

# Cleveland Independent School District

## District Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## Vision

The vision of the Cleveland Independent School District is to build a community of empowered, life-long learners, in a way that staff and community support and take pride in Cleveland ISD, so that we can develop successful, productive, responsible, and healthy citizens of the world.

### Nondiscrimination Notice

The Cleveland Independent School District (District) as an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cleveland ISD is a small but growing district on the Northeast side of Houston. Texas Education Agency (TEA) has labeled us as a hyper-growth district that is the fastest growing district in Texas as of October 9, 2019. The enrollment was 7,747 students for the 2019-20 PEIMS Snapshot, a growth of 1,182 students. As of September 11, 2020 that number has exceeded 8,500 students. Cleveland ISD consists of 8 campuses: Douglass Learning Academy (Alternative Education/Dropout Recovery Program) grades 9-12; Southside Elementary, grades PK-5; Northside Elementary, grades PK-5; Eastside Elementary, grades PK-5; Cottonwood Elementary, grades PK-5; Cleveland Middle School, grades 6-8; and Cleveland High School, grades 9-12, and DAEP. The demographics and population for the district are shown below. (From PEIMS 2019-20)

Student Groups (%).

	Afr Am	Hisp	Wht	As/PI	Nat Am	SpEd	LEP	At-Risk	EcoDis
2019-2020	4.60	79.43	14.26	0.04	0.24	8.14	46.99	64.90	90.0
2018-2019	5.38	74.61	17.82	0.05	0.29	7.49	42.48	66.81	86.41
2017-2018	6.73	68.30	22.53	0.90	0.36	7.37	36.60	69.23	87.83

The philosophy of the Cleveland Independent School District is to build a community of empowered, life-long learners, in a way that staff and community support and take pride in Cleveland ISD, so that we can develop successful, productive, responsible, and healthy citizens of the world. Needs, such as supplies, and travel, are identified for an increasing number of homeless students, especially targeting unaccompanied youth moving from place to place or who are living in accommodations not ordinarily used for sleeping. The district is also addressing staff development issues related to working with students of high mobility, low socio-economic status, and English Language Learners. The influx of students is straining our facilities, transportation, and human resources. Additional needs are for more and upgraded technology for student labs and teacher/student presentation systems for all core content teachers. Efforts continue to address graduation rate and dropout prevention/recovery.

### Demographics Strengths

Increased diversity

CISD has maintained or increased scores in the face of extreme growth and demographic change

Continued improvement within the documentation system for SPED/RtI/504/Dyslexia, ELL

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Meeting the diverse needs of every student in every classroom **Root Cause:** Rapid growth of district

# Student Achievement

## Student Achievement Summary

### Student Performance

#### STAAR Performance (Index 1: Student Achievement Data Table and System Safeguards Status Report)

Indicator	Year	District	Af Am	Hisp	Wht	SpEd	Eco	ELL
ALL SUBJECTS	2020							
	2019	66	54	66	70	42	65	62
	2018	69	60	68	73	50	68	64
READ / ELA	2020							
	2019	61	49	60	66	36	58	56
	2018	63	54	62	70	42	62	47
WRITING	2020							
	2019	55	52	53	62	28	54	52
	2018	57	50	57	58	53	57	54
MATH	2020							
	2019	74	61	75	76	50	74	74
	2018	78	67	79	77	58	77	78
SCIENCE	2020							
	2019	66	52	66	74	47	65	59
	2018	71	64	69	79	50	70	63
SOC ST	2020							
	2019	70	61	69	74	42	70	56

Indicator	Year	District	Af Am	Hisp	Wht	SpEd	Eco	ELL
	2018	69	64	66	76	57	68	55

Due to the national and state of emergency, there was no student testing data for the 2019-2020 school year. An additional item determined as a high need area for the district includes upgraded technology based on campus needs for student learning and assistance for teachers in integrating technology in the classroom.

## Graduation Rates

### 4-year Longitudinal Graduation Rate /TAPR

Class of	District	Af Am	Hisp	Wht	SpEd	EcoDis	ELL
2018	83.1	86.4	84.8	78.8	90.0	83.2	78.0
2017	82.9	83.3	83.8	80.8	65.2	81.4	77.8
2016	82.2	90.3	84.5	74.7	77.8	80.2	80.0

### 5-year Extended Longitudinal Graduation Rate /TAPR

Class Of	District	Af Am	Hisp	Wht	SpEd	EcoDis	ELL
2017	86.4	83.3	87.7	84.5	70.8	84.5	82.2
2016	85.6	90.3	89.0	78.3	77.8	86.2	85.0
2015	84.8	77.8	92.1	79.8	84.2	91.2	82.6

## Graduation Rate Summary

Our overall graduation rate increased.

## Student Attendance (PEIMS)

YEAR	District	Af Am	Hisp	Wht	SpEd	EcoDis	ELL
2019-2020	95.67	95.42	95.94	94.32	92.50	94.10	94.90
2018-2019	94.13	94.20	94.52	92.71	92.50	94.10	94.90
2017-2018	93.74	93.88	94.29	92.04	93.10	94.30	96.00
2016-2017	94.70	95.06	95.37	93.12	92.7	97.70	95.80

## Annual Dropout Rate (9-12) TAPR

SCHOOL YEAR	District	Af Am	Hisp	Wht	SpEd	EcoDis	ELL
2017-2018	2.3	2.5	2.3	2.5	1.6	2.3	3.2
2016-2017	3.3	2.6	2.4	5.2	2.8	3.6	4.8
2015-2016	4.1	4.5	4.3	4.0	8.3	4.1	4.3

District Goal is < 1%

Cleveland ISD attendance rate is 95.67%, up 1.54% from the previous year. The district annual dropout rate is 2.3% (a decrease from 3.3%). The district has determined a need to better monitor and document attendance rates for all students. Campuses will follow the district flow chart to address truancy needs. The district implemented a Dropout Recovery Plan that allows middle school students who are overaged to gain high school credit before their 9th grade year. The plan also monitors and tracks students at-risk of being a dropout.

Further interventions to assist in preventing drop-out, encourage school attendance and completion, as well as strategies to increase rigor and continuation are also needed. Increasing the number of dual-credit courses at the high school is another effort the district would like to pursue to assist with encouraging students to obtain higher education and participate in CTE courses. The district continues to see the need for the continuation of an online system for initial credit and credit recovery to assist at-risk youth.

Attendance Goal for 2020-2021 is 98% for CISD.

### Student Achievement Strengths

ELL group overall increase. All other areas saw a decline in performance from 2018 to 2019.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Science scores need to increase **Root Cause:** Lack of quality instruction in science classes

**Problem Statement 2:** Reading scores need to increase **Root Cause:** Lack of engaging and best practices for reading across the district and need for Primary Literacy focus.



# District Culture and Climate

## District Culture and Climate Summary

### Facilities Information

Recognizing the continuous growth in the community, and the age of existing school buildings, Cleveland ISD passed a bond election in May 2017 and again in November 2019 and is in the construction process. Cleveland high school has been enlarged to nearly double its former capacity. Newly constructed Cottonwood Elementary school opened August 2020 to serve the southern area of the district. Renovations are complete at Eastside and Cleveland Middle. The district has built a new operations center to house maintenance, transportation, and nutrition services. Documented student growth and the increased need for educational space, needed renovations, and infrastructure repairs are evident and continue to be a challenge. Passage of the bond elections allowed campuses to be realigned to most effectively utilize space in order to best meet the needs of all students. CISD now has four PK - 5 campuses. CISD will open Elementary #5 in 2021 and will open Elementary #6 and Middle School #2 in 2022. Future needs include a second high school, third middle school, and two additional elementary schools. As part of Cleveland ISD's expanding growth, improving technology is an ongoing priority and will continue to be so. Cleveland ISD maintains compliance with all federal mandates and is current on fire as well as safety inspections.

### School Climate

The school community has a common goal; to maintain an environment where all stakeholders are welcomed, supported, and feel safe in our schools. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. Based on the needs assessment and parental involvement surveys, there has been an increase in positive school climate feedback. To further enhance involvement, the district has expanded club offerings and opportunities at all levels to ensure extra-curricular opportunities are offered to everyone. The school community continues to develop meaningful and engaging practices, activities and norms that promote social and civic responsibilities.

