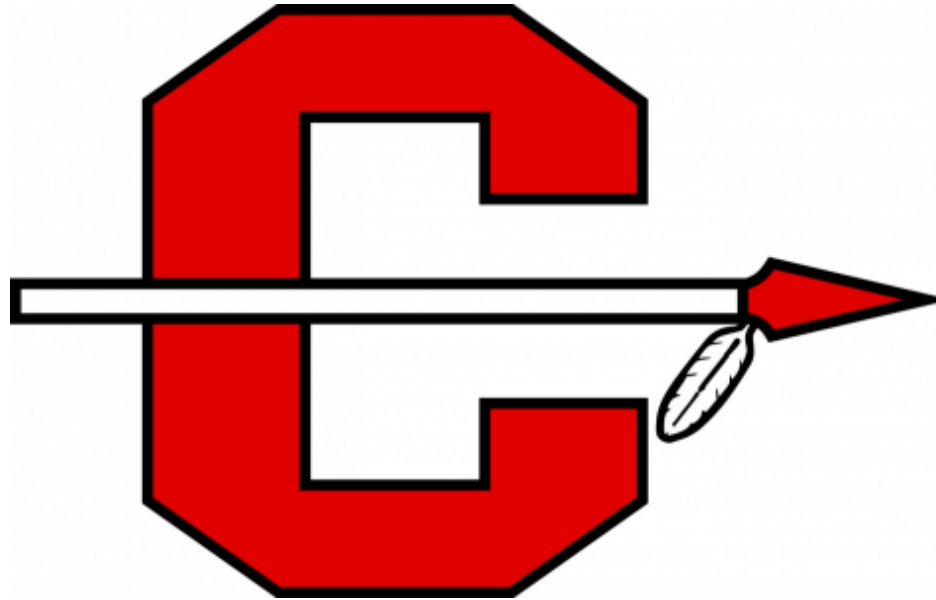


Cleveland Independent School District

Cleveland Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Our mission is to provide a safe and inclusive environment that promotes learning, critical thinking and motivates all students to succeed in our ever changing global community.

Vision

Our vision is to strive to become a nationally recognized blue ribbon campus through collaborative learning as we partner with our families and communities to create future leaders.

Value Statement

We commit to collaborating with one another and to promote a growth mindset for both ourselves and our students.

We commit to providing a respectful, equitable culture based on quality feedback.

We commit to being positive and professional role-models.

We commit to protecting the safety of our students, faculty and community.

We commit to building positive relationships with our colleagues, students and community members.

We commit to holding ourselves and students to high expectations for learning at all times.

We commit to creating an inclusive and positive school environment.

We commit to using effective systems of communication between all stakeholders.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: All Cleveland Middle School students will show at least a 10 point increase on Reading, Writing, Social Studies, Science and Mathematics STAAR when compared to the 2018-2019 administration.	15
Goal 2: Cleveland Middle School will attain a 97% attendance rate for the 2020-2021 school year.	24
Goal 3: All students will be taught by teachers who are proficient in the content in which they teach.	26
Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	27
Campus Improvement Team	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Revised/Approved: October 5, 2020

Demographics

Demographics Summary

Cleveland Middle School is one of eight campuses in Cleveland Independent School District. Cleveland Middle School serves a diverse population of working class families in Cleveland and the surrounding communities. Cleveland Middle School serves approximately 2166 students in grades six, seven and eight. The campus is departmentalized in terms of instruction with a focus on collaborative teaching. The sixth grade student population is 734 students, the seventh grade student population is 754 students, and the eighth grade student population is 678 students. The demographic make up is 85% Hispanic/Latino, 11% White, 3% African American, 1% Asian, American Indian/Alaskan Native, Hawaiian/Pacific Islander and multiracial. Cleveland Middle School has a current staff of 112 teachers and 29 paraprofessionals. 100% of the teachers are highly qualified. The average daily attendance rate for students is 95% with a goal of reaching 97%. The average daily attendance for staff is 95%. Cleveland Middle School serves 686 ESL students and we have 33 parent denials. 116 students have been identified for 504 services, along with 161 students who are served through the Special Education program.

Demographics Strengths

We have a school-parent-community focus that works collaboratively to meet the needs of our diverse students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff retention rates need to increase. **Root Cause:** Close proximity to metropolitan areas where teachers reside.

