Other Campus Leader	Natoya Bowden	Counselor
Other Campus Leader	Laura May	Counselor
Non-classroom Professional	Omar Munguia	Instructional Coach
Non-classroom Professional	Ashley Ricketts	Instructional Coach
Classroom Teacher	Barbara Bair	3rd Grade Bilingual Teacher
Classroom Teacher	Rhonda Washington	4th Grade Teacher
Administrator	Allison Alpha	Director of 3-5 Elementary Education
Administrator	Betsy Maldonado	Director of Federal Programs
Parent	Yaira Escobar	Parent
Parent	Yunuen Malagon	Parent
Paraprofessional	Bianca Munoz	School Secretary
Paraprofessional	Any Diaz	PK Paraprofessional
Paraprofessional	Perla Ipina	PE Aide
Paraprofessional	Lised Cortes	PEIMS Clerk
Community Representative	Aaron Montesnieto	School Board Member
Community Representative	Alma Rodriquez	Santa Fe Community Center Coordinator
Other Campus Leader	Joshua McDonald	Santa Fe Middle School Principal