### School Safety

Student discipline referrals indicate that there is a no indication of guns being brought to the campuses as indicated in PEIMS 425 and Gun Free Schools report. Student discipline referrals are analyzed on a regular basis to identify patterns of behavior that need to be addressed. Cleveland ISD works with the district police department to ensure safety across the district. Discipline referrals are reported on all campuses for a variety of reasons and appropriate administrators work to resolve these issues in a timely manner. "Public School Works" will be implemented for training staff to recognize and deal with bullying/harassment and also for suicide awareness/prevention. We have also entered into an agreement with Tri County Youth Services to provide services to assist counselors in providing education to appropriate students.

The district assesses the disciplinary environment of campuses on a regular basis. Non-violent Crisis Intervention, CPI is available for staff and regular trainings are held twice yearly. Positive Behavior Intervention Support(PBIS) is being incorporated at the campuses. Campuses have asked to send staff to "CHAMPS", "Why Try", and "Capturing Kids' Hearts," classroom management trainings. Additional security cameras and equipment to monitor safety at all campuses have been repaired and replaced throughout the district. Cameras have been added to specified Special Education classrooms as required by Texas law. Staff development will be implemented on how to work with students on emotional poverty. Additional resources needed in music and arts

programs.

Safety audits are completed annually to gauge current safety on all district properties.

### **District Culture and Climate Strengths**

Small class sizes in elementary

Attendance/Dropout Liaison

Why Try? and CHAMPS, and Capturing Kids Hearts are continued

### **Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1:** Addition of Co-Op personnel to Cleveland ISD. **Root Cause:** The district utilizes the services of a co-op for special counseling situations and does not have social services personnel available on-hand daily to address the social/ emotional well being of the students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Staff Information (TAPR)

#### Teachers by Ethnicity and Gender

School Year	Male	Female	Af Am	Hisp	Wht	Nat Am	As/PI	2+ races
2019-2020	131.00	349.00	54.00	101.00	314.00	0.00	5.00	6.00
2018-2019	114.00	307.00	43.30	90.00	277.00	1.00	5.00	5.10
2017-2018	93.60	238.00	34.90	63.60	224.10	1.00	5.00	3.00

#### Staff by degree

School Year	No Degree	Bachelors	Masters	Doctorate
2019-2020	1.00	401.00	73.00	5.00
2018-2019	1.00	365.60	53.00	2.00
2017-2018	1.00	286.80	41.80	2.00

#### Staff by Experience

School Year	Beginning	1-5 Yr(s) Experience	6-10 yrs	11-20 yrs	>20 yrs
2019-2020	87.00	220.00	71.00	70.00	32.00
2018-2019	74.60	193.00	63.20	60.00	30.90
2017-2018	60.40	155.70	41.80	48.90	24.80

Cleveland ISD has employed a high number of teachers with less than 10 years of experience. Many new teachers to the district are also new to teaching. Therefore, CISD has developed a nurturing mentor program for any teacher that meets the criteria. CISD also is revising the salary structure so that the salaries are competitive to the market comparisons. Improving stipends in hard to find teacher shortage areas is a priority.

CISD retained most of the administrative staff, added some new campus principals, and added the position of Director of Secondary Schools, Director of Elementary Schools, Executive Director of Technology, Director of Administrative Services, Director of Instructional Technology, Coordinator of Instructional Technology, numerous bus drivers and bus monitors. Professional Development is continuous for the administrative team while continuing to implement PLC's with an emphasis in rigor and relevance.

CISD added additional core teaching positions and bilingual teaching positions to address the growth in the district. The district also put emphasis on special needs students by addressing the staffing needs in both our behavior and academic classes. Another area of emphasis was improving the CTE program by adding teachers to develop more pathways for students. The district is continually evaluating our instructional aide positions and managing these positions to ensure effectiveness in the educational program. CISD added a Behavior Interventionist, 504//Dyslexia Liaison, LPC at the secondary level, and Bilingual Instructional Coaches.

## **Professional Development**

Opportunities for staff development for Cleveland ISD vary by campus needs and will be met with our position of Coordinator of Professional Learning. The district has determined needs for increased staff development for meeting the needs of our ELL students, increasing rigor and relevance within the classrooms, and differentiated instructional techniques in all classrooms. The district will provide training for teachers working with LEP students on Sheltered Instruction techniques, and dual language. Additional opportunities for staff development will be for required trainings such as CPI, and Gifted and Talented. Campus and district administrative staff will attend trainings for increasing rigor and relevance within the classrooms, advisory committees to assist in meeting state and federal requirements, and developing leadership skills. Campus and district administrators have also determined a need for training in disaggregating data to target instruction to meet the needs of all students. Classroom teachers will attend trainings based on needs established in benchmark and state assessments, as well as those indicated in T-TESS interviews including all core content areas and focusing on integrating technology and writing. Library services are equitable on all campuses with enhanced materials for students. Need for strategies to address how to reduce anger, anxiety and violence in the classroom.

All teachers and staff participate in trainings through Public School Works and EDIVATE.

The Aspiring Leadership Academy, in its fifth year, added to support staff retention and promotion within the district. The Academy has transitioned to include more focused opportunities for specific positions.

Cleveland ISD has found a great need for staff district-wide to participate in trainings targeting differentiated instructional strategies, specific content areas, discipline strategies, data disaggregation as well as using data to drive instruction, and integration of instructional technology applications into lessons and student work. Instructional Coaches have continued to be identified as a need to assist campuses and teachers with data disaggregation of all local and state assessments and to provide teachers and students with instructional support. Music Teachers were added at the elementary levels to offer an enhanced fine arts curriculum. Training for CTE personnel to meet new standards and align program has also been identified as an important need. The Eduphoria system to track staff development/T-TESS/classroom walkthroughs has been added to ensure continuous monitoring of instruction. The Plan4learning System, 806 Technologies, is utilized by the district and campus to house our district and campus improvement plans, as well as the Title I Crate for Federal Compliance. Capturing Kids Hearts training is being completed at the secondary campuses. Gretchen Bernabei writing training has been completed to support writing initiatives at middle and high school levels.

## **Staff Quality, Recruitment, and Retention Strengths**

Instructional Coaches at all Title I campuses

Current stipends have been reevaluated and many or at or above market standards

Recruiting Stipend

Salary increases were implemented for beginning teachers and an overall increase in the salary structure.

CISD implemented the full dual language program model in grades Pre-K - 5th

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Need to increase the number of staff who hold their bi-lingual and/or ESL certification **Root Cause:** Not finding qualified staff during the hiring process who already possess these credentials

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Cleveland ISD Curriculum and Instruction Department is responsible for the resources needed by teachers on each campus in order to deliver a quality curriculum. C & I department has added numerous staff positions since 2017 at the campus level in order to support and enhance teacher ability to teach effectively. Campus-based instructional coaches and specialists work daily with classroom teachers to refine and enhance instructional delivery.

# Parent and Community Engagement

## Parent and Community Engagement Summary

### Parental Involvement

Opportunities for parent involvement will be offered to all Cleveland ISD parents. Campus-based activities for PIE will be expanded. Additional campus-based activities will include training for parents on how to assist their children with meeting proficiency in core content areas, an overview of the state assessments, and required meetings as indicated in the Federal Title Programs and ESSA. Meetings will be published in campus and district newsletters, the district website, in the local newspaper, on CISD Radio, CISDTV / Cable 4, district dashboard call-outs, and flyers for each event will also go home with each student. PIE will be encouraged to create and utilize campus Facebook accounts to assist in communication and recruitment of parents. Documentation for meetings will be maintained at the campus level with sign-in sheets, agendas, and minutes. The district will offer parent meetings for Gifted and Talented, Parental Involvement, Bilingual/ESL/Dual Language, and Special Education. CISD will send some campus parents to the Parent Involvement Conference in December.

The district has determined a need to increase parental involvement activities at all campuses and at district level, especially activities aimed to increase the involvement of the parents of the district ELL students and at-risk students, and those targeting identified needs such as bullying. Additional activities to assist in increasing community perception regarding district achievement and to assist parents with technology, ESL, college courses through Lone Star College at the High School, and GED education were also identified. Videos for homework help, and increasing parent awareness of technology websites are needs as well.