Student Achievement

Student Achievement Summary

In regards to the 2019-2020 school year, based on benchmark testing the student body made many gains. Seventh grade reading and writing saw an increase of 3% in special education. Cleveland Middle School also saw improvements in the eighth grade district based assessments for all tested categories: the Pre-Algebra economically disadvantaged students saw an increase of 6% and in Limited English Proficiency of 4%, the African-American population increased their score 20%, 8th grade reading experienced an increased from 26% to 32%, special education went from 0% to 9%, GT increased from 81% to 88%, science and the Social Studies Special Education subpopulation saw an increase of one percent, science students experienced an overall 27% increase, the African-American population experience a 39% increase, the Limited English and special education students experienced a 37% increase, and the GT students increased by 19%. Our eighth grade students made longitudinal gains from their seventh grade school year in comparable tested STAAR areas.

Student Achievement Strengths

Cleveland Middle School met standard for the previous five years and earned one distinction in the area of College Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Close achievement gaps between student groups on STAAR. **Root Cause:** Special populations' reading levels continue to be low.

Problem Statement 2: Increase overall academic performance in grades 6-8 to grow by 10 in the meets category. **Root Cause:** Differentiation of instruction.

Problem Statement 3: Increase of plus ten for all students. Create challenges for all levels of learners including above level learners. **Root Cause:** Goals were set too high.

School Culture and Climate

School Culture and Climate Summary

The CMS school culture and climate is focused on helping students become successful both academically and socially. CMS is a student-driven school that emphasizes overcoming challenges, achieving goals, and becoming life-long learners and productive citizens. We emphasize that a successful school environment involves the school, parents, students and community.

School Culture and Climate Strengths

CMS is composed of hard working, dedicated teachers and staff who meet the needs of the whole child.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase community support. **Root Cause:** Parent involvement is low.

Problem Statement 2: Increase positive school culture and climate among teachers and staff. **Root Cause:** Need to see more strengths and positives.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have 112 teachers. 23 teachers have zero years of teaching experience, 29 have two-five years of teaching experience, and 58 have five or more years of experience.

Staff Quality, Recruitment, and Retention Strengths

CMS teachers and staff have high energy, are flexible and are very open to the instructional and discipline models that are already set in place. We have instructional specialists for our core subject areas, whose primary focus is supporting teachers and instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 48% percent of our staff have 4 years of experience or less. **Root Cause:** CMS teachers are highly sought after by other districts.

Problem Statement 2: Retain qualified teaching staff. **Root Cause:** Close proximity to metropolitan areas where teachers reside.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our school-wide program consists of: parent involvement activities, monthly professional developments, weekly Professional Learning Community meetings, an Interventionist and two instructional specialists (one for Math/Science and one for English Language Arts/History). Our State Compensatory Program (SCE) consists of instructional specialists training teachers to help implement best practices for assisting at-risk students, a social skills and behavior program, extended day with afterschool tutorials in all subject areas, and Professional Learning Communities.

Curriculum, Instruction, and Assessment Strengths

Proven instructional supports; the programs we are using this school year we used last year with much success. Our goal is to continue with the implementation of the systems that have proven successful with our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Maintain the fidelity of our programs throughout the school year. **Root Cause:** Consistency with using the program with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Our campus-based plan is to increase communication between the school and parents. CMS plans to have monthly outreach programs to help assist our families with the success of their student.

Parent and Community Engagement Strengths

We have an active PIE organization. A positive increase in our parent/teacher conferences. Parental support for our afterschool activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Consistent communication to parents. **Root Cause:** Language barrier with parents and inability to contact parents.

Problem Statement 2: Lack of parent and staff involvement. **Root Cause:** Lack of perceived involvement.

School Context and Organization

School Context and Organization Summary

Cleveland Middle School has 112 full time teachers with a 28 to 1 teacher to student ratio. We employ 23 paraprofessionals, 6 in lifeskills, and 5 in a special education support role. Outside of the regular classroom, we also provide an adaptive behavior unit, two lifeskills classrooms, and utilize the co-teach model for our special education students. Each academic core subject area has a common planning time. This common planning time is utilized for lesson planning, data analysis, curriculum mapping, campus issue discussions, and PLC meetings. We operate on a 7 period day with class periods lasting approximately 50 minutes. Teachers are organized into grade level teams consisting of one teacher from each core area. Elective teachers are grouped into separate teams divided along subject groupings, i.e. Art and Teen Leadership, Dance and Physical Education, etc. The Cleveland Middle school staff is represented on various school committees including Campus Administration team, Campus Improvement Team, CMS Positive Behavior Intervention Systems team, and Grade Level teams.

School Context and Organization Strengths

CMS school context and organizational strengths are communication, instructional support, goal alignment with district, systems approach (CHAMPS and Gear Up program).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase availability of tutorials for students. **Root Cause:** Lack of transportation.

