

**Cleveland Independent School District**

**Santa Fe Middle School**

**2023-2024 Improvement Plan**



# Mission Statement

Everyday SFMS Staff are committed to providing both a safe learning environment and exceptional learning experiences that will motivate our students to fulfill our campus vision.

## Vision

Santa Fe Middle School strives to develop strong relationships with all SFMS stakeholders (staff, students, parents, and the community) that will help inspire our students become lifelong learners and productive members of society.

## School Motto & Core Values

### School Motto

<b>Striving</b>	<i>...as we...</i>	<b>Journey</b>
<b>For</b>		<b>to</b>
<b>More</b>		<b>Achieve</b>
<b>Success</b>		<b>Growth</b>

## Core Values

	<b>F.I.E.R.C.E.</b> <b>WE WILL...</b>	
<b>F</b>	...be <b>FEARLESS</b> when facing failure	
<b>I</b>	...maintain our <b>INTEGRITY</b> <i>always doing what is right...even when no one is around</i>	
<b>E</b>	...pursue <b>EXCELLENCE</b> in all things <i>Paying attention to the small details</i>	
<b>R</b>	...be <b>RESPECTFUL</b> to everyone	
<b>C</b>	...stay <b>COMMITTED</b> to giving our best <i>everyday we walk through the doors to SFMS</i>	
<b>E</b>	...be <b>EMPOWERING</b> to those around us <i>Helping them be the best they possibly can</i>	

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Santa Fe Middle School is one of two Middle Schools in Cleveland Independent School District. SFMS serves 1091 students in grades 6-8. The student population is as follows: 94.78% Hispanic, 0.09% Asian, 1.65% African American, 3.02% White and 0.46% Two or More Races. The gender breakdown reflects 52.34% Male and 47.66% Female. Our sub-populations are as follows: Emergent Bilingual - 76.63%, Economic Disadvantaged - 97.98%, Dyslexia - 4.95%, Homeless - 1.37%, Immigrant - 2.08%, Title 1 - 100%, Special Education 11.18%, 504 - 5.04%, Gifted & Talented - 3.21%. At Santa Fe MS, 86.23% of the student population is considered At-Risk.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Santa Fe Middle School will need to create a strong system for student management in order to be successful **Root Cause:** With the high numbers of Eco Dis, At-Risk, Title 1 Eligibility, Santa Fe Middle School students will need a highly structured environment to be successful.

**Problem Statement 2 (Prioritized):** Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. **Root Cause:** Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.

# Student Learning

## Student Learning Summary

Santa Fe Middle School 2022-2023 School Year STAAR Performance				
6th Grade	Number Tested	Approaches	Meets	Masters
Reading	335	43.88%	20.60%	4.18%
Math	335	42.69%	12.21%	2.69%
7th Grade	Number Tested	Approaches	Meets	Masters
Reading	336	44.64%	15.77%	2.68%
Math	334	27.84%	11.08%	1.80%
8th Grade	Number Tested	Approaches	Meets	Masters
Reading	331	60.12%	32.02%	11.48%
Math	269	49.81%	14.87%	1.49%
Algebra 1	63	84.13%	42.86%	23.81%
Science	330	46.67%	19.70%	3.94%
Social Studies	330	31.52%	10.30%	2.42%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. **Root Cause:** Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.

**Problem Statement 2 (Prioritized):** Santa Fe Middle School did not implement an effective intervention program for students that were falling behind. **Root Cause:** The campus had several Intervention vacancies during the 2022-23 school year.

# School Processes & Programs

## School Processes & Programs Summary

Santa Fe Middle School has 62 classroom teachers with a 15.5-1 teacher to student ratio. **Six** paraprofessionals are employed to serve in Life Skills and Special Education support roles. SFMS provides an Adaptive Behavior Unit, 2 Basic Skills Classrooms and utilizes the Inclusion Teaching model for our students with special learning needs. Each academic core subject area has a common planning period used for lesson planning, data analysis, curriculum mapping and collaborative professional learning. The school day is comprised of seven class periods, one homeroom period and one advisory period. Each class period is 50 minutes in duration.

Santa Fe Middle School provides professional development for our teachers at least **one** time per month. Professional Development occurs both during the school day and after school. Santa Fe Middle School contracts with representatives from Seidlitz Education to provide professional learning over strategies to meet the needs of our large Emergent Bilingual population. Instructional Coaches and Administrators provide professional development opportunities to address all aspects of effective classroom instruction including but not limited to: CHAMPS, classroom management, Lesson Planning, Ellevation Strategies and Research-based Instructional Strategies.

Schoolwide communication is regularly provided to staff through the "Jag Journal" weekly. The Jag Journal communicates all aspects of the campus including scheduled upcoming events, deadlines, professional development opportunities and celebrations of successes at SFMS.

Santa Fe Middle School provides the following extra-curricular opportunities: Athletics, Band, Choir, Theater, Dance, Civil Air Patrol and Art Competition.