## Parent and Community Engagement Strengths

Campus newsletters

Local Newspaper

HS Television Station (Cable Channel 4) and Radio Station

District's New Website

District School Messenger dashboard call out and message system

Remind

English and Spanish Information to home

Various parent involvement meetings will be conducted throughout the school year to engage and inform parents. Parents will attend the annual Parent Conference in December.

A Parent University is being formed.

Campus PIE's are active, as well as the band and athletic booster clubs.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Consistent communication to the community is lacking **Root Cause:** Rapidly increasing population and district approach.

**Problem Statement 2:** Parent involvement needs to increase across the district **Root Cause:** The rapid growth of the district is causing parental involvement strategies to be slow in response



## **District Context and Organization**

### **District Context and Organization Summary**

Cleveland ISD has a structure that consists of the Superintendent, Assistant Superintendent of Curriculum & Instruction who oversees the Directors of Elementary and Secondary Schools, Coordinators, and campus instructional specialists. Assistant Superintendent of Human Resources oversees Technology, staffing, Title IX, and human relations. Director of Administrative Services oversees Child Nutrition and Transportation Departments.

Cleveland ISD maintains its own Police Department, Technology Department, Maintenance Department, as well as our business office.

# Technology

## Technology Summary

Cleveland ISD is a rapid growth district for the 2020-2021 school year. The technology department is working daily to maintain adequate technology resource availability to all campuses, all staff, and all students. The technology department is working to upgrade existing infrastructure to be more compliant and expedient with the rapidly increasing student and staff population.

An Executive Director of Technology has been added to support the growing department. Additional technicians have been hired to offer support to every campus and department. Students have the opportunity to work in a summer pathways job programs in Technology.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Intermittent signal on campuses and throughout district **Root Cause:** Current internet provider has a single access line into CISD.

# 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
- Accountability Distinction Designations

## 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Employee 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

# Goals





**Goal 1:** Cleveland ISD will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 1:** Student scores will meet or exceed state standards on all STAAR subject areas to achieve a minimum increase of 10% for MEETS and 5% for MASTERS by May 2021 test administration.

**Evaluation Data Sources:** STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Create a district curriculum and coursework to ensure vertical and horizontal alignment of standards. Campuses will offer professional development opportunities for all teachers and paraprofessionals on implementing TEKS for all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Campus Administrators, Instructional Coaches</p> <p><b>Funding Sources:</b> - Local Funds, - State: Compensatory Education, - Title I Part A-Improving Basic Programs, - High School Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Provide PRS (Pregnancy Related Services) and Homebound education for all students qualifying under state guidelines by certified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Principals</p> <p><b>Funding Sources:</b> - High School Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Offer transitioning programs for Headstart and Preschool children entering all elementary schools, 5th grade entering Middle School, and 8th grade students entering high school.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - High School Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 4:</b> Campuses will maintain accurate inventory of all textbooks, equipment, and materials purchased with local, state, and federal funds using a variety of databases including TipWEB</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory forms TipWEB</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 5:</b> Use WEBCCAT to enhance TEKS Resource System assessments to predict success of students on state assessment, Eduphoria to enhance data disaggregation, professional development and teacher accountability, and will utilize Plan4Learning to input and track campus and district improvement plans</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal, Instructional Coaches, Coordinator of Student Affairs</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Cleveland ISD will continue implementation of student management/human resource/financial data management system, attendance and staff development systems (TxEIS, Eduphoria, AESOP) in order to increase accuracy of information reported to state, monitor educator lessons and staff development, and utilize data driven decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> Provide extended day/year activities for student acceleration to meet state assessment, and credit recovery to assist with dropout prevention/recovery for Cleveland High School and Douglass Learning Academy</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I, Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Texas Dropout Recovery Performance Pay, - SSIG: ARI/AMI</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 8:</b> Provide opportunities for professional development for all teachers in utilizing differentiated instructional strategies to address at-risk, English learners, Special Education, 504, and dyslexic students, as well as full implementation of the John Wink methods and the PLC process.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I</p> <p><b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: Compensatory Education, - School Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 9:</b> Offer extended learning opportunities for students at-risk not to graduate. CISD implemented the dropout prevention and recovery plan that assists in identifying students at risk of dropping out. These students are monitored and middle school students are offered high school credit opportunities so they can earn high school credits.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I, Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Texas Dropout Recovery Performance Pay</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Cleveland ISD will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 2:** Increase post-secondary readiness by 10% using research-based instructional strategies and resources by the end of the 2020-2021 school year.











**Evaluation Data Sources:** Benchmark assessments I-Station results STAAR results EOC Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide opportunities for 100% of staff to attend high quality professional development to meet identified district and campus needs, as well as identified needs of teachers and principals, including but not limited to classroom management, differentiated instruction, assessment, technology integration, conflict resolution, discipline strategies, early literacy, and teaching students in poverty.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I Principal, Instructional Specialists</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: Compensatory Education, - School Improvement, - Title IV</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Campuses will utilize campus instructional coaches, district testing coordinator, or other campus personnel to disaggregate all student assessment information including: Common Assessments, I-Station, Accelerated Reading, STAAR Assessments, EOC, etc., to determine student group, classroom, and district trends using Eduphoria and plan effective interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Director of Special Services (Co- Op), Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Campuses will provide supplemental evidence-based resources and materials for classroom instruction such as Mathletics and formative loop. Including other instructional materials deemed appropriate to address the identified need.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I, Principal</p> <p><b>Funding Sources:</b> - High School Allotment, - Instructional Materials Allotment, - Title I Part A-Improving Basic Programs, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: CTE Funds, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 4:</b> Increase enrollment at Douglass Learning Academy, an alternate education program, to assist with dropout recovery, credit recovery and initial credit for at-risk students. The campus will provide necessary materials and staff development to meet the needs of all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Drop-out Recovery Liaison</p> <p><b>Funding Sources:</b> - State: Compensatory Education, - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Texas Dropout Recovery Performance Pay</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> Cleveland ISD will work with campuses and local agencies to provide services and supplies for students identified as homeless in order to meet academic goals in conjunction with Title I funds that will be used to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Cleveland ISD will continue implementation for a student management/human resource/financial data management system, and staff development system in order to increase accuracy of information reported to state, monitor educator lessons and staff development, and utilize data driven decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C &amp; I</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> Cleveland ISD will offer accelerated instructional opportunities for students identified for the Gifted and Talented program both in class, and other activities. The district will utilize themes to focus and enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Coordinator for Gifted and Talented</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 8:</b> Cleveland ISD will offer intervention activities, such as extended/accelerated learning opportunities, for students labeled at-risk due to scores on state assessment and/or local assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal, RtI Coordinator Counselor</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Texas Dropout Recovery Performance Pay</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



<p><b>Strategy 9:</b> Post-secondary testing will be offered to students during the school day to ensure all students have the appropriate college testing opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	May
<p><b>Strategy 10:</b> CISD will increase the number of students enrolling in Advanced Course offerings by conducting recruiting events at both middle and high school campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced courses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Cleveland ISD will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 3:** Create a rigorous curriculum that focuses on strengthening primary literacy and foundational math skills for all students as demonstrated by an increase of 30% to 33% meets expectations on 3rd grade STAAR Reading by the end of the 2020-2021 school year.