Technology

Technology Summary

We currently utilize 253 Chromebooks and 31 tablets that are available for teachers to request up to 30 at a time. We have three computer labs, and our library offers additional computers for teachers to utilize. Every core teacher has access to chromebooks in the library lab. Every teacher has a desktop or laptop computer in their classroom, document camera, Mobi, and every classroom has access to a mounted ceiling projector. We provide our students access to Google Accounts to increase their online access, and to a variety of online programs to help them increase their academic achievement.

Technology Strengths

We offer access to technology for teachers and students in the classroom and outside the classroom. We are a Google Apps campus. We offer instructional technology trainings to our staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: Increase specific content related technology integration workshops. **Root Cause:** Availability of time slots.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- 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
- T-PESS data

Goals

Goal 1: All Cleveland Middle School students will show at least a 10 point increase on Reading, Writing, Social Studies, Science and Mathematics STAAR when compared to the 2018-2019 administration.





Performance Objective 1: Performance Objective 1: Students will score at least 10 points higher or more on campus common formative assessments and district curriculum based assessments each nine week grading period when compared to their respective STAAR results in 2018-2019.

Evaluation Data Sources: 2018-2019 STAAR results
 2019-2020 District Benchmark results
 2020-2021 Campus Common Formative Assessments
 2020-2021 District Curriculum Based Assessments
 2020-2021 STAAR

Summative Evaluation: None

<p>Strategy 1: Define clear, specific, and rigorous academic objectives by grade and subject in the core content areas that are aligned from grades 6 to 8 to prepare all students including sub-populations for high school grade level work.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Data Wall - TEKS Objectives, Data Wall - Student Progress TSI Testing</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Tutorials - School Improvement - \$24,550</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 2: The core area curriculum will be mapped horizontally and vertically from K-12 based on TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Curriculum Writing - School Improvement - 6100 - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Develop and implement an instructional calendar indicating the introduction of and reinforcing of tested TEKS groups.</p> <p>Strategy's Expected Result/Impact: 9 Week lesson plans Weekly lesson plans</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers, CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: Technology - School Improvement - \$34,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Campus Professional Development opportunities will be provided to staff members on an on-going basis during the school year and during the summer months.</p> <p>Strategy's Expected Result/Impact: Professional Development Calendar, In-service, Professional Development days</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 5: The curriculum in the core area is continually assessed through the use of formative assessments.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p> <p>Funding Sources: Reading Materials - Title I Part A-Improving Basic Programs - \$22,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 6: Students who failed to meet passing standards will receive specific targeted interventions.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Materials - Title I Part A-Improving Basic Programs - \$15,500, Technology - Title I Part A-Improving Basic Programs - \$44,650</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 7: Contract employees hired to assist with remediation of identified students as at risk of being unsuccessful on the state exam.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Contract Employees</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Materials - School Improvement - \$2,750</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All Cleveland Middle School students will show at least a 10 point increase on Reading, Writing, Social Studies, Science and Mathematics STAAR when compared to the 2018-2019 administration.

Performance Objective 2: All Cleveland Middle School staff will attain at least 30 hours of continuing professional education during the 2020-21 school year.

Evaluation Data Sources: 2018-2019 STAAR results
 2019-2020 District Benchmark results
 2020-2021 Campus Common Formative Assessments
 2020-2021 District Curriculum Based Assessments
 2020-2021 STAAR

Summative Evaluation: None

<p>Strategy 1: Improve the communication between the elementary school, middle school, and high school to improve the curricular/instructional programs for grades 6-12.</p> <p>Strategy's Expected Result/Impact: Instructional Specialists Meetings, Vertical alignment Meetings</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Funding Sources: Instructional Materials - Title I Part A-Improving Basic Programs - \$24,500, Tutorials - School Improvement - \$12,000, Technology - Title I Part A-Improving Basic Programs - \$17,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize administrative walkthrough as a tool to drive a cycle of continuous improvement on centering the effectiveness of quality tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: District Learning Walks, PDAS walk through evaluations,</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3: All professional development opportunities will be based on analysis of campus student data by collaboration of staff through data meetings, PLC meetings, webinars, and online conferencing.

Strategy's Expected Result/Impact: Common Assessments, Benchmark Exams,

Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC

Funding Sources: Technology - Title I Part A-Improving Basic Programs - \$27,350

Reviews			
Formative			Summative
Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: All Cleveland Middle School students will show at least a 10 point increase on Reading, Writing, Social Studies, Science and Mathematics STAAR when compared to the 2018-2019 administration.





