

Cleburne Independent School District

Santa Fe Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Cleburne ISD in partnerships with parents and community is to provide all students with rigorous and relevant learning.

Vision

Excellence Happens Here.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	402	100.0%	7,207	5,504,150	409	100.0%	7,243	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	6	1.5%	0.5%	0.5%
Pre-Kindergarten	41	10.2%	4.7%	4.4%	41	10.0%	4.7%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	41	10.2%	4.7%	3.7%	41	10.0%	4.7%	3.7%
Kindergarten	60	14.9%	7.7%	6.7%	61	14.9%	7.7%	6.7%
Grade 1	80	19.9%	7.5%	7.2%	80	19.6%	7.5%	7.2%
Grade 2	60	14.9%	7.9%	7.2%	60	14.7%	7.9%	7.2%
Grade 3	59	14.7%	7.1%	7.2%	59	14.4%	7.0%	7.1%
Grade 4	53	13.2%	7.1%	7.2%	53	13.0%	7.1%	7.1%
Grade 5	49	12.2%	6.9%	7.2%	49	12.0%	6.8%	7.2%
Grade 6	0	0.0%	7.6%	7.3%	0	0.0%	7.6%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	7.5%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	0	0.0%	8.7%	8.7%	0	0.0%	8.6%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.3%	7.9%
Grade 11	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 12	0	0.0%	6.0%	6.6%	0	0.0%	6.1%	6.6%
Ethnic Distribution:								
African American	20	5.0%	4.0%	12.8%	20	4.9%	4.0%	12.8%
Hispanic	259	64.4%	43.4%	53.0%	261	63.8%	43.4%	52.9%
White	97	24.1%	45.4%	25.6%	102	24.9%	45.4%	25.7%
American Indian	1	0.2%	0.6%	0.3%	1	0.2%	0.6%	0.3%
Asian	1	0.2%	0.4%	5.1%	1	0.2%	0.4%	5.1%
Pacific Islander	12	3.0%	2.1%	0.2%	12	2.9%	2.1%	0.2%
Two or More Races	12	3.0%	4.2%	3.0%	12	2.9%	4.2%	3.0%
Sex:								
Female	212	52.7%	49.3%	48.8%	215	52.6%	49.2%	48.8%
Male	190	47.3%	50.7%	51.2%	194	47.4%	50.8%	51.2%
Economically Disadvantaged	368	91.5%	71.4%	62.1%	372	91.0%	71.3%	62.0%
Non-Educationally Disadvantaged	34	8.5%	28.6%	37.9%	37	9.0%	28.7%	38.0%
Section 504 Students	3	0.7%	7.9%	7.4%	3	0.7%	7.8%	7.4%
EB Students/EL	185	46.0%	23.1%	23.1%	186	45.5%	23.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	2.7%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	8	2.0%	6.8%	5.5%	8	2.0%	6.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	18	4.5%	3.2%	1.3%	18	4.4%	3.2%	1.3%
Immigrant	6	1.5%	1.0%	2.2%	6	1.5%	1.0%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	402	100.0%	72.4%	64.6%	409	100.0%	72.4%	64.6%
Military Connected	10	2.5%	2.4%	3.6%	10	2.4%	2.3%	3.6%
At-Risk	278	69.2%	55.2%	53.3%	279	68.2%	55.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	190	47.3%	24.6%	23.2%	190	46.5%	24.5%	23.2%
Career and Technical Education	0	0.0%	23.4%	26.5%	0	0.0%	23.3%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	82.7%	72.3%	0	-	82.5%	72.2%
Gifted and Talented Education	12	3.0%	7.2%	8.2%	12	2.9%	7.2%	8.2%
Special Education	45	11.2%	12.4%	12.6%	52	12.7%	12.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	45							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	24.4%	38.0%	44.1%				
Students with Physical Disabilities	18	40.0%	30.8%	20.0%				
Students with Autism	10	22.2%	9.5%	15.5%				
Students with Behavioral Disabilities	6	13.3%	20.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.6%	1.6%				
Mobility (2021-22):								
Total Mobile Students	58	19.1%	15.1%	16.8%				
By Ethnicity:								
African American	1	0.3%	1.0%	3.3%				
Hispanic	33	10.9%	5.2%	8.7%				
White	17	5.6%	7.0%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	3	1.0%	0.8%	0.0%				
Two or More Races	4	1.3%	1.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	26.9%	18.6%	18.6%				
Count and Percent of EB Students/EL who are Mobile	26	17.9%	12.4%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	46	16.7%	15.5%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	70	20.3%	16.1%	18.1%				