**Evaluation Data Sources:** Sign In Sheets Certificates of Attendance Benchmark assessments I-Station results STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Increase the percentage of students attaining meets on master level on STAAR testing in grades 3-12 by implementing PLC's and the John Wink model.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results Staff Development / Sign-in sheets Agendas Common Assessments Powerwalks Checkpoint Analysis Campus/District Data Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal</p> <p><b>Funding Sources:</b> - School Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Provide ongoing professional development to all staff relating to special education guidelines (TEA/CAP), CPI, time-line for special education re-evaluation, and specific special conditions as needs arise.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Development Evaluation Student files</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I</p> <p><b>Funding Sources:</b> - Local Funds, - IDEA Special Education, - State: Special Education Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Provide staff support to implement the guidelines for RTI strategies: In-district and out of district staff development training will be conducted for the RTI process</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets Certificates of Attendance Benchmark assessments I-Station results STAAR results Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 4:</b> District and/or campuses will provide evidence based materials necessary to implement effective professional development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets Certificates of Attendance Benchmark assessments STAAR/I-Station assessments Common Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: Compensatory Education, - State: Special Education Funds, - School Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> Campus and district personnel will attend staff development and contract with content specialists to meet identified needs of students in district, including but not limited to data training, working with students of poverty; building effective leaders; rigor, relationships, and relevance; differentiated instruction; parent involvement; safe and drug free activities; AP &amp; GT training; at-risk; Dyslexia; RtI; core academic content; technology; SPED; 504; Bilingual and ESL; (including PBMAS, DIP/CIP review for federal &amp; state requirements); and others as identified in campus and district needs assessment. Social-Emotional well-being and training will be addressed on each campus to ensure all students needs are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark scores STAAR assessments I-Station scores STAAR reports Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Director of Special Services , Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> All district personnel, including teachers, paraprofessionals, and principals will participate in training such as: the value of parent contributions and ways to reach out to parents, bully awareness, district student code of conduct, T-TESS, blood borne pathogens, sexual harassment, increasing attendance, etc. through Public School works, Safe Pupil.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation will be submitted to the office of Coordinator of Health &amp; Safety when training is completed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Department Directors</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Cleveland ISD will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 4:** During the academic school year, 100% of district employees will continuously utilize a data driven decision making process to monitor and drive instructional decisions using TEKS at both campus and district levels.

**Evaluation Data Sources:** Training registration, STAAR scores, I-Station, AYP, PBMAS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Analyze disaggregated tests and other data utilizing Eduphoria according to TAPR student groups to customize the curriculum to improve student performance, and provide training on implementation for disaggregating data to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Training registration STAAR scores I-Station results PBMAS Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - School Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Update classroom, campus, and district level technology. Begin to establish consistent technology (infrastructure, hardware, software) at each building</p> <p><b>Strategy's Expected Result/Impact:</b> Technology surveys</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C&amp;I, Director of Technology</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Perkins Funding (CTE), - High School Allotment, - Title III-Bilingual/ESL, - Instructional Materials Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Use AP assessment data to identify district and campus needs</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark assessments Dual Credit course enrollment AP College Board exams Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal</p> <p><b>Funding Sources:</b> - Local Funds - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 4:</b> Use Eduphoria to analyze individual student profiles, and student group performance data to identify trends in student achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark Assessments STAAR I-Station Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal</p> <p><b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> Increase the number of students taking ACT/SAT/PSAT/TSI and scoring at or above state criteria by providing academic teaming, increasing opportunities for dual credit, offering opportunities for parent communications via meetings, TxEIS-Parent Portal.</p> <p><b>Strategy's Expected Result/Impact:</b> ACT/SAT/TSI/TASP scores Dual Credit enrollment VSN usage report</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - High School Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

**Performance Objective 1:** Activities for teacher recruitment and retention will be implemented at district level for all campuses to ensure 100% of professional and paraprofessionals meet professional standards for educators requirements by September 15, 2020.

**Evaluation Data Sources:** Job Fair Sign In Sheets, AEIS, PEIMS, ESSA report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> District will continually evaluate the number of staff positions to meet state certification and class size requirements in all classes including bilingual, ESL, secondary mathematics, composite science, math, foreign language, Career and Technology Education (CTE), special education, and reading by attending job fairs, offering competitive salaries and stipends for hard to fill positions (Bil/ESL), and/or assist with state assessment requirements</p> <p><b>Strategy's Expected Result/Impact:</b> Job Fair attendance Submitted Applications for each Position Staffing Meetings Stipends in salary structure</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR Principals</p> <p><b>Funding Sources:</b> - Local Funds, - IDEA Special Education, - IDEA PK, - Title IIA-Principal and Teacher Improvement</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p><b>Strategy 2:</b> Continue to enhance and expand CISD web site and intranet to enable employee access to folders for data retrieval.</p> <p><b>Strategy's Expected Result/Impact:</b> Website usage report Submitted Applications for each position</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology Communications Director</p> <p><b>Funding Sources:</b> - Instructional Materials Allotment, - Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p><b>Strategy 3:</b> Increase percentage of new minority teachers and paraprofessionals recruited and retained by professional development opportunities, attending job fairs, and stipends for critical areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Website Usage Report Recruiting Stipend in salary structure</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR Principals</p> <p><b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p><b>Strategy 4:</b> Ensure that 100% of teachers and staff in the CISD meet professional standards and demonstrate professional competence and skills to meet the requirements of ESSA. Staff will be able to attend trainings to insure qualifications are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Certificates of Attendance District Assessment results Teaching Certificates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR Principals</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> Continue instruction by Music Teachers at all elementary campuses to provide fine arts instruction. CISD added an LPC to work with CHS, Douglass and CMS to assist with student counseling services.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Principals, Assistant Superintendent of C &amp; I</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Strategy 6:** State Comp Ed funds (SCE) will be utilized to hire quality teachers, administrators, and paraprofessionals at all campuses to include CHS, CMS, ES, CW, NS, SS, DLA, and DAEP. This staff will provide quality instruction and support to all at-risk students. SCE funds are also utilized to provide tutorials for students in need, as well as supplies and materials to support educating students. SCE funds are used to provide other contracted services such as training and travel and/or consultants to support student academics.

**Strategy's Expected Result/Impact:** Increased student engagement

High quality delivery of instruction

Lower student:teacher ratio

Total SCE personnel per campus:

CHS - \$474,737

DLA - \$342,914

CMS - \$403,896

NS - \$496,071

SS - \$969,072

ES - \$765,327

CW - \$160,174

DAEP - \$588,178

Total SCE supplies per campus:

CHS - \$ 45,900

DLA - \$ 11,500

CMS - \$ 48,100

NS - \$ 10,000

SS - \$ 71,860

ES - \$ 22,200

CW - \$ 20,455

DAEP - \$ 30,050

Total SCE tutorial/ contracted services/travel per campus:

CHS - \$ 32,900

DLA - \$ 8,600

CMS - \$ 19,900

NS - \$ 9,000

SS - \$ 28,700

ES - \$17,770

CW - \$ 18,900

DAEP - \$ 9,150

**Staff Responsible for Monitoring:** Director of Administrative Svcs

Principals

Assistant Superintendent

**Funding Sources:** - State: Compensatory Education - \$1,964,675

Reviews			
Formative			Summative
Nov	Jan	Mar	May



**Strategy 7:** District will utilize and continue licensing for student information system, human resource, and financial system, purchase data conversions, and receive training to utilize the system to its greatest potential in order to accurately input student, teacher, and financial information.

**Strategy's Expected Result/Impact:** PEIMS TAPR STAAR scores

**Staff Responsible for Monitoring:** Payroll Coordinator, Administrative Assistant for Superintendent, Superintendent(s)

Reviews			
Formative			Summative
Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2:** Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

**Performance Objective 2:** Cleveland ISD will analyze enrollment and growth monthly and report projections to accommodate future student needs by April 2021 for projections for the 2021-2022 school year.

**Evaluation Data Sources:** Enrollment Projection Report Weekly Enrollment Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ongoing monitoring of district enrollment to determine growth patterns for campuses, grade levels, and student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrollment Projection Report Weekly Enrollment PEIMS TAPR</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Continue working with consultant to project district enrollment for 5 year focus using state PEIMS snapshot dates</p> <p><b>Strategy's Expected Result/Impact:</b> Enrollment Projection Report</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Cleveland ISD representatives will attend local community meetings to project needs determined by community growth, and report on district and campus ratings on state accountability. Job Fairs will be attended for teacher recruitment as needed to meet yearly class size and certification requirements and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at job fairs Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR</p> <p><b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 4:</b> Continue to utilize projections and work with architect to anticipate classroom needs, facility updates, and update a 5 year plan for the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Comprehensive Needs Assessment District Comprehensive Needs Assessment Enrollment Projection Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 5:</b> District will continue required number of staff positions to meet state certification and class size requirements in all classes including bilingual, ESL, secondary mathematics, composite science, math, foreign language, Career and Technology Education (CTE), special education, and reading by attending job fairs, offering competitive salaries and stipends for hard to fill areas, and/or assist with state assessment requirements</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher: Student ratios Recruitment Sign-in sheets Applicant pool</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR Principals</p> <p><b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement, - Local Funds, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Continue mentor program for first year teachers, others new to the district, and assistant principals</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Minutes Agendas Sign in Sheets T-TESS</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent(s), Superintendent, Principal(s)</p> <p><b>Funding Sources:</b> - Local Funds, - Title IIA-Principal and Teacher Improvement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> District website will be updated to accommodate greater usage for Human Resources such as employment and personnel data retrieval. Paperless system implemented</p> <p><b>Strategy's Expected Result/Impact:</b> Website usage report Applicant pool</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Director of Technology</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 8:</b> District recruitment table will be updated in order to compete with larger districts during recruiting fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at job fairs Applicant pool</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent HR Superintendent</p> <p><b>Funding Sources:</b> - Title IIA-Principal and Teacher Improvement, - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 2:** Cleveland ISD's staff of quality professionals will implement a professional learning community that enhances individual student success.