Performance Objective 3: Campus curriculum implementation will be evaluated based on overall and sub-group student achievement and growth data from campus common formative assessments and district curriculum based assessments.

Evaluation Data Sources: 2018-2019 STAAR results
 2019-2020 District Benchmark results
 2020-2021 Campus Common Formative Assessments
 2020-2021 District Curriculum Based Assessments
 2020-2021 STAAR

Summative Evaluation: None

<p>Strategy 1: Instructional resources and strategies that are evidenced-based and proven effective with similar student populations, aligned to district academic objectives, will be implemented in the district.</p> <p>Strategy's Expected Result/Impact: Utilization of the TEKS Resource System, Common Assessments, Benchmark Exam</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Tutorials - Title I Part A-Improving Basic Programs - \$15,500, Technology - School Improvement</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Develop and implement immediate instructional strategies at the campus level and classroom level to address the results from the formative assessments.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Technology - School Improvement - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 3: Monitor student performance with a comprehensive, coherent assessment system that includes benchmarks to supplement state and standardized tests.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: The curriculum and instructional program will be evaluated through the collection, analysis, and use of all data that influences student achievement.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Implement technology within the classroom as a whole-group activity, project-based learning, and for differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects,</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers, CTC</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Technology - Title I Part A-Improving Basic Programs - \$22,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 6: Instructional coaching will be provided to help teachers improve classroom instruction.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects,</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches CTC</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Materials - Title I Part A-Improving Basic Programs - \$18,101</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: All Cleveland Middle School students will show at least a 10 point increase on Reading, Writing, Social Studies, Science and Mathematics STAAR when compared to the 2018-2019 administration.

Performance Objective 4: An evaluation process, which measures the success of curriculum implementation, will be established.

Evaluation Data Sources: Students will achieve meets or higher on Texas STAAR assessments or show a growth of ten points from their previous test.

Summative Evaluation: None

<p>Strategy 1: Instructional resources and strategies that are evidenced based and proven effective with similar student populations, aligned to district academic objectives, will be implemented in the district.</p> <p>Strategy's Expected Result/Impact: Utilization of the TEKS Resource System, Common Assessments, Benchmark Exam</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Develop and implement immediate instructional strategies at the campus level and classroom level to address the results from the formative assessments.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teacher</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Monitor student performance with a comprehensive, coherent assessment system that includes benchmarks to supplement state and standardized tests.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 4: The curriculum and instructional program will be evaluated through the collection, analysis, and use of all data that influences student achievement.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Implement technology within the classroom as a whole group activity, project based learning, and for differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects,</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 6: Instructional coaching will be provided to help teachers improve classroom instruction.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects,</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 7: All teachers will be trained in our Gear Up grant, use vertical alignment in lesson planning and create engaging lessons with high rigor. Teachers will create 9 weeks of lesson plans ahead of time to be revised as needed.</p> <p>Strategy's Expected Result/Impact: Common Assessments, Benchmark Exam, Unit Assessments, Quizzes, Projects.</p> <p>Staff Responsible for Monitoring: Principal Instructional specialist Teachers Assistant Principal CTC</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Cleveland Middle School will attain a 97% attendance rate for the 2020-2021 school year.

Performance Objective 1: Cleveland Middle School will increase the parent attendance at parent involvement activities when compared to the 2019-2020 school year.

Evaluation Data Sources: 2019-2020 parent attendance at parent involvement activities

Summative Evaluation: None

<p>Strategy 1: Parent Training Workshops with a community outreach movement.</p> <p>Strategy's Expected Result/Impact: 97% Attendance rate, Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Staff</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Provide incentives for students who maintain perfect attendance.</p> <p>Strategy's Expected Result/Impact: 97% Attendance rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Staff</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Student showcase events such as: Science Fair, Robotics Competition, Spring Dance Show etc.</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation in the success of the school</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CMS P.I.E., Instructional Coaches, Teachers, Staff</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May





<p>Strategy 4: CMS Facebook Page, CMS Twitter, CMS Website, School Messenger and parent engagement activities. Focus on diversity and culture using Hispanic Heritage month. Extend programs such as Backpack Buddies and our support through food bank.</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation in the success of the school</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CMS P.I.E., Instructional Coaches, Teachers, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Teacher training on parent involvement.</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation in the success of the school</p> <p>Staff Responsible for Monitoring: Teacher</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 6: Increase volunteer opportunities for parents through a series of monthly parent engagement activities through coffee with the counselor.</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation in the success of the school</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Specialists, Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students will be taught by teachers who are proficient in the content in which they teach.