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	51.0	100.0%	100.0%	100.0%

Total Staff	51.0	100.0%	100.0%	100.0%
Professional Staff:	37.7	73.9%	62.5%	64.1%
Teachers	31.6	62.0%	49.3%	48.7%
Professional Support	4.2	8.2%	9.2%	10.9%
Campus Administration (School Leadership)	1.9	3.7%	2.9%	3.3%
Educational Aides:	13.3	26.1%	11.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,258.0
Part-time Librarians	1.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	20.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	20.1	39.5%	26.5%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	2.1%	11.8%
Hispanic	11.7	37.0%	17.9%	29.6%
White	19.9	63.0%	78.9%	54.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	2.2	7.1%	22.4%	24.4%
Females	29.4	92.9%	77.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.7%	2.0%
Bachelors	25.6	80.8%	80.3%	72.2%
Masters	6.0	18.9%	17.6%	25.0%
Doctorate	0.1	0.3%	0.4%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.8	5.7%	6.3%	9.7%
1-5 Years Experience	3.0	9.5%	24.7%	26.3%

6-10 Years Experience	13.1	41.5%	24.5%	20.5%
11-20 Years Experience	6.8	21.5%	26.5%	27.2%
21-30 Years Experience	6.8	21.5%	15.7%	13.3%
Over 30 Years Experience	0.1	0.3%	2.3%	2.9%

Demographics Strengths

Being a bilingual campus, I would say that one strength in our demographics come from our racial and ethnic diversity. I would also say the general experience level of our staff is another strength as we have a majority of veteran teachers in classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our overall growth as a campus is not happening as fast as we would like. We are currently the smallest elementary school in Cleburne ISD.

Root Cause: We are not in a high growth area.

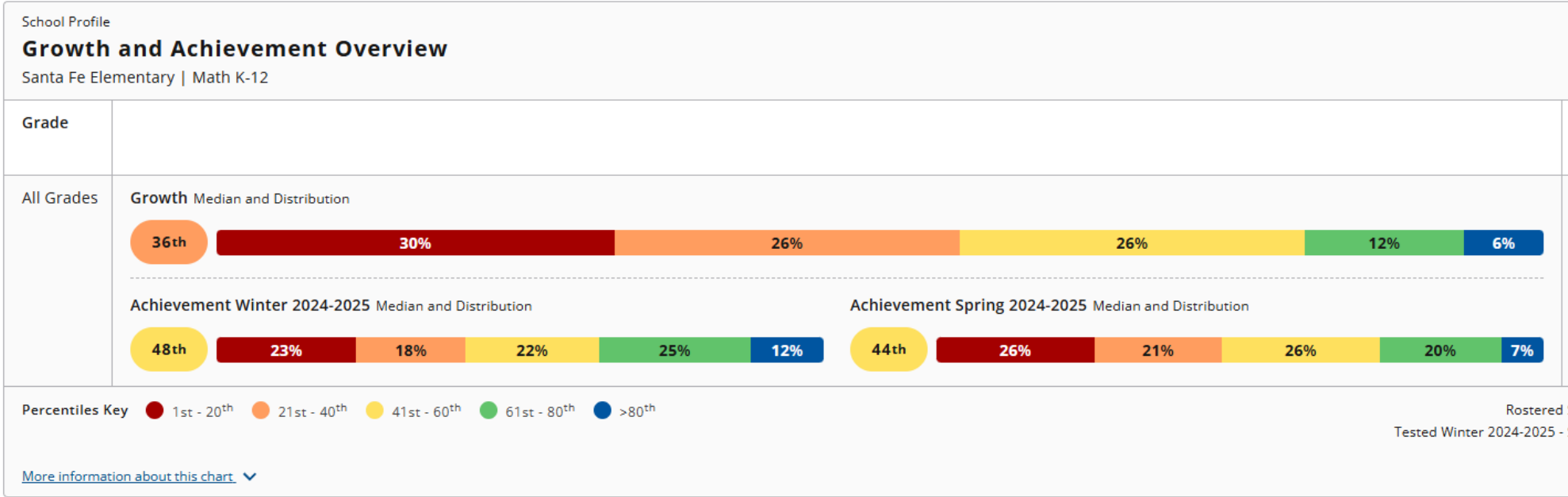
Problem Statement 2: We may be under identifying 504 students.