**Performance Objective 3:** Professional development will be expanded for teaching staff and administrators to assist educators to increase student achievement meet or exceed state standards/district goals by April, 2021.

**Evaluation Data Sources:** STAAR results EOC results I-Station results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide professional development opportunities to meet district needs in differentiated instruction, discipline/classroom management, working with ELL and special populations, and sheltered instruction. PLC training, John Wink, Kagan and Capturing Kids Hearts training</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In Sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Director of Special Services</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Provide district-wide professional development for teachers differentiated instruction for accelerated and at-risk students</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Offer professional development opportunities for teachers who provide accommodations and modifications for students with dyslexic characteristics.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Elementary and Secondary, Director of Special Services</p> <p><b>Funding Sources:</b> - Local Funds, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 4:</b> Provide district-wide professional development for teachers who provide accommodations and modifications for students in Special Education or 504.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 5:</b> Provide district-wide and campus specific professional development for teachers who provide accommodations and modifications for students labeled LEP</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Minutes Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I Coordinator of ELL</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Provide information to upper elementary, middle school, and high school students, teachers, counselors, and parents about: Higher education admissions and financial aid opportunities The grant availability including the TEXAS grant program and the Teach for Texas grant program Foundation/Foundation with endorsements plan the need for students to make informed curriculum choices to be prepared for success beyond high school Creative scheduling possibilities at the middle school and high school to address the needs of CTE and GT students Sources of information on higher education admissions and financial aid Personal Graduation Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Evaluation forms</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator for CTE, Counselor(s), Principal</p> <p><b>Funding Sources:</b> - Perkins Funding (CTE), - High School Allotment</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> Gear Up Grant will provide support for students in the area of career/college readiness. Grant provides funding to support activities designed to increase student participation in higher education after graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Student surveys Data tracking</p> <p><b>Staff Responsible for Monitoring:</b> Director of Administrative Services CMS Principal CHS Principal CHS College/Career Counselor CMS Gear Up Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3:** Cleveland ISD's parents, community and business partners will strengthen their involvement in our student's education.

**Performance Objective 1:** Campus staff will implement and make available to the public, a comprehensive violence prevention and discipline management plan by September 30, 2020.

**Evaluation Data Sources:** PEIMS 425 Reports Walk Through Documentation Drill Documentation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> District administration and all campuses will utilize a flip chart/booklet for campus emergency procedures distributed to all staff members at each facility.</p> <p><b>Strategy's Expected Result/Impact:</b> Results of classroom walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Health &amp; Safety, Principal</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Maintain SHAC-Student Health Advisory Committee for coordination between school health, campus/community personnel, and food service.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Coordinator of Health &amp; Safety, Director of Food Services, District Police Chief</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> CISD will ensure that all facilities are well maintained safe and orderly</p> <p>Schedule safety walk-through to determine areas of need</p> <p>Establish measures to provide routine maintenance program</p> <p>Hire district police officers to assist with campus security needs</p> <p>Purchase additional security equipment and materials as determined by comprehensive needs assessment to address safety and violence prevention</p> <p>Each campus will create and distribute a Campus Emergency Procedural Flipchart to all classrooms/offices. Parking lot attendant was added at CHS to assist with parking lot security.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through documentation</p> <p><b>Staff Responsible for Monitoring:</b> Director of Maintenance, District Police Chief, Coordinator of Health &amp; Safety</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 4:</b> Implement a bullying prevention program and student alert program by utilizing phone and internet to allow students to make anonymous online and phone reports. David's Law will be followed by all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Usage reports PEIMS discipline reports District police reports</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Principal, District Police Chief, Coordinator of Health &amp; Safety</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> The district will train staff to improve classroom management, bully and violence prevention by using other video trainings to address safety needs in the comprehensive needs assessment and district improvement plan. Texas Behavior Support Initiative will also be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign In sheets Evaluation</p> <p><b>Staff Responsible for Monitoring:</b> District Police Chief, Principal, Coordinator of Health &amp; Safety</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - LEOSE</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Cleveland ISD's parents, community and business partners will strengthen their involvement in our student's education.





**Performance Objective 2:** Throughout the 2020-2021 school year, opportunities for parent, family, and community involvement will be offered monthly and made accessible through various methods of communication.

**Evaluation Data Sources:** Sign In Sheets, Agendas, Note-taking Guides, Surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide communication with district parents and community through TxEIS-Parent Portal, campus newsletters, teacher websites, surveys services such as Survey Monkey, Remind, and/or other media. District facebook page will be utilized on a regular basis. The CISD district translation policy is in place and oversees all district translation so information is available to parents in their language as needed. Class DOJO will be utilized for informational purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> TxEIS- Parent Portal usage log Monthly newspaper articles District web usage log Survey Monkey reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Expand parent training to address issues for students in at-risk situations and special populations. Implementation of Ready Rosie for parent use.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes Conference Logs</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of ELL Directors of Elementary and Secondary</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Maintain open communication between the CISD and all responsible governmental agencies and individuals concerned with public education of special needs students.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes Emails Phone records</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 4:</b> Continue to utilize the district web site to include Special Populations to disseminate information for this program.</p> <p><b>Strategy's Expected Result/Impact:</b> District website usage report</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Technology. Communications Director</p> <p><b>Funding Sources:</b> - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



<p><b>Strategy 5:</b> Continue collaborative partnership with community/business to increase student success and increase Community/Business involvement on DEIC and other district/campus committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Director of Administrative Services, Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Hold district wide community and parent meetings for GT, CTE, parent involvement, SHAC, Bilingual/ESL, Dual Language, district/campus performance on STAAR, and federal program evaluation to provide stakeholders information, as well as get input of program needs and success. Have Dyslexia Program nights for parents and community to support the district Dyslexia program.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Coordinator of ELL</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title III-Bilingual/ESL</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> The district will implement district and campus parent advisory committees and community advisory committees to increase involvement at all levels for federal and state program compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Agenda Minutes Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Cleveland ISD's parents, community and business partners will strengthen their involvement in our student's education.





**Performance Objective 3:** Programs and processes to address the needs of students in at-risk situations will be evaluated, and results reported to parents and made available to the community.

**Evaluation Data Sources:** Personnel Documentation, ARD Documentation, RTI Documentation, 504 Documentation, and Sign In Sheets

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Supplement general education classrooms to support students in at-risk situations and special education by providing least restrictive environment, related services, tutorials, inclusion, co-teaching, and differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> ARD documentation of LRE Tutorial rosters and sign in sheets Certificates of attendance for training</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Director of Special Services, Principal</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Provide college preparedness, awareness, and career education for grades PreK-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans /Classroom Guidance Career Fairs Sign-In Sheets PDAS Walk through forms</p> <p><b>Staff Responsible for Monitoring:</b> Counselor(s), Principal Teachers</p> <p><b>Funding Sources:</b> - High School Allotment, - Local Funds, - Perkins Funding (CTE)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> Utilize campus RTI Committee to determine appropriate educational interventions, document interventions by implementation of district wide system, and hire additional classroom support and pull-out staff for students in at-risk situations</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Douglas Learning Academy Principals, Counselors, Teachers</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p><b>Strategy 4:</b> Hire teachers, instructional aides, speech, diagnosticians, as well as contracted services to facilitate assessment, PT, OT, psychological evaluations, nursing, and additional services as required by ARD decision to maintain consistent services for students with special needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Personnel documentation Sign in sheets Agendas Minutes ARD documentation</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Superintendent(s)</p> <p><b>Funding Sources:</b> - IDEA Special Education, - IDEA PK, - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 5:</b> Provide staff development to supplement the regular program to meet the needs of students in at-risk situations</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C &amp; I, Director of Special Services, Principals</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Title IIA-Principal and Teacher Improvement, - Title III-Bilingual/ESL, - Perkins Funding (CTE), - State: Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 6:</b> Campus Interventionists will be responsible for LPAC documentation. They will also provide academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 7:</b> Cleveland ISD will continue implementation of student management/human resource/financial data management system, a SPED/RTI management system and staff development system in order to increase accuracy of information reported to state, monitor educator lessons and staff development, and utilize data driven decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR/EOC Benchmarks PEIMS records PDAS Walk-through Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent(s)</p> <p><b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