All classrooms at SFMS are provided a Chromebooks so each classroom has a one to one ratio of Chromebooks to students. All classrooms are provided a smart panel and document camera. All staff are provided professional development to utilize the technology resources available to their students. A STEM learning coach is on campus to provide direct instruction, modeling and coaching for the use of instructional technology.

## School Processes & Programs Strengths

Campus administration maintained good communication to staff through the weekly Jag Journal. Opportunities for teachers to share their voice on campus decisions were frequently provided. The campus' first year saw successful implementation of campus policy, procedures, and systems.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Santa Fe Middle School did not implement an effective intervention program for students that were falling behind. **Root Cause:** The campus had several Intervention vacancies during the 2022-23 school year.

# Perceptions

## Perceptions Summary

Results of surveys conducted on campus show that:

School Culture & Climate:

Strengths:

High expectations are communicated clearly and met by staff and they are supported by Admin.  
There is evidence of staff and students buying into the Core Values (FIERCE).

Needs and/or Concerns

Lack of student incentives for good behavior,  
Student misbehavior is a concern on campus.

Recommendations:

Increase positive rewards for students demonstrating good behavior,  
Consequences for tardies need to be enforced consistently.

Family and Community Involvement

Strengths:

- SFMS was able to host multiple events for parents to be involved with.

Needs and/or Concerns:

- Effectively communicating with our parents can be difficult, as their communication methods listed are not always accurate.

Recommendations:

- Continue to offer parent, student, and community events on campus.

### **Perceptions Strengths**

Santa Fe Middle School's core values, FIERCE, gained good traction on campus once implemented.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Santa Fe Middle School staff consistently struggled to maintain parent communication. **Root Cause:** Staff were new and inexperienced on developing effective communication tools. Also, parent contact information was not consistently updated in eSchool.

**Problem Statement 2 (Prioritized):** Parent attendance at campus events was consistently low. **Root Cause:** Advertisement for events was not effective.

**Problem Statement 3 (Prioritized):** Review of discipline incidents shows that there is a lack of understanding a respect for the various cultural backgrounds on campus. **Root Cause:** Students fail to understand the meaning of how hurtful racial slurs can be to the various populations on campus.

# Priority Problem Statements

**Problem Statement 1:** Santa Fe Middle School will need to create a strong system for student management in order to be successful

**Root Cause 1:** With the high numbers of Eco Dis, At-Risk, Title 1 Eligibility, Santa Fe Middle School students will need a highly structured environment to be successful.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan.

**Root Cause 2:** Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Santa Fe Middle School did not implement an effective intervention program for students that were falling behind.

**Root Cause 3:** The campus had several Intervention vacancies during the 2022-23 school year.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** Parent attendance at campus events was consistently low.

**Root Cause 4:** Advertisement for events was not effective.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Review of discipline incidents shows that there is a lack of understanding a respect for the various cultural backgrounds on campus.

**Root Cause 5:** Students fail to understand the meaning of how hurtful racial slurs can be to the various populations on campus.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-TESS data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Study of best practices

# Goals





**Goal 1:** Santa Fe Middle School will provide a student-centered educational environment where students are expected to meet or exceed state standards in all areas.

**Performance Objective 1:** By the end of the 2023 - 24 school year, Santa Fe Middle School students will show a 15% growth in Approaches, a 10% improvement in Meets, and a 5% increase in Masters on all 6th-8th subject area STAAR scores.

**Evaluation Data Sources:** CFA's, CBA's, STAAR Interims, and STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase language and literacy achievement for EBs by providing opportunities and resources for professional development that will focus on strengthening the instructional capacity of teachers to deliver effective instruction in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will receive ongoing professional development support that specifically focuses on strategies that serve EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, LPAC Staff, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide and implement instruction through tutorials and intervention for at-risk students to achieve STAAR standards in all subject areas. <b>Strategy's Expected Result/Impact:</b> Improved STAAR achievement for at-risk students <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide supplemental resources and equipment in academic areas to ensure success for all students, including those at-risk. <b>Strategy's Expected Result/Impact:</b> Staff will be able to submit requests for additional resources needed to help students succeed. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches and Secretary.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide supplemental evidenced-based resources and materials for all content areas to the linguistic and academic needs of EBs. <b>Strategy's Expected Result/Impact:</b> Staff will be able to submit requests for additional resources and materials needed to help EB students succeed. <b>Staff Responsible for Monitoring:</b> Principals, LPAC Staff, Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Santa Fe Middle School will need to create a strong system for student management in order to be successful <b>Root Cause:</b> With the high numbers of Eco Dis, At-Risk, Title 1 Eligibility, Santa Fe Middle School students will need a highly structured environment to be successful.
<b>Problem Statement 2:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.
Student Learning
<b>Problem Statement 1:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.
<b>Problem Statement 2:</b> Santa Fe Middle School did not implement an effective intervention program for students that were falling behind. <b>Root Cause:</b> The campus had several Intervention vacancies during the 2022-23 school year.
School Processes & Programs
<b>Problem Statement 1:</b> Santa Fe Middle School did not implement an effective intervention program for students that were falling behind. <b>Root Cause:</b> The campus had several Intervention vacancies during the 2022-23 school year.