Performance Objective 1: 100% Of teachers at Cleveland Middle School will provide high quality instruction in their subject areas.

Evaluation Data Sources: Authentic learning will occur in the classroom to bring us closer to our plus ten goals.





Summative Evaluation: None

<p>Strategy 1: Evaluate teacher performance and provide instructional coaching to enhance their instructional skills.</p> <p>Strategy's Expected Result/Impact: Student academic performance on STAAR, Common Assessment, and Benchmark Exam</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: All core teachers serving students in the areas of reading or writing will be ESL certified.</p> <p>Strategy's Expected Result/Impact: Student academic performance on STAAR, common formative assessments, common benchmark assessments, and improved instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: All teachers will participate in 30 hours of content specific professional development.</p> <p>Strategy's Expected Result/Impact: Student academic performance on STAAR, Common Assessment, Benchmark Exam</p> <p>Improved instruction in the classroom</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coaches</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Develop a comprehensive classroom management plan that is proactive, develop a violence plan including staff development and community involvement and awareness.

<p>Strategy 1: Maintain a comprehensive positive behavior support system that reinforces positive behavior from students. Teachers are trained on the use of the CHAMPS classroom management system and it is implemented school-wide.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies, and improvement in school climate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Counselor</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Materials - School Improvement - \$6,500, Positive Behavior - School Improvement - \$7,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize proactive strategies such as anti-bullying lessons, appropriate reactions to reports of bullying to lower incidents of bullying. The counselor does classroom lessons and information sessions on bullying. The administrators and the counselor follow a structured approach to resolving incidents of bullying on campus. Anti-Bullying posters are displayed around the campus and the students procedures on dealing with bullying are practiced with the students individually and in a whole group. Students will utilize the Ripple Effect program, which is a technology program to discuss and handle bullying situations.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies, incidents of bullying, and improvement in school climate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Counselor</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 3: Develop and implement a comprehensive violence prevention plan including anger coping lessons (counselor), Social Skills lessons (Teen Leadership class), Bullying Prevention program (Counselor, Teen Leadership class, and Campus Administration).</p> <p>Strategy's Expected Result/Impact: Faculty, Student, and Staff Preparedness</p> <p>Staff Responsible for Monitoring: CISD Police Department, CISD Administration, CMS Administration</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Teachers will create parent call logs to provide as evidence the communication between the teacher, student, and parents. Teachers will create parent call logs to provide as evidence the communication between the teacher, student, and parents.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies, incidents of bullying, and improvement in school climate.</p> <p>Staff Responsible for Monitoring: Principal, APs, Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Share good news with parents about their student's behavior, improvements in behavior, academic performance, etc. Use HERO Program to inform parents about positive and negative behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, tardies, incidents of bullying, and improvement in school climate.</p> <p>Staff Responsible for Monitoring: Principal, APs, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Improvement Team

Committee Role	Name	Position
Administrator	Ashlee Boothe	Principal
Administrator	Anastasia Mackey	AP
Administrator	Nassrin Spencer	Instructional Specialist
Administrator	Chris Price	AP
Administrator	Charles Wright	AP
Administrator	Tim Johnson	AP
Administrator	Ashley Beeman	Instructional Specialist
Administrator	Joanna Daniel	Campus Testing Coordinator
Administrator	Pearl Bankston	Counselor
Administrator	Andrea Simer	Counselor
Administrator	Latoya Simmons	Counselor
Administrator	Cheryl Sterrett	Counselor
Administrator	Christina Tyerman	AP
Classroom Teacher	Nelda Matlock	Teacher
Parent	Martha Miranda	Parent
Classroom Teacher	Kim Calfee	Teacher
Classroom Teacher	Jamie Conkle	Teacher
Classroom Teacher	Robert Black	Teacher
504 Coordinator	Moszellie Morales	504 Coordinator

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Materials		\$22,500.00
1	1	6	Instructional Materials		\$15,500.00
1	1	6	Technology		\$44,650.00
1	2	1	Instructional Materials		\$24,500.00
1	2	1	Technology		\$17,500.00
1	2	3	Technology		\$27,350.00
1	3	1	Tutorials		\$15,500.00
1	3	5	Technology		\$22,500.00
1	3	6	Instructional Materials		\$18,101.00
Sub-Total					\$208,101.00
Budgeted Fund Source Amount					\$303,403.00
+/- Difference					\$95,302.00
Grand Total					\$208,101.00

Addendums