<p><b>Strategy 8:</b> Personnel will be hired to facilitate the recruitment of students who are truant or considered drop-outs and/or at-risk, to return to school.</p> <p><b>Strategy's Expected Result/Impact:</b> Dropout Report Truancy Report AYP Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dropout Recovery /Truancy Officer, Douglas Learning Academy</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Texas Dropout Recovery Performance Pay</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 9:</b> Supplies and materials will be purchased to assist with the recruitment of dropouts and students who are truant to return to school.</p> <p><b>Strategy's Expected Result/Impact:</b> Student recruitment (6 weeks) Student credits earned (6 weeks)</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Local Funds, - Title I Part A-Improving Basic Programs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 10:</b> Cleveland will implement a suicide prevention program, and Public School works to identify and get support for students in critical situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Yearly access report will be pulled by district to determine effectiveness of program.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> - Title I Part A-Improving Basic Programs, - Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Cleveland ISD's parents, community and business partners will strengthen their involvement in our student's education.

**Performance Objective 4:** During the 2020-2021 school year, CISD staff will address inadequate facilities on the Elementary and Middle School campuses

**Evaluation Data Sources:** Facilities study, Enrollment numbers and projections, Construction plans/progress

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Information gathered from current enrollment numbers, projected student growth, and documented facility needs will be condensed into an Informational Presentation and delivered to Cleveland community groups. (Rotary, Lions, Masons, Chamber of Commerce, Parents In Education, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Agendas Communication through various media</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendents District and Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 2:</b> Campus staff will share facility needs and information with parents and other community stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive Support of Facility Improvements</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administrators Campus Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p><b>Strategy 3:</b> CISD Communication Director will insure district resources, website, HS radio, and television broadcasts are utilized fully to inform the community of inadequate facilities and student growth. Utilize a district pod-cast to further enhance dissemination of district news and information.</p> <p><b>Strategy's Expected Result/Impact:</b> Website usage Recorded radio / TV broadcasts</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Communication Director High School Principal AV Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.0.1.0.30.0.0	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
199.11.6112.0.3.0.28.0.0	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
199.11.6119.0.1.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$146,013.00
199.11.6119.0.102.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$140,410.00
199.11.6119.0.103.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$80,050.00
199.11.6119.0.104.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$27,891.00
199.11.6119.0.3.0.28.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$421,674.00
199.11.6119.0.4.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$266,856.00
199.11.6119.0.41.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$83,531.00
199.11.6119.0.999.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$36,587.00
199.11.6119.AI.102.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,788.00
199.11.6119.AI.103.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$159,100.00
199.11.6119.AI.104.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$114,890.00
199.11.6119.AI.41.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$119,757.00
199.11.6119.AI.699.0.30.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$320,000.00
199.23.6119.0.3.0.28.0.0	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,450.00
199.34.6121.0.699.0.30.0.0	6121 Extra Duty Pay/Overtime - Support Personnel	\$33,939.00
199 11 6122 00 004 9 30 000	6122 Salaries or Wages for Substitute Support Personnel	\$4,000.00
199.11.6122.0.103.0.30.0.0	6122 Salaries or Wages for Substitute Support Personnel	\$0.00
199.11.6122.0.3.0.28.0.0	6122 Salaries or Wages for Substitute Support Personnel	\$0.00
199.11.6129.0.1.0.30.0.0	6129 Salaries or Wages for Support Personnel	\$59,914.00
199.11.6129.0.102.0.30.0.0	6129 Salaries or Wages for Support Personnel	\$49,204.00
199.11.6129.0.103.0.30.0.0	6129 Salaries or Wages for Support Personnel	\$143,048.00
199.11.6129.0.104.0.30.0.0	6129 Salaries or Wages for Support Personnel	\$39,559.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6129.0.3.0.28.0.0	6129 Salaries or Wages for Support Personnel	\$74,249.00
199.11.6129.0.41.0.28.0.0	6129 Salaries or Wages for Support Personnel	\$15,005.00
199.11.6129.0.41.0.30.0.0	6129 Salaries or Wages for Support Personnel	\$75,564.00
199.23.6129.0.3.0.28.0.0	6129 Salaries or Wages for Support Personnel	\$30,341.00
199.11.6141.0.1.0.30.0.0	6141 Social Security/Medicare	\$2,798.00
199.11.6141.0.102.0.30.0.0	6141 Social Security/Medicare	\$2,599.00
199.11.6141.0.103.0.30.0.0	6141 Social Security/Medicare	\$2,751.00
199.11.6141.0.104.0.30.0.0	6141 Social Security/Medicare	\$859.00
199.11.6141.0.3.0.28.0.0	6141 Social Security/Medicare	\$6,671.00
199.11.6141.0.4.0.30.0.0	6141 Social Security/Medicare	\$3,383.00
199.11.6141.0.41.0.28.0.0	6141 Social Security/Medicare	\$218.00
199.11.6141.0.41.0.30.0.0	6141 Social Security/Medicare	\$2,239.00
199.11.6141.0.999.0.30.0.0	6141 Social Security/Medicare	\$482.00
199.11.6141.AI.102.0.30.0.0	6141 Social Security/Medicare	\$791.00
199.11.6141.AI.103.0.30.0.0	6141 Social Security/Medicare	\$2,059.00
199.11.6141.AI.104.0.30.0.0	6141 Social Security/Medicare	\$1,624.00
199.11.6141.AI.41.0.30.0.0	6141 Social Security/Medicare	\$1,474.00
199.23.6141.0.3.0.28.0.0	6141 Social Security/Medicare	\$1,745.00
199 11 6142 00 104 9 30 000	6142 Group Health and Life Insurance	\$7,173.00
199.11.6142.0.1.0.30.0.0	6142 Group Health and Life Insurance	\$14,189.00
199.11.6142.0.102.0.30.0.0	6142 Group Health and Life Insurance	\$10,104.00
199.11.6142.0.103.0.30.0.0	6142 Group Health and Life Insurance	\$30,500.00
199.11.6142.0.104.0.30.0.0	6142 Group Health and Life Insurance	\$7,979.00