Root Cause: I think the two main root causes are problems with our tier one instruction that make it more difficult to recognize reading disabilities. I also feel like there is still ambiguity surrounding the legal side of section 504, especially regarding which students should qualify and when.

Student Learning

Student Learning Summary

Santa Fe Elementary



Student Learning Strengths

For the first time in this school's history, our campus earned a B rating from the Texas Education Agency. Our students and teachers are on the correct path and the proof of that is in the growth that we see in the map data in every grade level. We also see fantastic growth in STAAR 4th grade. Our 4th grade STAAR scores are incredibly important to our campus since student growth from 3rd grade is currently how our campus will most likely get 70% of its letter grade from the state. I would also point out that our phonics and fluency data in the lower grade levels has grown tremendously over the last year. We will be sending a majority of students from each grade level to the next that are actually on grade level with their decoding and fluency skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers still need to grow in both content knowledge and pedagogy surrounding tier one instruction.

Root Cause: We have many new teachers and more and more teachers with alternative certifications. This just naturally means teachers will have fewer tools in their toolbox when it comes to research based teaching strategies. In addition, for more experienced staff, the TEKS have changed over time and teachers may be holding onto old lessons that are outdated

and/or no longer effective.

School Processes & Programs

School Processes & Programs Summary

We use our resources, mainly time and human capital, to help prioritize learning and to make sure that all staff are being utilized and maximized to the best of our abilities. I do have an instructional leadership team that is made of my content specialists, school counselor, and assistant principal. That group is heavily involved in monitoring academics and collectively coming up with plans to solve instructional issues that arise and also help to support teachers.

School Processes & Programs Strengths

My leadership team is full of content knowledge and pedagogy experts which is a huge strength for our campus. Our PLCs have gone through a redesign in the last year and they are proving to be very effective. We've also added a 30 minute meeting that each grade level attends once a week so that PLCs can be solely focused on lesson planning and internalization of lesson plans by the grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although we have grown in the area of tier one instruction, we have not arrived, so we must continue to refine our PLC processes.

Root Cause: Changing mindsets across the campus takes time and trust.

Problem Statement 2: Administrators must find more time to be in classrooms to ensure that the work that was done in PLCs is transferring to classroom instruction and ultimately to the academic success of students.

Root Cause: The whirlwind of the school day is getting in the way.

Perceptions

Perceptions Strengths

Overall, both parents and staff are satisfied with the school. In addition, staff turnover has been very low for the last several years. Overall, people feel supported at work and families feel supported and informed about their child's education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do not always to a good job connecting with families, especially in after school events.

Root Cause: It is difficult to get our families to come out to events due to work schedules. It is also difficult to ask teachers who are already overworked to come to too many after school events without the fear of burning them out.

Problem Statement 2: We need to do a better job of communicating with families and in asking our families for help when we need it.

Root Cause: Time constraints and the general complexity of running a school.

Priority Problem Statements

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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1: Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: TTESS evaluations will be done, with feedback given. Teachers will also have walkthroughs done regularly. The administration will monitor instructional practices to ensure all students receive high-quality instruction. Strategy's Expected Result/Impact: We are shooting for 80% of our kids to grow into the next performance category (low approaches to high approaches, etc.) Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continued training on TPMPC and MAP will be provided with support offered throughout the year and weekly at both math and reading PLCs. Strategy's Expected Result/Impact: Student reading scores will increase, closing the gap between current scores and on grade level scores. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive targeted training with our new math curriculum. They will also attend districtwide PLCs for math regularly throughout the school year. Strategy's Expected Result/Impact: Students will be engaged in school and gain experience with math disciplines. Staff Responsible for Monitoring: Principal, Assistant Principal, TDSI TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 2: Monitor student progress by tracking weekly formative assessment data in both math and reading for all grade levels.