**Goal 1:** Santa Fe Middle School will provide a student-centered educational environment where students are expected to meet or exceed state standards in all areas.

**Performance Objective 2:** Santa Fe Middle School will expand our well-rounded educational programs by providing enhanced educational opportunities to all students.

**Evaluation Data Sources:** surveys, attendance records, flyers of available programs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for academic enrichment through extra-curricular programs and organizations for our well-rounded educational program. <b>Strategy's Expected Result/Impact:</b> Students will be able to join/try-out for various extracurricular on campus. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Coaches, and Program Directors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**





Perceptions
<b>Problem Statement 2:</b> Parent attendance at campus events was consistently low. <b>Root Cause:</b> Advertisement for events was not effective.

**Goal 1:** Santa Fe Middle School will provide a student-centered educational environment where students are expected to meet or exceed state standards in all areas.

**Performance Objective 3:** Implementation of an effective student management system with an emphasis on PBIS and consistent communication to reduce behavioral incidents by 10% measured by discipline reports.

**Evaluation Data Sources:** Discipline reports, classroom observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources and supplemental services to maintain a safe and secure environment. <b>Strategy's Expected Result/Impact:</b> Resources will be provided to identified needs that promote a safe and secure environment. <b>Staff Responsible for Monitoring:</b> Administrators and Secretary  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the Positive Behavior Intervention and Support (PBIS) system through professional development of staff, use of technology solutions, and purchase of materials/resources. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline incidents. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors and Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement strategies and activities to prevent bullying and encourage respect for the various cultural backgrounds and kind and appropriate behavior among all students. <b>Strategy's Expected Result/Impact:</b> Decrease bullying and violence related discipline incidence. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Santa Fe Middle School will need to create a strong system for student management in order to be successful <b>Root Cause:</b> With the high numbers of Eco Dis, At-Risk, Title 1 Eligibility, Santa Fe Middle School students will need a highly structured environment to be successful.
<b>Problem Statement 2:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.
Student Learning
<b>Problem Statement 1:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.
Perceptions
<b>Problem Statement 3:</b> Review of discipline incidents shows that there is a lack of understanding a respect for the various cultural backgrounds on campus. <b>Root Cause:</b> Students fail to understand the meaning of how hurtful racial slurs can be to the various populations on campus.

**Goal 2:** Santa Fe Middle School's staff of quality professionals will implement a professional learning community that enhances individual student success.

**Performance Objective 1:** During the 2023-24 school year, Santa Fe Middle School will seek out various professional development opportunities for teachers to participate in and host continuous professional development opportunities on campus.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will be provided the opportunities to attend on campus and off campus professional development in order to improve instruction capacity and achievement scores of their students. Professional Development opportunities will also be provided for special populations such as, but not limited to, Gifted and Talented, Emergent Bilinguals, Special Education. <b>Strategy's Expected Result/Impact:</b> Improved instruction in classrooms, acquisition of engaging instructional strategies <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Department Chairs  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.
Student Learning
<b>Problem Statement 1:</b> Santa Fe Middle School students did not show enough growth to meet the expected outcomes outlined in the 2022-23 Campus Improvement Plan. <b>Root Cause:</b> Santa Fe Middle School hired many staff that were brand new to the teaching profession who also may not have complete teachers training (IATs). Their ability to conduct a structured classroom management plan and identify the best ways to unpack and teach the TEKS were limited.

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

**Performance Objective 1:** Santa Fe Middle School will host regular opportunities for parents to hear about important things occurring on campus.

**Evaluation Data Sources:** sign in sheets, flyers/advertisements, communication attempts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Santa Fe Middle School will hold monthly PTO meetings and invite the public to attend. <b>Strategy's Expected Result/Impact:</b> Parents will be able to identify ways that can participate on campus to support their students and teachers. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Santa Fe Middle School will build parent capacity for contributing to their student's educational program by hosting academic nights, informational nights, and other events. Meetings and events will occur at multiple times to allow for the majority of parents to attend. <b>Strategy's Expected Result/Impact:</b> Parents will feel welcome at Santa Fe Middle School and take a more active role in their child's education. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 2:</b> Parent attendance at campus events was consistently low. <b>Root Cause:</b> Advertisement for events was not effective.

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

**Performance Objective 2:** Santa Fe Middle School will utilize various platforms to maintain communication with parents, family, and the community.

**Evaluation Data Sources:** Newsletters, social media posts, emails

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Santa Fe Middle School will send out a Parent & Family Newsletter via the website, email, and social media. <b>Strategy's Expected Result/Impact:</b> Increased communication with parents through the use of multiple communication platforms will create a positive relationship between the school, parents, and students. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, LPAC Liaisons  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Parent attendance at campus events was consistently low. <b>Root Cause:</b> Advertisement for events was not effective. <b>Problem Statement 3:</b> Review of discipline incidents shows that there is a lack of understanding a respect for the various cultural backgrounds on campus. <b>Root Cause:</b> Students fail to understand the meaning of how hurtful racial slurs can be to the various populations on campus.