199.11.6142.0.3.0.28.0.0	6142 Group Health and Life Insurance	\$27,928.00
199.11.6142.0.4.0.30.0.0	6142 Group Health and Life Insurance	\$20,438.00
199.11.6142.0.41.0.28.0.0	6142 Group Health and Life Insurance	\$0.00
199.11.6142.0.41.0.30.0.0	6142 Group Health and Life Insurance	\$7,221.00
199.11.6142.0.999.0.30.0.0	6142 Group Health and Life Insurance	\$3,084.00
199.11.6142.AI.102.0.30.0.0	6142 Group Health and Life Insurance	\$5,232.00
199.11.6142.AI.103.0.30.0.0	6142 Group Health and Life Insurance	\$16,423.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6142.AI.104.0.30.0.0	6142 Group Health and Life Insurance	\$3,095.00
199.11.6142.AI.41.0.30.0.0	6142 Group Health and Life Insurance	\$14,875.00
199.23.6142.0.3.0.28.0.0	6142 Group Health and Life Insurance	\$11,498.00
199.11.6143.0.1.0.30.0.0	6143 Workers' Compensation	\$2,093.00
199.11.6143.0.102.0.30.0.0	6143 Workers' Compensation	\$4,529.00
199.11.6143.0.103.0.30.0.0	6143 Workers' Compensation	\$9,673.00
199.11.6143.0.104.0.30.0.0	6143 Workers' Compensation	\$2,065.00
199.11.6143.0.3.0.28.0.0	6143 Workers' Compensation	\$9,719.00
199.11.6143.0.4.0.30.0.0	6143 Workers' Compensation	\$2,909.00
199.11.6143.0.41.0.28.0.0	6143 Workers' Compensation	\$164.00
199.11.6143.0.41.0.30.0.0	6143 Workers' Compensation	\$3,062.00
199.11.6143.0.999.0.30.0.0	6143 Workers' Compensation	\$399.00
199.11.6143.AI.102.0.30.0.0	6143 Workers' Compensation	\$641.00
199.11.6143.AI.103.0.30.0.0	6143 Workers' Compensation	\$1,734.00
199.11.6143.AI.104.0.30.0.0	6143 Workers' Compensation	\$1,252.00
199.11.6143.AI.41.0.30.0.0	6143 Workers' Compensation	\$1,305.00
199.23.6143.0.3.0.28.0.0	6143 Workers' Compensation	\$1,261.00
199.11.6144.0.1.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,377.00
199.11.6144.0.102.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$12,909.00
199.11.6144.0.103.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$17,486.00
199.11.6144.0.104.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,113.00
199.11.6144.0.3.0.28.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$33,446.00
199.11.6144.0.4.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$10,610.00
199.11.6144.0.41.0.28.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,032.00
199.11.6144.0.41.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,225.00
199.11.6144.0.999.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,475.00
199.11.6144.AI.102.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,471.00
199.11.6144.AI.103.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$9,425.00
199.11.6144.AI.104.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,883.00
199.11.6144.AI.41.0.30.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,496.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.23.6144.0.3.0.28.0.0	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$8,718.00
199.23.6145.0.3.0.28.0.0	6145 Unemployment Compensation	\$500.00
199.11.6146.0.1.0.30.0.0	6146 Teacher Retirement/TRS Care	\$13,004.00
199.11.6146.0.102.0.30.0.0	6146 Teacher Retirement/TRS Care	\$7,212.00
199.11.6146.0.103.0.30.0.0	6146 Teacher Retirement/TRS Care	\$6,648.00
199.11.6146.0.104.0.30.0.0	6146 Teacher Retirement/TRS Care	\$2,149.00
199.11.6146.0.3.0.28.0.0	6146 Teacher Retirement/TRS Care	\$19,537.00
199.11.6146.0.4.0.30.0.0	6146 Teacher Retirement/TRS Care	\$28,326.00
199.11.6146.0.41.0.28.0.0	6146 Teacher Retirement/TRS Care	\$619.00
199.11.6146.0.41.0.30.0.0	6146 Teacher Retirement/TRS Care	\$5,837.00
199.11.6146.0.999.0.30.0.0	6146 Teacher Retirement/TRS Care	\$1,404.00
199.11.6146.AI.102.0.30.0.0	6146 Teacher Retirement/TRS Care	\$1,861.00
199.11.6146.AI.103.0.30.0.0	6146 Teacher Retirement/TRS Care	\$7,177.00
199.11.6146.AI.104.0.30.0.0	6146 Teacher Retirement/TRS Care	\$4,321.00
199.11.6146.AI.41.0.30.0.0	6146 Teacher Retirement/TRS Care	\$3,507.00
199.23.6146.0.3.0.28.0.0	6146 Teacher Retirement/TRS Care	\$5,216.00
<b>6100 Subtotal:</b>		<b>\$3,103,042.00</b>
6200 Professional and Contracted Services		
199 11 6219 00 041 9 30 0 000	6219 Professional Services	\$6,000.00
199 11 6219 00 103 9 30 0 000	6219 Professional Services	\$1,000.00
199 11 6219 00 104 9 30 0 000	6219 Professional Services	\$6,000.00
199.11.6219.0.1.0.30.0.0	6219 Professional Services	\$1,000.00
199.11.6219.0.103.0.30.0.0	6219 Professional Services	\$1,000.00
199.11.6219.0.104.0.30.0.0	6219 Professional Services	\$6,000.00
199.11.6219.0.4.0.30.0.0	6219 Professional Services	\$250.00
199.11.6219.0.41.0.30.0.0	6219 Professional Services	\$3,000.00
199.11.6219.AI.1.0.30.0.0	6219 Professional Services	\$1,000.00
199.13.6219.0.103.0.30.0.0	6219 Professional Services	\$4,000.00
199.13.6219.0.104.0.30.0.0	6219 Professional Services	\$1,100.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.13.6219.0.41.0.30.0.0	6219 Professional Services	\$1,600.00
199.11.6269.0.1.0.30.0.0	6269 Rentals - Operating Leases	\$0.00
199.11.6269.0.102.0.30.0.0	6269 Rentals - Operating Leases	\$5,000.00
199.11.6269.0.103.0.30.0.0	6269 Rentals - Operating Leases	\$0.00
199.11.6269.0.104.0.30.0.0	6269 Rentals - Operating Leases	\$7,000.00
199.11.6269.0.3.0.28.0.0	6269 Rentals - Operating Leases	\$3,500.00
199.11.6269.0.4.0.30.0.0	6269 Rentals - Operating Leases	\$4,500.00
199.11.6269.0.41.0.30.0.0	6269 Rentals - Operating Leases	\$6,000.00
199.23.6269.0.3.0.28.0.0	6269 Rentals - Operating Leases	\$1,000.00
199 11 6299 00 102 9 30 000	6299 Miscellaneous Contracted Services	\$3,000.00
199 11 6299 00 103 9 30 000	6299 Miscellaneous Contracted Services	\$2,000.00
199 11 6299 00 104 9 30 000	6299 Miscellaneous Contracted Services	\$800.00
199 31 6299 00 999 9 30 0 00	6299 Miscellaneous Contracted Services	\$0.00
199.11.6299.0.1.0.30.0.0	6299 Miscellaneous Contracted Services	\$500.00
199.11.6299.0.102.0.30.0.0	6299 Miscellaneous Contracted Services	\$1,000.00
199.11.6299.0.103.0.30.0.0	6299 Miscellaneous Contracted Services	\$2,000.00
199.11.6299.0.104.0.30.0.0	6299 Miscellaneous Contracted Services	\$800.00
199.11.6299.0.3.0.28.0.0	6299 Miscellaneous Contracted Services	\$500.00
199.11.6299.0.41.0.30.0.0	6299 Miscellaneous Contracted Services	\$4,000.00
199.11.6299.AI.1.0.30.0.0	6299 Miscellaneous Contracted Services	\$500.00
199.13.6299.0.102.0.30.0.0	6299 Miscellaneous Contracted Services	\$2,000.00
199.13.6299.0.999.0.30.0.0	6299 Miscellaneous Contracted Services	\$3,000.00
	<b>6200 Subtotal:</b>	<b>\$79,050.00</b>
6300 Supplies and Services		
199.31.6339.0.1.0.30.0.0	6339 Testing Materials	\$900.00
199.31.6339.0.102.0.30.0.0	6339 Testing Materials	\$500.00
199.31.6339.0.103.0.30.0.0	6339 Testing Materials	\$2,000.00
199.31.6339.0.104.0.30.0.0	6339 Testing Materials	\$1,500.00
199.31.6339.0.4.0.30.0.0	6339 Testing Materials	\$100.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.31.6339.0.41.0.30.0.0	6339 Testing Materials	\$4,000.00
199.11.6399.PL.004.9.30.000	6399 General Supplies	\$0.00