Evaluation Data Sources: Formative assessments in comprehension skills, weekly phonics assessments in k-2, weekly math formative assessments, district assessments, and both math and reading benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Student data meetings will be held at each PLC and then after each major assessment. During meetings, conversations will be about barriers that result in less than expected growth. Strategy's Expected Result/Impact: By the end of the school year, average student growth will be at least 1.25-grade levels. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During PLCs, teachers will create an assessment plan to identify needs/gaps and alter instruction to intervene. Assessment tools will include EXIT tickets, CBAs, and benchmark tests. Strategy's Expected Result/Impact: Student performance will improve. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 3: Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Evaluation Data Sources: STAAR and course passing rates, EOY TAPR data review

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will track weekly UFLI phonics data and assess and track student phonics instruction at each reading PLC. Strategy's Expected Result/Impact: The number of students with limited growth in decoding and phonemic awareness (measured by UFLI phonics screener 4 times per year) will decline. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: WIN time interventions will take place, targeting the needs of students who are below grade level and extending for students working on or above grade level. Strategy's Expected Result/Impact: The number of students needing tier 2 and tier 3 will decrease. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Summer school interventions will be offered to students that have shown some growth during the school year but who require the maximum amount of small group instruction to be successful. Strategy's Expected Result/Impact: Through extra attention to student learning gaps in smaller groups, summer school students will begin to shrink those gaps. Staff Responsible for Monitoring: Matt Ford TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 4: Focus on implementing specific and campus wide PBIS strategies as well as specific campus wide procedures in order to ensure consistency, positivity, and a campus culture of high expectations.

Strategy 1 Details	Reviews			
Strategy 1: Santa Fe will continue implementing our campus wide PBIS strategies and building on our success last year. Strategy's Expected Result/Impact: Campus discipline referrals will continue to decrease. Staff Responsible for Monitoring: Principal, assistant principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1: Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Sources: EOY teacher turnover rate data review

Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialists will mentor teachers new to the district or professional. Strategy's Expected Result/Impact: Teacher support and resources will improve student achievement. Staff Responsible for Monitoring: Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 2: Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

Strategy 1 Details	Reviews			
Strategy 1: Reading and Math Curriculum Check-in will take place every grading period. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided Paul Bambrick's "Get Better Faster" waterfall as well as specific training around TTESS as we recalibrate as a district on teacher evaluations throughout the year. Strategy's Expected Result/Impact: Teachers will be knowledgeable on best practices and TTESS expectations. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Staff will be trained on the new math curriculum, including specific training and weekly PLCs around each of the math lesson components. Strategy's Expected Result/Impact: We will track data on all end of module assessments as well as weekly formative assessment data in the form of lesson exit tickets. Staff Responsible for Monitoring: Principal, Assistant Principal 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 3: Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
Strategy 1: The administrative team will work with the administrative assistant to monitor the budget throughout the year, supporting teachers with purchases that will benefit staff and students. Strategy's Expected Result/Impact: The budget is managed responsibly, with staff receiving materials to instruct students. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1: Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy 1 Details	Reviews			
Strategy 1: District Safety Committee will create a plan through which staff and students are trained on ALILCE, and students are able to report out threats or concerns anonymously. Strategy's Expected Result/Impact: All staff and students will be appropriately trained. Staff Responsible for Monitoring: Campus Safety Lead, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Capturing Kids Hearts and a positive behavior incentive system will be implemented to help highlight desired behaviors, build relationships, and reinforce positive choices. Strategy's Expected Result/Impact: The number of office referrals and time out of class due to behavior problems will decrease. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 2: Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Strategy 1 Details	Reviews			
Strategy 1: Leadership and CIP meetings will be held regularly, at which time leaders throughout the school will discuss the implementation of school and district initiatives. Strategy's Expected Result/Impact: Staff will feel they have a voice in the decisions made on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1: Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Strategy 1 Details	Reviews			
Strategy 1: Campus Facebook will be kept updated so parents are aware of upcoming events. Strategy's Expected Result/Impact: Parent survey results will indicate that parents are aware of school events. Staff Responsible for Monitoring: Principal, Campus Facebook facilitator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student awards are presented regularly, and parents are invited to attend. Strategy's Expected Result/Impact: Parents will be on campus more often and feel involved with their children's education. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 2: Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: School events for parents and the community will be held throughout the school year. Strategy's Expected Result/Impact: Parents will be on campus more often and feel more involved with the education of their child. Staff Responsible for Monitoring: Principal, Family Liaison ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Santa Fe Elementary School

Total SCE Funds: \$161,675.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention. 5 FTE's cost approximately \$268,896.00.

Personnel for Santa Fe Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elmore	Academic Interventionist	1
Montalvo	Aide	1
Robles-Gitierrez	Bilingual Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bennett	Specialist	Title I	1.00
Rhoten	Specialist	Title I	1.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Recruiting Teachers and Paraprofessionals	Allen Roberts	10/10/2024	Christopher Jackson	9/30/2024