199.11.6399.0.1.0.30.0.0	6399 General Supplies	\$5,000.00
199.11.6399.0.102.0.30.0.0	6399 General Supplies	\$5,000.00
199.11.6399.0.103.0.30.0.0	6399 General Supplies	\$6,500.00
199.11.6399.0.104.0.30.0.0	6399 General Supplies	\$9,000.00
199.11.6399.0.3.0.28.0.0	6399 General Supplies	\$16,650.00
199.11.6399.0.4.0.30.0.0	6399 General Supplies	\$8,000.00
199.11.6399.0.41.0.30.0.0	6399 General Supplies	\$29,800.00
199.11.6399.AI.1.0.30.0.0	6399 General Supplies	\$5,000.00
199.11.6399.DP.1.0.30.0.0	6399 General Supplies	\$0.00
199.11.6399.DP.102.0.30.0.0	6399 General Supplies	\$4,000.00
199.11.6399.DP.103.0.30.0.0	6399 General Supplies	\$6,000.00
199.11.6399.DP.104.0.30.0.0	6399 General Supplies	\$11,000.00
199.11.6399.DP.3.0.28.0.0	6399 General Supplies	\$1,975.00
199.11.6399.DP.4.0.30.0.0	6399 General Supplies	\$2,000.00
199.11.6399.DP.41.0.30.0.0	6399 General Supplies	\$3,200.00
199.11.6399.FE.3.0.28.0.0	6399 General Supplies	\$4,500.00
199.11.6399.FE.4.0.30.0.0	6399 General Supplies	\$500.00
199.11.6399.IS.41.0.30.0.0	6399 General Supplies	\$8,000.00
199.11.6399.LA.1.0.30.0.0	6399 General Supplies	\$2,000.00
199.11.6399.MA.1.0.30.0.0	6399 General Supplies	\$2,200.00
199.11.6399.SN.1.0.30.0.0	6399 General Supplies	\$2,500.00
199.11.6399.SS.1.0.30.0.0	6399 General Supplies	\$2,000.00
199.11.6399.TN.1.0.30.0.0	6399 General Supplies	\$500.00
199.11.6399.TN.103.0.30.0.0	6399 General Supplies	\$100.00
199.11.6399.TN.4.0.30.0.0	6399 General Supplies	\$500.00
199.11.6399.TN.41.0.30.0.0	6399 General Supplies	\$0.00
199.13.6399.0.1.0.30.0.0	6399 General Supplies	\$2,000.00
199.13.6399.0.102.0.30.0.0	6399 General Supplies	\$1,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.13.6399.0.103.0.30.0.0	6399 General Supplies	\$1,000.00
199.13.6399.0.104.0.30.0.0	6399 General Supplies	\$700.00
199.13.6399.0.3.0.28.0.0	6399 General Supplies	\$400.00
199.13.6399.0.4.0.30.0.0	6399 General Supplies	\$500.00
199.13.6399.0.41.0.30.0.0	6399 General Supplies	\$2,000.00
199.23.6399.0.3.0.28.0.0	6399 General Supplies	\$4,500.00
199.23.6399.DP.3.0.28.0.0	6399 General Supplies	\$1,000.00
199.31.6399.0.3.0.28.0.0	6399 General Supplies	\$200.00
199.31.6399.0.4.0.30.0.0	6399 General Supplies	\$500.00
199.32.6399.0.999.0.30.0.0	6399 General Supplies	\$1,000.00
199.33.6399.0.3.0.28.0.0	6399 General Supplies	\$400.00
	<b>6300 Subtotal:</b>	<b>\$160,125.00</b>
6400 Other Operating Costs		
199.11.6411.0.1.0.30.0.0	6411 Employee Travel	\$1,000.00
199.11.6411.0.103.0.30.0.0	6411 Employee Travel	\$100.00
199.13.6411.0.102.0.30.0.0	6411 Employee Travel	\$1,000.00
199.13.6411.0.103.0.30.0.0	6411 Employee Travel	\$1,000.00
199.13.6411.0.104.0.30.0.0	6411 Employee Travel	\$2,000.00
199.13.6411.0.3.0.28.0.0	6411 Employee Travel	\$1,000.00
199.13.6411.0.4.0.30.0.0	6411 Employee Travel	\$1,500.00
199.13.6411.0.41.0.30.0.0	6411 Employee Travel	\$2,520.00
199.13.6411.AI.1.0.30.0.0	6411 Employee Travel	\$400.00
199.13.6411.R4.4.0.30.0.0	6411 Employee Travel	\$800.00
199.21.6411.0.999.0.30.0.0	6411 Employee Travel	\$0.00
199.23.6411.0.3.0.28.0.0	6411 Employee Travel	\$1,000.00
199.31.6411.0.3.0.28.0.0	6411 Employee Travel	\$700.00
199.31.6411.0.4.0.30.0.0	6411 Employee Travel	\$600.00
199.11.6494.0.1.0.30.0.0	6494 Reclassified Transportation Expenses	\$1,000.00
199.11.6494.0.102.0.30.0.0	6494 Reclassified Transportation Expenses	\$2,700.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6494.0.103.0.30.0.0	6494 Reclassified Transportation Expenses	\$7,000.00
199.11.6494.0.104.0.30.0.0	6494 Reclassified Transportation Expenses	\$4,500.00
199.11.6494.0.4.0.30.0.0	6494 Reclassified Transportation Expenses	\$300.00
199.11.6494.0.41.0.30.0.0	6494 Reclassified Transportation Expenses	\$2,255.00
199.23.6495.0.3.0.28.0.0	6495 Membership Fees	\$700.00
199.11.6499.0.1.0.30.0.0	6499 Miscellaneous Operating Costs	\$5,000.00
199.11.6499.0.3.0.28.0.0	6499 Miscellaneous Operating Costs	\$0.00
199.11.6499.0.4.0.30.0.0	6499 Miscellaneous Operating Costs	\$300.00
199.11.6499.0.41.0.30.0.0	6499 Miscellaneous Operating Costs	\$400.00
199.11.6499.DO.3.0.28.0.0	6499 Miscellaneous Operating Costs	\$275.00
199.11.6499.GD.4.0.30.0.0	6499 Miscellaneous Operating Costs	\$1,000.00
199.23.6499.0.3.0.28.0.0	6499 Miscellaneous Operating Costs	\$1,000.00
	<b>6400 Subtotal:</b>	<b>\$40,050.00</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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## District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Stephen McCanless	Director of Administrative Services
Administrator	Kristy Dietrich	Principal - CHS
Classroom Teacher	Michael Norman	Teacher
Classroom Teacher	Daisy Quezada	Teacher
Classroom Teacher	April King	Teacher
Non-classroom Professional	Vandi Nall	Counselor
Parent	Dana Rogers	Parent
Parent	Shannon Tarver	Parent
Administrator	Chris McCurry	Principal - CMS
Classroom Teacher	Moszellie Morales	Teacher
Non-classroom Professional	Cheryl Sterrett	Counselor
Classroom Teacher	Alexander Oveal	Teacher
Classroom Teacher	Rachel Meers	Teacher
Parent	Martha Miranda	Parent
Administrator	Rebecca Smith	Principal - Eastside
Classroom Teacher	Ruby Rocha	Teacher
Classroom Teacher	Eduardo Villasmil	Teacher
Non-classroom Professional	Leslie Garcia	Counselor
Administrator	Mary Giles	Assistant Principal - Eastside
Parent	Leslie Taylor	Parent
Administrator	Peter Armstrong	Principal - Northside
Classroom Teacher	Rose Blunt	Teacher
Classroom Teacher	Taylor Blackburn	Teacher
Classroom Teacher	Sergio Rojas	Teacher
Non-classroom Professional	Kelly Wolff	Counselor
Classroom Teacher	Jeffrey Kane	Teacher
Parent	Kristen Cline	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jo Colson	Principal - Southside
Classroom Teacher	Whitley Marsh	Teacher
Classroom Teacher	Sheila Dawson	Teacher
Non-classroom Professional	Danielle Thorp	Instructional Coach
Administrator	Alyson Wilkins	Assistant Principal - Southside
Parent	Barbara Pierzchala	Parent
Administrator	Richard Pena	Principal - Cottonwood
Administrator	Kelli Jimenez	Assistant Principal - Cottonwood
Classroom Teacher	Jessica Jones	Teacher
Classroom Teacher	Mona McDaniel	Teacher
Classroom Teacher	Teresa Castillo	Teacher
Non-classroom Professional	Denize Christobal	Counselor
Administrator	Steven Sherrouse	Principal - DAEP
Classroom Teacher	Tyra Hodge	Teacher
Administrator	John Fritts	Principal - DLA
Classroom Teacher	Don Seagraves	Teacher
Classroom Teacher	Galen Rappe	Teacher
Business Representative	Debrika Kirk	Business Member
Business Representative	Scott Lambert	Business Member
District-level Professional	Maria Silva	Assistant Superintendent
District-level Professional	Nathan Boughton	Assistant Superintendent
District-level Professional	Chris Trotter	Superintendent
District-level Professional	Rebecca Sanford	Director of Elementary Schools
District-level Professional	Brandon Perry	Director of Secondary Schools



# Addendums